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

District Contact Information

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Information for Parents



River Valley Local Schools

Tom Shade Superintendent

IDENTIFICATION

Screening, Assessment, and Identifying: River Valley utilizes a three step approach.

- **Stage I:** The pre-assessment part of the process involves gathering student data from variety of sources including teacher, parent, and peer nominations, portfolios, grades, and observations, reviews 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 and further assessment of all district children, including culturally or linguistically diverse, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.
- **Stage II:** The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. Instruments approved by the Ohio Department of Education utilizing the District- determined cut-off scores must be met. These cut-off scores are lower than the scores required for identification. Parent must be notified within 30 days of the results of screening.
- **Stage III:** The assessment stage provides additional data necessary for additional assessment include the individual and group testing requirements of Section 3324.01-3324.07 of the Ohio Revised Code, and of the Ohio Revised Code, and as described in the Gifted Identification pamphlet. Once additional assessment has been completed, the data obtained through the three stages of identification process are evaluated, a decision is made, parents are notified of results within 30 days of receipt of results and student's educational needs are determined.
- Assessments are from ODE approved list of assessments and take into account students with disabilities receive any accommodations during testing that are listed and implemented on a daily basis, on the IEP or 504 Plan.
- Every attempt is made to ensure that the students receive the assessment in his or her native language through the use of interpreters and use of non-language biased assessments when possible.
- Every attempt is made to endure that students with physical and or sensory disabilities receives all IEP modifications during assessments to reflect an accurate aptitude/achievement

- Assessment are chosen from the Approved Chart of Gifted Identification/Screening Instruments as approved by the Ohio Department of Education
- All assessments are administered by qualified personnel

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

- Group tests
- Individually administered tests
- Auditions/Performance
- Display of Work
- Exhibition
- Checklists

REFERRAL PROCESS:

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

- Self- referral (student request)
- Teacher Recommendation
- Parent/guardian request
- Peer request
- Others may include but not limited to psychologist, community members, principal

Upon request of a referral, the district will follow the process as outlined in this brochure and notify parents of results within 30 days of the receipt of the results.

WHOLE GRADE SCREENING:

All second grade and fourth grade students are screened for creative thinking and superior cognitive abilities.

The district provides at least two opportunities a year for assessment or recommendation for assessment by teachers, parents, or peers.

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 building principal who will in turn set the assessment process in motion by contacting the district gifted education coordinator.

SERVICES:

- River Valley currently services 3rd through 6th grade via a pull-out program in areas of Superior Cognitive abilities, Reading/LA., and math for a minimum of 225 minutes a week.
- Students in grades K-2 are served with assistance from the gifted coordinator and regular education via differentiation in areas of identification.
- All identified students are equally eligible for services
- The following gifted services are available : Early Entrance into Kindergarten, Whole Grade Acceleration, Individual Subject Acceleration, Post Secondary Options Courses, and Early High School Graduation

WITHDRAWAL:

If a student wishes to withdrawal form the gifted program or services, they can request a withdrawal form from the building administrator. The students and parents are asked to sign the withdrawal form stating the request and acknowledgement that the student wishes to withdrawal form district provided services.

APPEAL PROCEDURES:

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 instruments (which result in identification)
- The scheduling of children assessment
- The placement of a student in any program
- Receipt of services

Parent 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. The written notice should include the reason for the decision (s).

WRITTEN EDUCATIONAL PLAN:

- WEP is designed to provide a description of services provided.
- Individual goals for the students for each service is provided
- Methods for evaluating progress towards goals specified are described on WEP
- Staff responsible for ensuring delivery of each service prescribed is listed on WEP
- Policies regarding waiver of assignments and re-scheduling of tests are noted on WEP
- WEP is reviewed within one calendar year of WEP being written
- Copies of WEP are provided to parents and staff responsible for providing services listed

All students receiving gifted service have a written educational plan (WEP) This meets the ODE requirements. Each WEP provides a description of the services to be provided including, but not limited to, academic goals. WEP Progress is reported during each grading period in area(s) of identification. Grades received in the service area are incorporated into regular classroom grade for that area(s) and reported on grade card.

