

- Math/Science: 84%-89%=1 point; 90-94%=2 points; 95 and above=3 points
- Cognitive: 112-119=1 point; 120-126=2 points; 127 and above=3 points

### Honors/AP/CCP Classes

Students identified gifted in reading, math, science or social studies are served in Honors/AP/CCP classes at Findlay High School.

- 9<sup>th</sup> grade Honors and CCP classes:
  - Math: 82% on an ODE approved achievement test
  - Reading: 80% on an ODE approved achievement test
  - Science: 80% on an ODE approved achievement test
  - Social Studies: 80% on an ODE approved achievement test
- 10<sup>th</sup>-12<sup>th</sup> Grade Honors, AP and CCP classes:
  - Students having taken prerequisite classes may continue on with the next course.

### Methods Used to Ensure Equal Access Under the Law

Findlay City Schools ensures equal opportunity for all district students identified as gifted to receive services offered by the district. Equal access is provided via whole group testing in grades 2, 5 and 8.

### Description of Gifted Services

STEAM (Science, Technology, Engineering, Art, Math) is a one-day a week pull-out program for students in grades 4-5.

REACH (Reaching, Enriching, Accelerating, Caring, Helping) is a program for Findlay City Schools' middle school students (grades 6-8). These students participate in an accelerated reading and language arts block class.

In addition, advanced classes are offered in math and science at middle school.

Honors, AP and CCP courses are offered for students identified gifted in reading, math, science or social studies at Findlay High School.

### District Enrichment Plan

Enrichment is any activity purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. For Findlay City Schools these include: Creativity Clubs, Space Club, Engineering, Robotics, Computer Programming, Chinese, Enrichment Clusters, Junior Scholars (College/Career Program) and Honors Career Mentorship.

### Withdrawal Process

If at any time, a student wishes to withdraw from gifted programs or services, the request is written by the parent/guardian or child to the gifted coordinator. If a child requests to withdraw, parents/guardians are notified.

### **WRITTEN EDUCATION PLANS**

Every gifted student who is in STEM, REACH, advanced middle school classes and AP/Honors/CCP classes has a Written Education Plan (WEP).

- The WEP form provides a description of the services provided.
- The WEP lists individual goals the student will work on throughout the year.
- The WEP indicates how progress will be evaluated.
- The WEP includes a schedule for reporting progress to parents.
- The Gifted Intervention Specialist (GIS)/regular classroom teacher ensures delivery of services in the program.
- The waiver of assignments and re-scheduling of tests policy is included on the child's WEP.
- The WEP includes a deadline date for the next review.
- Parents/Guardians receive a copy of the WEP listing the staff responsible for the listed service at the fall conference with their child's GIS/regular classroom teacher or through the mail.

**For more information,  
contact Judy Withrow,  
Coordinator of Gifted Services,  
419-425-8296.**

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

### **INFORMATION FOR PARENTS**

### **CRITERIA AND PROCEDURES USED TO IDENTIFY AND SCREEN/IDENTIFY STUDENTS**

### **IDENTIFICATION**

#### Identification

The District follows the identification eligibility criteria as specified in State law. The District identifies gifted students, in kindergarten through grade 12, as those who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:

- Superior cognitive ability
- Specific academic ability in one or more of the following content areas:
  - Mathematics;
  - Science;
  - Reading, writing or a combination of these skills and/or
  - Social studies
- Creative thinking ability and/or
- Visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.

#### Pre-Assessment

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent/guardian, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances. All students are involved in the pre-assessment pool.

By using the pre-assessment process, the district ensures equal access to screening children, including minority or disadvantaged students, students with disabilities and English learner students.

### **Assessment for Screening**

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

In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if any evidence of possible giftedness exists for that student and conduct necessary additional assessment.

District-determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification. Parents/guardians must be notified within 30 days of the results of screening.

### **Assessment for Identification**

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Ohio Administrative Code 3301-51-15.

Once additional assessment has been completed, the data obtained throughout the stages of identification is evaluated, the identification decision is made and the student's educational needs are determined. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

### **Two Opportunities a Year for Assessment**

Findlay City Schools provides two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents/guardians, or other children.

### **Referral**

Children may be referred in writing on an ongoing basis, based on child request (self-referral), teacher recommendation, parent/guardian request, child referral of peer, and other (psychologist, community members, principal, gifted coordinator, et cetera).

Upon receipt of a referral, the district will follow the process as outlined in this brochure and notify parents/guardians of results of screening, assessment and testing results.

### **Special Testing Situations**

The Raven's or CogAT non-verbal test is used to assess students who are minority, disadvantaged students, have a disability and/or English learners.

Findlay City Schools has not needed to give a test to a student in his/her native language, but if the need arises we will find someone to give the test who speaks the child's language.

School psychologists administer the non-verbal component in the WISC-V and/or DAS II to students with physical and/or sensory disabilities.

### **Test Administration**

Gifted coordinators, trained professionals and school psychologists give tests individually or in small groups to potentially gifted students using only tests on the ODE approved list of tests.

### **Procedures for Assessment of Transfer Students**

Findlay City Schools ensures that any child transferring into the district is assessed within 90 days of the transfer at the request of the parent/guardian. Parents/Guardians share gifted information at the Welcome Center and/or contact the building principal who contacts the Gifted Coordinator.

### **Acceptance of Outside Testing Data**

Findlay City Schools 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.

### **Appeals Process**

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

- Screening procedure or assessment instrument;
- The scheduling of a child for assessment;
- The placement of a student in any program; and/or
- Receipt of services.

Parents/Guardians should submit a letter to the superintendent outlining the nature of the concern.

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

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

## **SERVICES**

All District gifted education services are delivered in accordance with State law.

### **Criteria for Determining Eligibility**

#### **STEAM Placement**

STEAM (Science, Technology, Engineering, Art, Math) is a one-day a week pull-out program for students in grades 4-5 identified in math and/or science in Findlay City Schools. Students are identified for the program using a matrix consisting of points for high scores in the following areas.

- **Achievement Scores:**
  - Math Total (95%) or
  - Science Total (95%)
- **CSI:** 110

#### **REACH Placement**

Findlay City Schools' middle school students (grades 6-8) who are identified as gifted in reading can participate in an accelerated reading and language arts block class. Students are identified for the class using a matrix consisting of points for high scores in the following areas:

- **Achievement Scores:**
  - Reading Total (95%)
  - Language Total (90%)
- **CSI:** 120

#### **Middle School Clusters and Advanced Classes**

Students identified on the matrix are clustered in advanced math and science classes at middle school. Math and science achievement scores, respectively, as well as cognitive ability scores are used, within 24 months, from the ODE approved list of tests. A total of 4 points is needed for placement in each of these classes.