

Is my student gifted?

The Ohio Revised Code for gifted education states that students are identified when a student “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under superior cognitive ability, specific academic ability (mathematics, science, reading, or social studies), creative thinking ability and/or visual or performing arts ability.”

What gifted services do the Shelby City Schools provide?

Shelby City School’s gifted and talented services focus on critical thinking and enrichment opportunities for our identified students. Our highly qualified staff accomplishes this by using differentiation practices, higher-level questioning and content specific instructional practices. Our instruction is designed to provide a match in pace and complexity of content for our gifted and talented students. Shelby also uses flexible and cluster grouping practices. These systems ensure that our learning opportunities nurture and further develop the skills of our talented and gifted students.

Services are based on student need and determined through the assessment process. Service options include: differentiation, cluster grouping, intervention and inclusion, plus individualized supports. High school students are served through College Credit Plus (CCP), Advanced Placement (AP), Honors classes, and Dual Credit, and PSEO. Acceleration (whole grade or subject) is provided in accordance with our district policy.

In addition, students who are identified may have the opportunity to compete in friendly intra and inter-school competitions in the areas of spelling, mathematics, creativity, and academic challenge.

These are dependent on outside establishments and may include additional practice.

What if I do not agree with how the identification process was followed for my student?

At any point, the parent/guardian may appeal the results of the student for reconsideration. This could be tied to the identification (screening) procedure, assessment instruments (which result in identification), the scheduling of assessments, placement of students in a program, and/or services received.

Parents should submit a letter to the superintendent or gifted coordinator outlining the concern. The person contacted will convene a meeting with the parent/guardian, which may include other school personnel.

The superintendent or gifted coordinator will issue a written final decision within 30 days of appeal. This written notice will include the reason for the decision(s). If the parent/guardian requests additional or outside testing, expenses will not be incurred by the Shelby City School District.

(Note: much of the information for this brochure was taken directly from a document produced by the Ohio Department of Education)

More Questions?

Contact your building principal or your gifted coordinator:

High School – John Gies (419) 342-5065

Middle School- Barb Green (419) 347-5451

Dowds- Kristin Kaple-Jones (419) 342-4641

Auburn-Kelly Kuhn (419) 342-5456

Gifted Coordinator – Sherri Richter (419) 774-5520 ext. 2655

Shelby City Schools Gifted & Talented Program

Q & A Parent Guide

This guide provides an understanding of the Gifted & Talented identification process. It also outlines the services available for our identified students within the Shelby City School District.





How are students identified?

The Shelby City Schools use several avenues to identify potentially gifted students, which include:

- Whole grade national standardized testing
- Individually-administered assessments
- Auditions & performances
- Display of work/exhibition
- Mastery/competency checklists

In addition, students may be referred to the gifted coordinator for further testing in several ways:

- Teacher recommendation
- Parent/guardian request
- Self-referral
- Peer (student) referral
- Other (psychologist, community members, principal, guidance counselor etc.)

We provide two opportunities per year for the referral/evaluation of students in grades K-12 in any area of gifted ability. Whole grade level gifted assessments will be administered in grades 2 and 5 each school year.

How are students assessed?

Data is collected for all students referred for gifted and talented testing using various state approved sources. This ensures equal access for all students regardless of their backgrounds and/or limitations. Using data from all available sources (not just test results), students may be identified as potentially gifted. Students are then screened using state approved assessments, auditions and/or portfolios. Based on these results further gifted testing is then conducted using state approved gifted assessments, auditions, performances or exhibitions of their work.

For specific state approved instruments used and scores required, please view our school district's identification and service plan.

What if my student comes from a different culture or does not speak English as a primary language?

The process of identifying students through multiple sources has been structured in a manner to ensure that all students are given equal opportunities to showcase their talents. In addition, approved written instruments are available in other languages at the request of parents.

How will I know if my student was assessed and what their scores are?

Prior to any formal, non-whole-grade testing by the gifted coordinator (typically the result of a referral), permission to test will be gained from the parent or guardian. In addition, parents/guardians will be notified within 30 days of the results of any screening.

What if we just transferred from another district?

Students transferring into the district will be screened and/or assessed within 90 days of the transfer at the request of a parent to the building principal or gifted coordinator. If the student was previously identified, Shelby Schools will accept the scores provided if the assessment instrument is on the approved ODE list and administered by trained personnel within the previous 24 months. This policy also applies to accepting outside testing or testing done in another state.



How do I accelerate my student?

If you believe your child would benefit from whole grade acceleration, please contact the gifted coordinator or your building principal. Upon receipt of your request, a form will be sent to you and upon its return, we will initiate a meeting involving you, your child's teachers, the building principal, and the gifted coordinator to articulate a plan to determine *if* and *what* acceleration will be implemented.

Once identified, will my student always receive gifted services?

Once a student has been identified as gifted or accelerated (subject or whole grade), s/he will continue on that pathway unless it is determined not to be beneficial to the student. Should a student wish to withdraw (or re-enroll within the same year) from (to) a gifted service, the request should be written by the parent or student to the gifted coordinator. Should a student initiate the request to withdraw, parents/guardians will be notified and the request will go through a committee for a final decision.

How is student growth monitored once they are in the gifted program?

A Written Education Plan (WEP) is completed for each student being served specifically to their area(s) of giftedness. A Written Acceleration Plan (WAP) is completed for each student who is subject or whole grade accelerated.

These plans outline the service(s) provided, goals for the student, methods for evaluating the stated goals, who is responsible for providing the described service(s), policies regarding any assignments or tests should they be missed while receiving services, and when the WEP/WAP will be reviewed. After review with parents/guardians a copy of this document will be placed in the student's permanent record, given to the parents/guardians, and to all staff responsible for providing the services.