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

Information for Parents



2023-2024

Contact:

Eydie Schilling

Curriculum, Gifted & Federal Programs Coordinator

eydieschilling@fairfieldunion.org

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, Reading, Math, 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 (Math, Reading, Science, and 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 who are English language learners (ELL). ELL students will be assessed in their native language if requested, and students with physical and sensory needs will be assessed with appropriate modifications. Tests are administered by qualified educators. By using tests from the ODE approved list, the district ensures that the tests are valid for all populations. The district ensures 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. Parents will receive written notice of all testing results. Referrals are taken for testing in both the fall and spring. Referral forms can be found in all school building main offices or on the district website.

SERVICES

The district serves students in grades 3-4 identified in Superior Cognitive and/or Specific Academic Ability in Reading or Mathematics within a cluster group in the regular classroom. These classes are taught by the regular classroom teacher on a daily basis. Students that are identified as gifted in grades K-2 will also receive gifted services by the regular classroom teacher.

Students in grades 5-8 who are identified in mathematics, reading, science, social studies, superior cognitive ability and/or creative thinking ability are served within cluster groups by the regular classroom teachers. An advanced mathematics course is offered in 7th grade to gifted and high-performing math students. This course offers a compacted 7th and 8th grade curriculum and is taught by a regular classroom teacher. Students successful in the advanced math course will be accelerated into Algebra 1 as an 8th grade student.

Students in grades 9-12 will have services provided through honors and advanced placement (AP) courses taught by regular classroom teachers. These students will also have access to College Career Plus (CCP) courses taught by teachers credentialed through local universities.

All regular classroom teachers receive guidance and professional development in gifted education to meet the requirements in the revised Gifted Operating Standards. Acceleration referrals are addressed following the district policy and the Iowa Acceleration Scale.

Withdrawal from gifted programming is available at any time by written parent 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 and all staff responsible for implementing services will receive copies of the WEP. If services are unavailable, parents will be notified in writing.

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 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, Science, and/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 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.

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

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:

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

And

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

Naglieri Nonverbal Ability Test (NNAT3): Identification 111

Visual / Performing Arts:

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

And

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