

Hillsboro City Schools  
Talented and Gifted  
Handbook



Identification

And

Programming

Hillsboro City Schools  
39 Willettsville Pike.  
Hillsboro, Ohio 45133  
937-393-3475  
[www.hcs-k12.org](http://www.hcs-k12.org)

Revised September 2011  
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## **INTRODUCTION**

This handbook is designed to acquaint parents, staff, and other stakeholders with the Talented and Gifted process and program for Hillsboro City Schools. Our program primarily serves qualifying students in grades three through five. Services may change year to year and range from in-the-classroom interventions, weekly pull-out, weekly sessions, to bi-annual field trips.

## **IDENTIFICATION**

The Hillsboro City Schools Gifted Intervention Specialist model is funded by the State of Ohio and therefore, must operate under standards established by the state. Compliance with state standards requires adherence to stringent rules for identification.

“Gifted” means a student who performs or show potential for performing at remarkably high levels or accomplishment when compared to others of their age, experience, or environment and as identified under division (a), (b), (c), or (d) of section 3324.03 of the Revised Code.

To be identified as a Talented and Gifted student, one or more of the following criteria must be met.

- **Superior Cognitive ability**- a student must score two standard deviations above the mean, minus the standard error of measure on a group/individual-administered intelligence test.
- **Academic Achievement**- a student must score at the 95%tile or above on a state approved achievement test in the areas of: total reading/language, total math, science, or social studies.
- **Visual and Performing Arts**- a student must demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and exhibit sufficient performance on an approved checklist of behaviors related to a specific arts area.
- **Creative Thinking**- a student must attain one standard deviation above the mean, minus the standard error of measure on an approved I.Q. test and attain a sufficient score on an approved checklist, provided by the Ohio Department of Education.

## **IDENTIFICATION DOES NOT AUTOMATICALLY PROVIDE SERVICE.**

Students in grade 6-8 who have been identified in reading, math and/or superior cognitive will have the opportunity to work with the Gifted Intervention Specialist each day.

### **PARENTAL RESPONSIBILITIES**

The parent plays a crucial role in the student's success in the gifted program. Your child will have to deal with new routines and requirements; therefore it is extremely important that the parent be supportive. Frequent discussions about what is happening in both the gifted program and the regular classroom may help keep problems from developing in either setting. Parents should periodically check to make sure the child is keeping up with required assignments in the regular and gifted classrooms.

### **STUDENT EVALUATION**

Progress in the gifted education program may be relayed by the intervention specialist (gifted) in the following ways, depending on the grade level:

1) narrative reports, 2) conferences, or 3) grade reports. Since some of the assignments, especially in the cluster situation may be extensions of what is happening in the regular classroom, a grade on an assignment given by the intervention specialist (gifted) may be included in the student's regular classroom average as a grade by the regular classroom teacher.

### **STUDENT WITHDRAW FROM SERVICES**

Parents may initiate student withdrawal from services, by contacting the Gifted Intervention Specialist (GIS) in writing or setting up a conference.

## **Appendix**

### **Forms**

- 1. Permission for Assessment**
- 2. District Policy for Identification of and Services for Students Who are Gifted**
- 3. Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation Policy**
- 4. Assessment Instruments Used for Gifted Identification**
- 5. Grade/Subject Acceleration Request:**

**A written statement from the parent/guardian as to why grade/subject acceleration should be considered. This letter is to be sent to the office of the Coordinator of Gifted Services.**

<b>Hillsboro City Schools</b> <b>Permission for Assessment</b>
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To the Parents/Guardian of: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 (child's name)

Address: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Building: \_\_\_\_\_ Grade: \_\_\_\_\_ Referred By: \_\_\_\_\_

Teacher: \_\_\_\_\_ Race: Black/African American Other  
 Asian/Pacific Islander Multiracial  
 Hispanic/Latino Native American  
 Caucasian/White

Diversity: Low Socioeconomic Limited English Disability

Your child has been referred as a potentially gifted child. Assessments are required for identification purposes. The following assessments may be administered to your child:

- |  |   |                                    |
|--|---|------------------------------------|
| <input type="checkbox"/> Progress Report | <input type="checkbox"/> Achievement Test | Audition <input type="checkbox"/>  |
| <input type="checkbox"/> Checklist       | <input type="checkbox"/> I. Q. Test       | Portfolio <input type="checkbox"/> |

**No assessment will be done without your written permission.** Please read the information below, sign and return to the address below. If you have questions, please contact my office.

I understand that if I grant permission, my child will receive assessment(s) by designated school personnel and that the information may be shared with teachers, principals, and other appropriate school personnel. I will be informed of whether or not my child qualifies, according to the State of Ohio criteria, for gifted identification.

