

higher cognitive processing, (i.e., analysis, synthesis, and evaluation.)

In addition to the Visions program, services for students in kindergarten through eighth grades may also include accelerated or advanced classes in other subjects, cluster grouping designed to facilitate differentiated activities, and/or skill grouping in subject matter areas. Services for some students may include subject acceleration in specific content areas. Grade acceleration may also be an option for some students. A waiver of assignments and re-scheduling of test are determined by the specific gifted service.

### **WITHDRAWAL PROCESS**

If at anytime, a student wishes to withdraw from the gifted program or service, the request should be written by the parent or child and given to the gifted coordinator. If children request to withdraw, parents will be notified.

### **APPEAL PROCEDURE**

An appeal by the parent is the reconsideration of the results of any part of the identification process, which would include:

- Screening procedure or assessment instrument (which results in identification);
- the scheduling of children for assessment; the placement of a student in any program;
- and receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern.

The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel.

The superintendent or designee will issue a written final decision with 30 days of the appeal. This written notice should include the reason for the decision.

### **WRITTEN EDUCATION PLANS**

Any students in Visions receiving direct services with a Gifted Intervention Specialist (GIS) will have a Written Education Plan (WEP) that will be shared with the parent and other teaching personnel. A copy of the WEP will be placed in the student's cumulative folder and progress will be reported on an ongoing basis to the student and parents. The Written Education Plan includes:

- Goals for the student
- Multiple Intelligence Assessment
- Areas of gifted identification
- Enrichment activities
- Annual review of goals

The Written Education Plan folders are housed in the team leader's classroom. The folders are a fluid document so work samples and anecdotal evidence can be collected and goals can be monitored. Goals are set at the end of each school year by the child's current Visions teachers for the following year. The student's progress may be shared with the parents via email or during conferences. WEPs are not tied to formal grades but rather a tool to meet the unique needs of gifted children.

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## Fairfield City School District's

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## Fairfield City School District's

# Identification Plan of Children Who Are Gifted



**Information  
For Parents**

## **DEFINITION**

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

## **SCREENING AND ASSESSING**

The District uses a three-stage approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

### **Stage I:**

#### **PRE-ASSESSMENT**

The pre-assessment stage of the process involves gathering student data from a variety of sources which may include teacher, parent and peer referrals, grades, portfolios, observations, review of student records, and outstanding products or performances. All students may be involved in the pre-assessment pool.

By using the pre-assessment process, the district ensures equal access to screening and further assessment by 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.

### **Stage II:**

#### **ASSESSMENT FOR SCREENING**

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary.

District-determined cut-off test scores are established to move students from screening stage to the assessment stage. Specific cut –off scores may be referenced in the brochure called Assessment Instruments Used for Gifted Identification that may be found in each school’s main office. Parents will be notified, in writing, of screening results within 30 days of the completion and review of the various assessments.

### **Stage III:**

#### **ASSESSMENT FOR IDENTIFICATION**

The assessment for identification stage include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in the Gifted Identification pamphlet. Currently, Fairfield City Schools administers group gifted identification testing in grades 2, 4 and 6 in the areas of superior cognitive ability and specific academic ability. Whole grade art identification occurs in grades 5 and 7. Music identification occurs on a referral basis in grades K-12.

Once additional testing has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student’s educational needs are determined. Parents will be notified of the assessment and identification results in writing.

#### **REFERRAL**

The district ensures there are ample and appropriate procedures for testing and reassessment by trained educational personnel.

Children may be referred on an ongoing basis, based on the following:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

The district’s referral form may be acquired from the student’s home school. After the referral is completed, it will need to be sent to the district’s gifted education office. Upon receipt of a referral, the district will follow the process as outlined in this brochure; and notify parents of assessment and identification results.

The district shall provide at least two opportunities a year for assessment through the referral process.

#### **GENERAL**

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

#### **TRANSFER**

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the Gifted Services Office.

#### **GIFTED EDUCATIONAL SERVICE**

Although the Ohio Department of Education requires the identification of gifted students, ODE does not mandate that district service these individuals. However, Fairfield City Schools is committed to providing the most appropriate educational opportunity for all students. Gifted and talented children are a unique population, differing from their age peers in abilities, talents, interests, and psychological and/or emotional maturity to such a degree that special provisions must be made to meet the educational needs of these students.

The formalized gifted service program called Visions begins in 5th grade and continues through 8th grade. Students who are identified in the areas of Superior Cognitive Ability and Reading and Math Specific Academic ability are eligible for the Visions program. The interdisciplinary team consists of instructors in the areas of language arts, math, science and social studies. The program for the gifted and talented is qualitatively different and will allow for the nurturing of the leadership potential possessed by these students. Visions programming will provide opportunities which encourage the development of abstract thinking and reasoning skills and practice in creative problem solving and