
**FAIRFIELD UNION LOCAL SCHOOLS
DISTRICT POLICY FOR THE IDENTIFICATION AND SERVICE OF
STUDENTS WHO ARE GIFTED**

Information for Parents



2021-2022

Contact:

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IDENTIFICATION

The district follows Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule).

Whole-grade screening for Superior Cognitive Ability, Specific Academic Reading, Specific Academic Mathematics, and Creative Thinking Ability will take place in Grade 2. Additional whole grade screening will take place in Grade 4 (Superior Cognitive Ability), Grade 5 (Creative Thinking Ability), and Grade 6 (Specific Academic Mathematics, Specific Academic Reading, Specific Academic Science, and Specific Academic Social Studies).

Student, teacher, parent, and peer referrals are accepted at all grade levels for individual screening and identification in all areas of giftedness. The district ensures equal access to screening and further assessment to all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. English Language Learners (ELL) students will be assessed in their native language if requested, and students with physical and sensory needs will be assessed with appropriate modifications.

Qualified educators administer tests that are on the Ohio Department of Education (ODE) approved list. The district ensures that the tests are valid for all populations and that any child transferring into the district will be assessed within 90 days of the transfer if requested by the parent. Outside testing data that follows the guidelines of ORC 3324.01-07 and OAC 3301-51-15 shall be accepted for identification and service. Referrals are taken for testing in both the fall and spring, and referral forms are in all school building main offices or on the district website.

Parents will receive written notice of all testing results. Identification appeals may be directed to the district superintendent.

SERVICES

Grades K-4

The district serves students in grades K-4 identified in Superior Cognitive Ability, Specific Academic Reading, Specific Academic Mathematics, and Creative Thinking Ability. Gifted students are serviced within a cluster group in the regular education classroom by the regular education teacher on a daily basis.

Grades 5-8

The district serves students in grades 5-6 identified in Superior Cognitive, Specific Academic Reading, Specific Academic Mathematics, and Creative Thinking. In grade 6, students can be identified in Specific Academic Social Studies and Specific Academic Science and will be served in these areas during grades 7 and 8. Gifted students are serviced within a cluster group in the regular education classroom by regular education teachers on a daily basis. An Advanced Mathematics Class is offered in 7th grade to gifted math students and high-performing math students, which has a compacted 7th- & 8th-grade curriculum and is

taught by regular education teachers. Students in the accelerated program will be eligible for Algebra 1 as 8th-grade students.

Grades 9-12

For students in grades 9-12 who are identified in Specific Academic Mathematics, Specific Academic Reading, Specific Academic Science, Specific Academic Social Studies, Superior Cognitive Ability, and/or Creative Thinking Ability are provided service daily by regular education teachers. Students have options to participate in honors classes, Advanced Placement (AP) classes, and College Credit Plus (CCP) classes. All regular education teachers receive guidance and professional development in gifted education to meet the requirements in the revised Gifted Operating Standards. CCP teachers are approved through the associated university or college.

Additional Services:

Students identified with a Visual Performing Arts Ability are serviced by licensed visual arts teachers at the middle school and high school.

Withdrawal from gifted programming is available at any time by written parent or guardian request. Placement appeals may be directed to the district superintendent.

WRITTEN EDUCATION PLANS (WEP)

All students who receive gifted services will have a Written Education Plan. The plan will include a description of services, individual student goals, progress monitoring methods and schedules, staff responsible for services, policies regarding waiver of assignments, and review dates and deadlines for the next WEP. All services will match the areas of identification. Parents/Guardians and all staff responsible for implementing services will receive copies of the WEP at the end of the first semester. If necessary, appropriate corrections and additions will be made.

SUPERIOR COGNITIVE ABILITY

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months: Scored at or above two standard deviations on an approved individual standardized intelligence test administered by a licensed psychologist; **or** Scored at or above two standard deviations on an approved standardized group intelligence test **or** Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, **or** Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

SPECIFIC ACADEMIC ABILITY

A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area: Mathematics, Reading, Writing, Science, or Social Studies.

CREATIVE THINKING ABILITY

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age based on the two criteria: 1) Within the preceding twenty-four months, the child scored at or above one standard deviation on an approved individual or group intelligence test; and 2) Either attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; **or** exhibited sufficient performance on an approved checklist of creative behaviors.

VISUAL AND PERFORMING ARTS ABILITY

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following: Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area **and** exhibited to a trained individual sufficient performance on an approved checklist of behaviors related to a specific arts area.

WRITTEN ACCELERATION PLANS (WAP)

Acceleration referrals are addressed following the district policy and the Iowa Acceleration Scale. Students participating in an accelerated placement receive a Written Acceleration Plan. Academic acceleration is a formal process of a student skipping a grade level in either one subject area or all subject areas. This includes whole grade acceleration, subject acceleration, early entrance to kindergarten or first grade, and early graduation. The acceleration process involves cognitive and above-grade-level achievement testing and review of academic, developmental, and social-emotional data by a designated acceleration committee. The committee uses this information to inform their decision to accelerate or not to accelerate the student. Acceleration is an option for any student who demonstrates readiness and whose needs cannot be met within available grade-level options.

SCREENING AND IDENTIFICATION SCORES

Superior Cognitive Ability:

Cognitive Abilities Test (Form 7) VQN Composite (CogAT):

Grades K-1: Screening 123 Identification 127

Grades 2-12: Screening 123 Identification 128

Naglieri Nonverbal Ability Test (NNAT3): Screening 123 Identification 126

Specific Academic Ability:

Iowa Assessments: Screening 90%ile Identification 95%ile

Stanford 10: Screening 90%ile Identification 95%ile

TerraNova 3rd Edition: Screening 90%ile Identification 95%ile

Wechsler Individual Achievement Test - 3rd Edition (WIAT): Screening 90%ile Identification 95%ile

Kaufman Tests of Educational Achievement – 3rd Edition (KTEA-3):

Screening 90%ile Identification 95%ile

Creative Thinking (2 Parts to the Identification):

Part 1

Cognitive Abilities Test: Identification 111 (Grades K-1) or 112 (Grades 2-12)

Naglieri Nonverbal Ability Test (NNAT3): Identification 111

And Part 2

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)

Creative Thinking Checklist: Screening 48 Identification 51

Torrance Tests of Creative Thinking (Figural or Verbal)

Screening 90%ile Identification 95%ile

Visual / Performing Arts (2 Parts to the Identification):

Part 1 Scales for Rating the Behavior Characteristics of Superior Students

Art Checklist: Screening 59 / Identification 61

Musical Checklist: Screening 37 / Identification 39

Drama Checklist: Screening 54 / Identification 57

And Part 2 Display of Work, Audition or Performance: ODE Rubric

Art Display: Screening 20 / Identification 21

Musical performance: Screening 17 / Identification 18

Drama performance: Screening 19 / Identification 20

Dance audition: Screening 25 / Identification 26