- Permission is given to conduct the assessment(s)
- Permission is denied

Signature	Relationship to Child	Date
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**Hillsboro City Schools  
Referral Form**

Child \_\_\_\_\_ Building \_\_\_\_\_ Grade \_\_\_\_\_

Is being referred for possible identification as gifted in the following area(s):

**Reason**

- Superior Cognitive Ability \_\_\_\_\_  
\_\_\_\_\_
- Specific Academic Ability
  - Mathematics \_\_\_\_\_
  - Science \_\_\_\_\_
  - Reading \_\_\_\_\_
  - Social Studies \_\_\_\_\_
- Creative Thinking \_\_\_\_\_  
\_\_\_\_\_
- Visual or Performing Arts  
(i.e. Drawing, painting, sculpting,  
music, dance, drama) \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Person referring    Position or Relationship to Child    Phone    Date

\_\_\_\_\_  
Signature of Bld. Adm.    Date    Coordinator of Gifted Services    Date

**Please return to:**        **Diane Michael,**  
                                 **Coordinator of Gifted Services**  
                                 **Hillsboro City Schools**  
                                 **39 Willettsville Pike, Hillsboro, Ohio 45133**  
                                 **[www.hcs-k12.org](http://www.hcs-k12.org) (937) 393-3475**

**HILLSBORO CITY SCHOOLS  
39 WILLETTSVILLE PIKE  
HILLSBORO, OH 45133  
937-393-3475**

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

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**Information for Parents**



**Approval Date  
October 2009  
Revisions  
September 2011  
November 2012  
July 2014**

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## **IDENTIFICATION**

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Hillsboro City Schools uses the following procedures to identify students as Gifted:

- **Criteria and procedures used to screen/identify students.**

In grades k-8 group testing is done three times during the school year. Students who receive a 95%tile or higher on the MAP achievement assessment will be identified as gifted as per state law. Students who receive a score of 93<sup>rd</sup> or 94<sup>th</sup> %tile on the on the MAP achievement assessment may request further assessed with the Woodcock-Johnson. If the results are a 95%tile or higher they will be identified as gifted as per state law.

- **Information provided to parents & teachers to solicit referrals.**

The Hillsboro City Webpage will have the necessary forms to solicit referral from a parent or teacher. The district will also provide in-service for teachers to help them understand gifted traits.

- **Process for obtaining and submitting referral forms.**

Referral forms can be found on the Hillsboro City Schools webpage or from the Coordinator of Gifted Services. These forms need to be submitted to the office of the Coordinator of Gifted Services.

- **Whole grade screening procedures.**

Students in grades k-8 will be provided whole grade screening each school year.

- **Two opportunities a year for screening/identification.**

Hillsboro City Schools will provide a student access to testing at anytime during the school year. Parents/students/teachers need to contact the office of the Coordinator of Gifted Services to set up an appointment.

- **Methods used to screen/assess students who are culturally diverse, economically disadvantaged, have a disability or are limited English Proficient use assessments that are on the approved list from the State Department of Education.**

Students on an IEP will be given the accommodations on their IEP when appropriate for the test being used. ESL students will be screened using their native language when possible. Economically disadvantaged status will be considered when viewing student results.

- **Assurance that tests are administered by qualified personnel.**

Hillsboro City Schools uses only qualified teachers to administer tests for identification

- **Procedures for notification of parents of results of assessment.**

Parents/Guardians will be notified by “Parent Notification” letters of the results of any assessment. This notification will be within 30 days of the district receiving the results.

- **Procedures for assessment of transfer students.**

Transfer students will be assessed within 90 days of enrollment if requested by the parent/guardian.

- **Statement confirming acceptance of outside testing data.**

Hillsboro City School will accept any outside testing data as long as the tests are on the list of approved test by the Ohio Department of Education.

- **Appeals process for decisions regarding screening/identification.**

If parents/guardians have concerns about the results, they may appeal to the office of the Coordinator of Gifted Services

## **SERVICES**

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**Hillsboro City Schools uses the following procedures for services of students who are deemed Gifted and Talented by the law of Ohio:**

- **Criteria for determining eligibility:**

Service is determined by the funding the district receives from the Ohio Department of Education. Since service is not state mandated, Hillsboro City Schools focuses on reading and math enrichment in the elementary grades 6-8. Service will be determined each year by the needs found by the Coordinator, Principals, and Gifted Intervention Specialist

- **Methods used to ensure equal access:**

Hillsboro City Schools does not discriminate as to who receives services. If a student qualifies, they are served if services are being offered at that grade level.

