

## **District Contact Information**

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**Salem City School District**  
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## **DISTRICT POLICY FOR THE IDENTIFICATION OF AND SERVICES FOR STUDENTS WHO ARE GIFTED**

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## **INFORMATION FOR PARENTS**



**SALEM CITY SCHOOLS**

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## **Salem City School District**

**2017-2018**

Joseph A. Shivers, Superintendent

A Service of the  
Salem City School District

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*Updated Fall 2017*

## Identification

### **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 Ohio Revised Code.

### **SCREENING AND ASSESSING**

The district uses a three-part 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 1: PRE-ASSESSMENT**

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

By using the pre-assessment process, the district ensures equal access to screening and further assessment for all district students, including culturally or linguistically diverse students, students from low socioeconomic backgrounds, students with disabilities, and students having limited English proficiency.

Appropriate tests and/or administrative procedures are used by qualified personnel for students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency. See the "Assessment Instruments Used for Gifted Identification" brochure for the specific tests that may be used in this district, taken from the "Chart of Approved Gifted Identification/Screening Instruments" by the Ohio Department of Education.

#### **Stage 2: 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 evidence of possible giftedness exists for that student. Students may be identified through whole-grade screening. It may be determined from these results that additional assessments are necessary.



**SALEM CITY SCHOOLS**

**Joseph A. Shivers, Superintendent**

**Sean Kirkland, Principal**

**Salem Junior and Senior High School**

**Lisa DeRose, Principal**

**Southeast Elementary School**

**Cindy Viscounte, Principal**

**Reilly Elementary School**

**John Lundin, Principal**

**Buckeye Elementary School**

### **REPORTING PROGRESS TO PARENTS**

Parents shall be informed of their student's progress toward goals by the responsible staff member(s). Methods of communication may include phone calls, e-mail, face-to-face meetings, letters home, and report cards. The minimum schedule for this reporting is stated on the **WEP**.

### **WAIVER OF ASSIGNMENTS POLICY**

Students who participate in gifted services are not assigned work missed in the regular classroom if this work provides practice, review, has been mastered, or would be mastered easily if presented in another format. Teachers should attempt to introduce new concepts and schedule tests at a time when gifted students are in the regular classroom. Students are responsible for communicating with the teacher regarding missed assignments.

District-determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification.

### **Stage 3: 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 Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in this pamphlet.

Once additional assessment 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 are notified in writing within thirty days of the results of assessment.

### **REFERRAL**

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

- Group tests
- Individually-administered tests
- Audition, Performance
- Display of work
- Exhibition
- Checklists

Students may be referred on an ongoing basis based on the following:

- Student request (self-referral)
- Teacher recommendation
- Parent/guardian request to the building administrator
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Referral forms are available in an administrator's office.

Upon receipt of a referral, the district will follow the process as outlined in this brochure.

The district shall provide at least two opportunities a year for assessment by student request or by recommendation of teachers, parents, or other students.

## **GENERAL**

The district reviews and may accept 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 student transferring into the district will be assessed within 90 days of the transfer at the written request of the parent. Parents should contact the building principal.

## **SERVICES**

### **EQUAL ACCESS TO SERVICES**

The district ensures equal access into any appropriate gifted programs for all identified gifted students, including culturally or linguistically diverse students, students from low socioeconomic backgrounds, children with disabilities, and students with limited English proficiency. Placement into programs is dependent upon specific criteria based on each program's goals.

### **SERVICE PROVIDED AND CRITERIA FOR PLACEMENT**

Salem City Schools offers a variety of gifted services for students in grades 5-12.

**Students in Grades 5** who are identified as Superior Cognitive gifted receive services with the Gifted Intervention Specialist in an inclusion setting and/or a Resource Room.

**Students in Grade 6** who are identified as Superior Cognitive or identified Specific Academic in the area of Math are eligible to receive services in an inclusion and/or Resource Room setting.

**Students in Grades 7-8** who are identified as Superior Cognitive or identified Specific Academic in the area of Reading are eligible to receive services in Gifted Language Arts classes.

**Students in Grades 9-12** have the opportunity at Salem Sr. High School to take classes that meet their interests and level of learning with options such as AP classes, Independent Study, or Post Secondary Education Options.

### **WITHDRAWAL**

If at anytime, a student wishes to withdraw from gifted programs or services, the parents should request a Discontinue Form, sign it and return it to the building administrator. A face-to-face meeting is highly recommended with the gifted coordinator, building administrator and guidance counselor. If a student requests to withdraw, parents will be notified.

## **APPEAL PROCEDURE FOR IDENTIFICATION AND SERVICES**

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 students for assessment
- The placement of a student in any program
- 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 within 30 days of the appeal. This written notice should include the reason for the decision(s).

## **WRITTEN EDUCATION PLANS**

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP). The **WEP** is provided to parents and educators of gifted students each school year. It includes a description of the services provided with goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The **WEP** also specifies staff members responsible for ensuring that specified services are delivered, policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom, and a date by which the **WEP** will be reviewed for possible revision.

### **INDIVIDUAL STUDENT GOALS AND METHOD OF EVALUATION**

Annual student goals will be specified for each student in each service program. Goals may address academic and/or affective areas. Progress toward goals will be evaluated by a specified method, which may include teacher observations, peer evaluations, written critiques/reflections, self-evaluations, pre/post tests, portfolios, rubrics, conferences, checklists, surveys, journals/learning logs, or other methods.