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***OLMSTED FALLS DISTRICT POLICY  
FOR THE IDENTIFICATION OF AND  
SERVICES FOR  
STUDENTS WHO ARE GIFTED***

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***INFORMATION FOR PARENTS***



Revised: Spring, 2009

## OLMSTED FALLS PHILOSOPHY OF GIFTED EDUCATION

*The foundation of our American heritage suggests the pursuit of equality and individual worth. However, no two individuals are the same. True equality requires that there be equal respect and freedom for individual uniqueness and equal opportunity to develop unequal abilities to the fullest potential.*

*In order to meet the student's individual needs, the goal is to provide meaningful experiences for all children. The development of the individual's greatest potential, intellectually, physically, and socially, reflects the aim of this district. The educational program for gifted children is a small, though, integral part of this total educational plan.*

*The gifted represent a group of students whose learning styles and thinking dimensions are unique. The Olmsted Falls educational program for gifted students provides multidimensional and appropriate learning experiences meeting the academic needs of these students.*

*A major emphasis in Gifted Education is appropriately placed on the learning processes that will enhance the individual's ability to become an independent learner and to pursue a life-long career of learning. The ultimate goal of the program is to develop students who are creators of ideas for themselves and the rapidly changing world in which they live.*

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## REFERRALS

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- The district ensures that there are ample and appropriate scheduling procedures for assessments and reassessments using a variety of group and individually administered tests and checklists approved by the Ohio Department of Education.
  - Children may be referred based on the following:
    - Child request (self-referral), teacher recommendation, parent/guardian request, child referral of peer; and by others (e.g., psychologist, community members, principal, gifted coordinator, etc.)
  - The district will obtain permission for assessment from the parent and process the necessary paperwork. Parents will be notified of results in writing.
  - The district shall provide at least two opportunities a year for assessment. However, test results are valid for two years. Referral packets will be available in building offices during the first full week of September and the first full week of March.
  - Methods used to screen/assess students who are culturally diverse, economically disadvantaged, have a disability or have limited English Proficiency are in accordance with Olmsted Falls City Schools Policies as found on the district's website. Copies are available upon request.
  - Safeguards to insure tests are administered in student's native language, reflect accurate aptitude/achievement in students with physical and sensory disabilities, and are valid for special populations are in accordance with Olmsted Falls City Schools Policies as found on the district's website. Copies are available upon request.
  - Procedural and norming guidelines will be followed in accordance with state approved assessment manuals.
  - Parents will be notified of results within 30 days of the completion of the testing process.
  - Assessment of transfer students will take place within 90 days of written request of a parent.
  - The district will accept scores on assessment instruments provided by other districts or trained personnel outside the district, provided the assessment instruments are on the list approved by the department of education.
  - Parents may make a formal written request to the Student Services Coordinator stating the reasons for appeal of test results and/or placement decisions. The appeals process will be followed and parents will be notified of the decision.
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## IDENTIFICATION

### TESTING INSTRUMENTS USED FOR SCREENING AND IDENTIFICATION:

The district uses the following assessment instruments for screening and identification. The criteria for being identified as gifted in each area are included. The scores needed for screening/identification are included in parenthesis.

#### Superior Cognitive

Cognitive Abilities Test (CogAT), Form 6, Grades K-12, (Screen Grades K-2 =126, Grades 3-12 =128, ID Grades K-2=127, Grades 3-12 =129)  
Differential Ability Scales – 1<sup>st</sup> or 2<sup>nd</sup> Edition, Ages 3-18, (Screen = 125, ID =126)  
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II), Grades K-12, (Screen =126, ID =127)  
Leiter International Performance Scale-Revised (Leiter-R), Ages 2-20, (Screen Ages 2-10 =124, Ages 11-20 =125, ID Ages 2-10 = 125, Ages 11-20 =126)  
Test of Cognitive Skills, Second Edition (TCS/2), Grades 2-12, (Screen =126, ID =127)  
Universal Nonverbal Intelligence Test (UNIT), Grades K-12, (Screen =125, ID =126)  
Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV), Grade K-age 16, (Screen =126, ID =127)  
Wechsler Preschool and Primary Scale of Intelligence- Third Edition, PreK-age 6, (Screen =126, ID =127)  
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition), Grades K-12, (Screen =126, ID=127)

#### Specific Academic Ability

Areas assessed: math, reading, science, and social studies.

