

**SALEM CITY SCHOOLS POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED**

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.

DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Weschler Intelligence Scale for Children, Fifth Edition – WISC V: Screening - 120, ID - 127
InView –A Measure of Cognitive Abilities: Screening – 120, ID - 128
Cognitive Abilities Test (CogAt), Form 7 VQN: Screening – 120, ID – 128
Iowa Assessments, Form E, Complete Battery: Screening – 90th percentile, ID - 95th percentile
Woodcock-Johnson® IV (WJ IV®) Tests of Cognitive Abilities (WJ IV COG) – (Prek-12) – Screening 120 – Identification – 127
Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3): Screening 90th percentile, ID - Levels A-D 126, Levels F-G 125, Levels F-G 126, Level G 127

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Iowa Assessments, Form E, Core or Complete Battery: Screening – 90th percentile, ID – 95th percentile
TerraNova, Complete Battery: Screening – 90th percentile, ID – 95th percentile
Woodcock-Johnson, IV Tests of Achievement: Screening – 90th percentile, ID – 95th percentile
PSAT 8/9: Screening 90th percentile, ID – 95th percentile
PSAT/NMSQT: Screening – 90th percentile, ID – 95th percentile
SAT: Screening – 90th percentile, ID - 95th percentile
The ACT: Screening - 90th percentile, ID – 95th percentile
i-Ready® Reading/Writing & Math: Identification – 95th percentile (Grades 2-6)

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Intelligence Tests

Cognitive Abilities Test (CogAt, Form 7) VQN: **Screening – 108, ID – 111 (Grades K-1)**

Cognitive Abilities Test (CogAt, Form 7) VQN: **Screening – 109, ID – 112 (Grades 2-12)**

InView –A Measure of Cognitive Abilities: **Screening – 109, ID – 112**

Weschler Intelligence Scale for Children, Fifth Edition – WISC V: **Screening – 109, ID – 112 (Ages 6-16)**

Woodcock-Johnson® IV (WJ IV®) Tests of Cognitive Abilities (WJ IV COG) – (Prek-12) – **Creative Thinking 112**

Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3): **Levels A-D 110, Levels F-G 109, Levels F-G 110, Level G 111**

Behavioral Checklists and Rating Scales for Creative Thinking Identification

Gifted Rating Scales, 2nd Edition (GRS-2): K-8

~**Screening – 60-65, ID – 66 and above**

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2): K-12

~**Screening – 90-110, ID – 111 and above**

➤ **Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):**

Performance Component

Ohio Department of Education Rubric for Scoring Visual Art Display of Work

~ **Screening – 16 – 20, ID – 21**

Ohio Department of Education Rubric for Scoring Drama/Theatre Performance Evaluation

~ **Screening – 16 – 19, ID – 20**

Ohio Department of Education Rubric for Scoring Music Performance Evaluation

~ **Screening – 14 – 17, ID – 18**

Ohio Department of Education Rubric for Scoring Dance Performance Evaluation

~ **Screening – 20 – 25, ID – 26**

Checklist Component

Gifted and Talented Evaluation Scale (GATES 2) (Visual or Performing Arts: Section V)

~ Visual Art – Screening (90-110), Identification – 111

~ Drama - Screening (90-110), Identification - 111

~Music - Screening (90-110), Identification - 111

~ Dance - Screening (90-110), Identification - 111

Gifted Rating Scales, 2nd Edition (GRS-2)

~ Artistic Scales – Screening (60-65), Identification - 66

~Ohio Checklist of Artistic Behavior – Dance – Screening (29-31), Identification (32)

IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

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

Type of Assessment	Content Area(s)	Grade Level(s)
• Whole-grade tests	Superior Cognitive, Reading & Math	Grades 2
• Whole-grade tests	Superior Cognitive, Reading, Math, Science & Social Studies	Grade 4
• Individually-administered tests	Superior Cognitive, Creative Thinking, Reading, Math, Science, & Social Studies	K-12
• Audition, performance	Dance, Music & Theater	K-12
• Display of work	Visual Art	K-12
• Exhibition	Dance, Music, Theater & Visual Art	K-12
• Checklists	Dance, Music, Theater & Visual Art	K-12

Referral

Children may be referred in writing 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.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in the district's ID and Service Plan; and
- Notify parents of results of screening or assessment and identification within 30 days.

Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language.

Identification

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

Transfer

The district ensures that any identified gifted child transferring into the district will have equal access to gifted services if the child meets the district's criteria for service. 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 building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result 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 within 30 days of the appeal. This written notice should include the reason for the decision(s).

DISTRICT SERVICE PLAN

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. **(Include all formal services provided by the district.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
	Regular Classroom Cluster Group	K-12	Superior Cognitive ID, Creative Thinking ID, Reading/Writing, Math, Science, or Social Studies ID	Regular Classroom Teacher
	Regular Classroom with Acceleration	K-12	Reading/Writing & Mathematics	Regular Classroom Teacher
	Regular Classroom AP	11-12	Superior Cognitive ID or Reading, Math, Science, or Social Studies ID	AP Instructor
	Regular Classroom PSEO – CC+	7-12	Superior Cognitive ID or Reading, Math, Science, or Social Studies ID	PSEO – CC + Instructor
	Regular Classroom Honors			
	Co-teaching Cluster Group			
	Co-teaching Acceleration			
	Co-teaching AP			
	Resource Room/Pull Out			
	Co-teaching Honors			
	Self-Contained Classroom (Whole Grade)			
	Self-Contained Classroom (Single Subject)			
	Visual and Performing Arts Regular Classroom	K-12	Visual Art & Music	Fine Arts Teachers

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

DISTRICT ENRICHMENT PLAN

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please call your building principal or

Kristy Erb @ 330-332-0316, Ext. 58227

Kimberly Mayer @ 330-424-9591, Ext. 55190.