

SERVICES

The District ensures equal opportunity for all district students identified as gifted to receive, as appropriate, services offered by the district. All district gifted services shall be delivered in accordance with Ohio Revised Code and the Ohio Administrative Code.

Services offered: Rocky River is fortunate to have personnel who, in addition to their teaching certificates, are credentialed with gifted endorsements and work with identified students in small groups, work in the classroom along with the classroom teachers and provide regular gifted professional development to the staff.

Cognitively gifted students in grades K-2 receive thinking skills extensions in our GATE (Gifted and Talented Enrichment) resource room setting. In addition, grade 2 students with cognitive, reading or math identification receive math and/or language arts extensions through GATE.

The district offers 3rd through 5th grade gifted cluster grouping whereby identified gifted students are clustered with high achieving students. Cognitively gifted students in grades 3 and 4 receive both math and language arts extensions in a resource room setting. Independent study opportunities are available and are monitored and implemented by gifted personnel. In grade 5, gifted personnel work to incorporate enrichment options for math, language arts and science. Students with a creative thinking ID at these grade levels are served in the grade-level technology class with extension activities.

In grades 6-12 students are served by honors and AP courses. Enrolling in honors or AP does not necessarily constitute gifted service. Students must be identified in their area of service to be considered served. Students with a creative thinking ID at these grade levels are served in the grade-level English class with extension activities.

Criteria for service: In grades K-12, students must have qualifying CSI, achievement or creative thinking scores that identify them as gifted under ODE gifted regulations. Identified and served gifted students will have a Written Education Plan (WEP). Parents are provided with a copy of the plan in the fall of each school year. The goals stated on the plan are developed by gifted personnel in collaboration with the teacher or teachers responsible for delivering the gifted service in that grade level. Progress toward the goals is monitored through parent conferences and quarterly progress reports. In the case of a student receiving services outside of the classroom, WEPs contain a policy for work missed.

WITHDRAWAL

A parent may request in writing to the principal exit from services provided. The principal will facilitate the request.

APPEALS PROCEDURE

Parents have an opportunity to appeal any decision about the results of any identification procedure or the services for a student. (Ohio Revised Code Section 3324.03). The parent(s), having conferred with the appropriate teacher(s), will state the appeal in writing and send the appeal to the building principal.

The building principal will assemble an Intervention Assistance Team (IAT) that may include: a Learning Resource Services Coordinator, school counselor(s), Intervention Specialist, Gifted, and/or current classroom teacher(s). The parent(s) will be provided the opportunity to meet with the Intervention Assistance Team.

The Intervention Assistance Team will review the appeal and:

- agree with the initial identification/placement or request additional assessment to be administered by school district personnel and/or information;
- will provide the principal with its recommendation; and
- the principal will notify parent(s) in writing of his/her decision.

If you have questions, please call the building principal.

Goldwood Primary School - 440-356-6720

Kensington Intermediate School - 440-356-6770

Rocky River Middle School - 440-356-6870

Rocky River High School - 440-356-6801



Rocky River
CITY SCHOOL DISTRICT
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STATEMENT OF POLICY:
*Assessment Instruments,
Identification of and
Services for*

**STUDENTS
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. (Ohio Revised Code, Section 3324.03 Giftedness)

Areas of giftedness are: Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, and Visual and Performing Arts Ability.

Specific Academic Ability Gifted may be in one or more of the following fields: Mathematics, Social Studies, Science and Reading, Writing, or a combination.

Visual and/or Performing Arts Ability Gifted may be in one or more of the following fields: Art, Music, Dance, Drama/Theater.

SCREENING AND ASSESSING

The District uses a three-stage approach to identify students who perform or show potential for performing at remarkably high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts. Policy 2464, discusses in detail district procedures. (Sections 3324.01-3324.07 of the Ohio Revised Code).

Stage I: Pre-assessment

This stage involves gathering student data from a variety of sources that may include teacher and parent nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, et cetera. All students are involved in the pre-assessment stage.

The pre-assessment process ensures equal access to screening and further assessment by all district students, including culturally or linguistically diverse students, students from low socioeconomic back-grounds, students with disabilities, and students for whom English is a second language.

Stage II: Screening for Assessment

This stage examines the data gathered from the pre-assessment stage to determine if additional assessment is necessary. If so determined, additional assessment will be made.

Cut-off scores, to move students from the screening stage to the assessment stage, are lower than the scores necessary for identification. Parents will be notified within thirty days of the results of screening.

Stage III: Assessment for Identification

This stage provides additional data necessary for an identification decision and the delivery of services. A qualified psychologist will administer assessments when appropriate.

Once necessary assessment has been completed, data evaluated, and the identification decision made, parents will be notified. The identified student’s educational needs then will be determined.

ASSESSMENT INSTRUMENTS FOR IDENTIFICATION

Superior Cognitive Ability

Pre-assessment Stage

- Behavior Characteristic Checklist: Gifted

Screening Stage (CSI≥ 125)

- Cognitive Abilities Test (CogAT)
- InView

Identification Stage (CSI≥ 127)

- ACT/PSAT8-9/PSAT/SAT
- Cognitive Abilities Test (CogAT)
- InView
- Weschler Intelligence Scale for Children (WISC)
- Woodcock Johnson Test of Early Cognitive & Academic Development (ECAD)

Specific Academic Ability

Pre-assessment Stage

- Behavior Characteristic Checklist: Gifted
- District test data and/or outside test data

Screening Stage (Grades K-12) (NP≥ 93%ile)

- ACT/PSAT 8-9/PSAT/SAT
- TerraNova

Identification Stage (NP≥ 95%ile)

- ACT/PSAT 8-9/PSAT/SAT
- Iowa Test of Basic Skills (ITBS)
- TerraNova
- Woodcock Johnson Test of Achievement (WJ)

Creative Thinking Ability

Pre-assessment Stage

- Nomination form

Screening Stage (CSI≥ 111)

- InView
- Cognitive Abilities Test (CogAT)

Identification Stage (NP≥ 95%ile)

- Torrance Test of Creative Thinking (TTCT)

Visual/Performing Arts Ability

Pre-assessment Stage

- Nomination form

Screening Stage (criteria set by ODE)

- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)
(Music=34, Art=53, Drama=48)

Identification Stage

- Student’s display, audition, and/or performance
- ODE Performance Rubric

REFERRAL

The district ensures there are ample and appropriate procedures and opportunities for assessment, recognizing, as well, students with special considerations (e.g., special education, minority, foreign language, et cetera). Additional and appropriate assessments may be used from the most recent state-approved list.

Parents may request a pre-assessment review by submitting to the building principal a Request for Gifted Screening packet obtained from the school counselor’s office. Students may be referred on an ongoing basis, based on the following:

- Parent/guardian request;
- Teacher recommendation;
- Other (e.g., psychologist, student self-referral, student referral of peer, principal, gifted coordinator, et cetera).

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents of results of screening or assessment identification.

The district provides two opportunities a year for screening and assessment for gifted identification. Two whole grade level opportunities for identification in the areas of superior cognitive, language arts, math, and creative thinking are provided in grades two and four.

The district accepts scores from assessment instruments approved by the Ohio Department of Education as provided by other school districts and agencies, if administered within the last twenty-four months by qualified personnel.

TRANSFER

The district ensures a student transferring into the district will be screened and/or assessed for identification within 90 days of the transfer at the request of the parent.