- Students in grade 6-8 who have been identified in reading, math and/or superior cognitive may be served, in one identified area, during a forty-five (45) minute encore each day.

- **Withdrawal process:**

A parent may withdraw their child from services at any point by contacting the office of the Coordinator of Gifted Services.

- **Appeals process for placement decisions:**

Appeals about placement or test results must be in writing to the office of the Coordinator of Gifted Services. All appeals will be heard and discussed with the parents in a timely manner.

- **Intervention Specialist for Gifted (GIS)**

Hillsboro City Schools, with the funds from ODE, employs one intervention specialist for gifted services. The GIS serves middle school students in the areas of reading and math. (Refer to the description of services above.)

## **WRITTEN EDUCATION PLANS**

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Hillsboro City Schools uses the following items when writing education plans:

- Description of services to be provided
- Goals for the students for each service to be provided
- Methods for evaluating progress toward goals specified
- Method and schedule for reporting progress to parents
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and re-scheduling of tests
- Deadline for next review of WEP
- Copy of WEP to parents and staff responsible for providing service listed

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*Notice for Parents*

**Assessment Instruments Used for Gifted Identification**



Revised  
September 2011  
Revised 2012  
Revised July 2014

The district uses the following assessment instruments for screening and identification pursuant to ORC 3324.01-07

**Requests for individual testing maybe submitted to the Coordinator of Gifted Services at any time during the year. You can find request forms on our website [www.hcs-k12.org](http://www.hcs-k12.org) under “for parents” then click the TAG link or by calling the office (937) 393-3475**

### **Superior Cognitive Ability**

**Cognitive Abilities Test (CogAT)**

**Grades 2 and 4 (Screening = 126, ID = 128/129)**

**Differential Abilities Scales**

**Grades K-12 (Screening = 124, ID = 126)**

**(used by psychologist)**

**Wechsler Intelligence Scale**

**Grades K-12 (Screening = 125, ID = 127)**

**(used by psychologist)**

### **Specific Academic Ability**

**MAP**

**Grades 3-8 (Screening = 93%tile, ID = 95%tile)**

**Woodcock-Johnson III**

**Grades K-12 (ID 95%tile)**

### **Creative Thinking Ability**

**Cognitive Abilities Test (CogAT)**

**K-2 (screening = 111, ID = 112)**

**3-12 (screening= 112, ID = 113)**

**Differential Abilities Scales**

**Gr. K-12 (score of 111)**

**(used by psychologist)**

**Gates Checklist**

**(used after CogAT gives a screening or ID score)**

**(Screening = 77, ID = 82)**

### **Visual & Performing Arts**

**Gates Checklist**

**Section IV items 41-50**

**(Screening 77, ID 82)**

**Performance**

**Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition.**

Hillsboro City School District  
Bylaws & Policies

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**5408 - ACADEMIC ACCELERATION, EARLY ENTRANCE TO KINDERGARTEN, AND EARLY HIGH SCHOOL GRADUATION**

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

**Referrals and Evaluation**

- A. Any student residing in the District may be referred by a teacher, administrator, gifted education specialists, guidance counselor, school psychologists, or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a staff member who has knowledge of the referred child's abilities.
- B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to staff and parents at each school building. The principal of each school building (or his/her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff s/he supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The principal (or his/her designee) of the referred students' school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to

evaluate the student for possible accelerated placement.

- D. Children who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated.
- E. Parents must request in writing, for early entrance to Kindergarten, to the Kindergarten principal by July 30<sup>th</sup>. Pursuant to R.C. 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the District, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
- F. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within forty-five (45) days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- G. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within thirty (30) days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity, if s/he is again referred for evaluation by an individual eligible to make referrals as described in this policy.

## **Acceleration Evaluation Committee**

### Composition

- A. The referred student's principal (or his/her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
  - 1. a principal or assistant principal from the child's current school
  - 2. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten)

3. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school)
  4. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student
  5. a gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
- B. The acceleration evaluation committee shall be charged with the following responsibilities:
1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
    - a. For early entrance to kindergarten and first grade, students shall be evaluated using the Iowa Acceleration Scale. The parents will be a part of the Acceleration Team when a decision is made regarding acceleration.
    - b. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
    - c. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
    - d. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on State academic content standards, and successful completion of State mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
  2. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
  3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
    - a. placement of the student in an accelerated setting;
    - b. strategies to support a successful transition to the accelerated setting;

- c. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
  - d. an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
4. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advance courses, waiving District graduation requirements that exceed those required by the State, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
  5. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

### **Accelerated Placement**

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten; grade-level accelerated students, and students accelerated in individual subject areas.
  1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussion from the accelerated placement.
  2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