ACT Assessment Program (AAP), Grades 10-12, (Screen =94, ID=95)  
Iowa Tests of Basic Skills (ITBS), Form A, B, or C, Grades K-9 (Screen =94, ID =95)  
Kaufman Test of Educational Achievement, 2nd Ed., (KTEA-II), Ages 4.5-Grade 12, (Screen =94, ID =95)  
PLAN, Grade 10, (Screen =94, ID =95)  
Stanford Achievement Test- 10th Edition or Ninth Edition, Grades K-12, (Screen = 94, ID =95)  
Terra Nova, The Second Edition CAT (California Achievement Test 6), Grades K-12, (Screen =94, ID =95)  
Wechsler Individual Achievement Test – 2<sup>nd</sup> Edition, Grades K-12, (Screen =94, ID =95)  
Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition, Grades K-12, (Screen =94, ID =95)

IDENTIFICATION (continued)

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**TESTING INSTRUMENTS USED FOR SCREENING AND IDENTIFICATION:**

The district uses the following assessment instruments for screening and identification. The criteria for being identified as gifted in each area are included. The scores needed for screening/identification are included in parenthesis.

**Visual and/or Performing Arts Ability**

Decisions by trained evaluator using checklists and documented superior performance

**Screening** Instruments:

Criteria: a score of 57+ on a standardized instrument

- Gifted and Talented Evaluation Scale (GATES) (Grades K-12)

**Identification** Instruments:

- Scales for Rating the Behavior Characteristics of Superior Students; Art score (53+), Drama score (48+), Music score (34+)
- Performance or Audition: music, dance, drama
- Display of work: art
- Artwork response sheet
- Ohio Department of Education Music Performance Rubrics, Forms A & B (18+) (Grades 7-12)

**Creative Thinking Ability**

**Screening** Instruments:

- Cognitive Abilities Test (CogAT) (111) (Grades K-2) (113) (Grades 3-12)
- Wechsler Preschool and Primary Scale of Intelligence-Third Edition (112)
- Gifted and Talented Evaluation Scale (GATES) (65-82) (Grades K-12)

**Identification** Instruments:

- Gifted Rating Scales (66 and above) (Grades K-12)
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## SERVICES

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- In order for your child to qualify for Resource Room placement in grades 1-8, there must be evidence of **two** consistent measures of superior cognitive ability at 129 or higher **and** current achievement at or above the 95<sup>th</sup> percentile in reading and/or math.
- The district's gifted services are accessible to all gifted students who meet the placement eligibility criteria.
- In grades 1-8 there will be collaboration between the gifted resource teacher and cluster classroom teachers.
- Resource Room classes will not exceed 15 students.
- Resource Room (grades 1-8) meets for the state minimum time requirement. Grades 6-8 meet for a minimum of 240 minutes per week. Grades 1-5 meet for a minimum of 225 minutes per week.
- Service Options may include:
  - Cluster grouping for eligible Resource Room students.
  - Resource Room (Grades 1-8)
  - General education settings include: grade acceleration, early entrance, early graduation, subject acceleration.
  - Advanced Placement courses.
  - Dual enrollment opportunities and post-secondary enrollment options.
- If, at anytime, a student wishes to withdraw from the gifted program or services, the request should be written by the parent or child and submitted to the building administrator. If the child requests to withdraw, parents will be notified and a conference will be scheduled.
- Parents may make a formal written request to the Student Services Coordinator stating the reasons for appeal of services/placement decisions. The appeals process will be followed and parents will be notified of the decision.

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## WRITTEN EDUCATION PLANS

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- The written education plan will include:
  - the description of services provided
  - the goals for the students for each service to be provided
  - the methods for evaluating progress toward goals specified
  - the method and schedule for reporting progress to parents
  - the staff responsible for ensuring delivery of each service prescribed
  - the policies regarding waiver of assignments and re-scheduling of tests
  - and the deadline for next review of WEP
- A copy of the WEP will be given to parents and staff responsible for providing service listed. Parents will receive the WEP with first grading period mid-term reports.