



Logan-Hocking Gifted Identification and Services Handbook

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IDENTIFICATION OF CHILDREN WHO ARE GIFTED: ELIGIBILITY CRITERIA EXCERPT FORM HB 282

DEFINITIONS

Ohio Revised Code Section 3324.01

(B) “GIFTED” means students who perform or show potential for performing at remarkable high levels of accomplishment when compare to others of their age, experience, or environment and who are identified under division A, B, C or D of section 33.24.03 of the Revised Code.

(C) “SCHOOL DISTRICT” does not include a joint vocational school district

(D) “SPECIFIC ACADEMIC ABILITY FIELD” means one or more of the following areas of instruction:

mathematics

science

reading, writing, or a combination of these skills

social studies

visual and performing arts

IDENTIFICATION PLAN

Ohio Revised Code Section 3324.04

The Board of Education of each school district shall adopt a plan by January 2000. for identifying gifted students. The plan shall be submitted to the Department of Education for approval. The Department shall approve the plan within 60 days if it contains all the following:

- (A) A description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify gifted students;
- (B) Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted students. These procedures shall provide:

At least two opportunities a year for assessment in the case of students requesting assessment by teachers, parents, or other students;

Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities and students for whom English is a second language

Assurance that any student transferring into the district will be assessed within 90 days of transfer at the request of a parent

- (C) Procedures for notification of parents within 30 days about the results of any screening procedure or assessment instrument and the provision of an opportunity for parents to appeal any decision about screening procedure or assessment, the scheduling of children for assessment, or

the placement of a student in any program for receipt of services.

- (D) A commitment that the district will accept scores on assessment instruments provided by other school districts or trained personnel outside of the school district, provided the assessment instruments are on the list approved by the Department of Education under Section 3324.02 of the Revised Code.

IDENTIFICATION CRITERIA

Ohio Revised Code Section 3324.03

The Board of Education of each school district shall identify gifted students in grades kindergarten through 12 as follows:

- (A) A student shall be identified as exhibiting “SUPERIOR COGNITIVE ABILITY” if the student did either of the following within the preceding 24 months:

Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist

Accomplished any one of the following:

Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;

Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;

Attained an approved score on one or more above grade level standardized, nationally normed approved tests.

(B) A student shall be identified as exhibiting “SPECIFIC ACADEMIC ABILITY” superior to that of children of similar age in a specific academic area ability field if within the preceding 24 months the student performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability of a specific academic ability in that field. A student may be identified in more than one specific academic ability field.

(C) A student shall be identified as exhibiting “CREATIVE THINKING ABILITY” superior to children of similar age, if within the previous 24 months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability;

Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors.

(D) A student shall be identified as exhibiting “VISUAL or PERFORMING ARTS ABILITY” superior to that of children of similar age if the student has done both of the following:

Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;

Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

SCREENING AND IDENTIFICATION

Ohio Revised Code Section 3324.06

The Board of Education of each school district shall adopt a statement of its policy for the students screening and identification of gifted students and shall distribute the policy statement to parents. The policy statement shall specify:

(A) The criteria and methods the district uses to screen students and to select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas specified in Section 3324.03 of the Revised Code.

(B) The sources of assessment data the district uses to select students for further testing and an explanation for parents in the multiple assessment instrument required to identify gifted students under section 3324.03 of the Revised Code;

(C) An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district students, including minority or disadvantaged students, children with disabilities, and students for whom English is a second language;

(D) Provisions to ensure equal opportunity for all district students identified as gifted to receive any services offered by the district;

(E) Provisions for students to withdraw from gifted programs or services, for reassessment of students, and for assessment of students transferring into the district;

(F) Methods for resolving disagreements between parents and the district concerning identification and placement decisions

APPEALS PROCEDURE

Ohio Revised Code Section 3324.03

(C) Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, or the placement of a student in any program for the receipt of services.

TO APPEAL, CONTACT YOUR BUILDING PRINCIPAL

SERVICE PLAN

Ohio Revised Code Section 3324.07

(A) The board of education of each school district shall develop a plan for the service of gifted students enrolled in the district that are identified under Section 3324.03 of the Revised Code. Services specified in the plan developed by each board may include such options as the following:

- A differentiated curriculum;**
- Cluster grouping;**
- Mentorships;**
- Accelerated course work;**
- The post-secondary enrollment option program under Chapter 3365 of the Revised Code;**

- Advanced Placement;**
- Honors Classes;**
- Magnet Schools;**
- Self-contained classrooms;**
- Independent Study;**
- Other options identified in rules adopted by the Department of Education**

(B) Each board shall file the plan developed under Division A of this section with the Department of Education by December 15, 2000. The Department shall review and analyze each plan to determine if it is adequate and to make funding estimates.

(C) Unless otherwise required by law, rule, or as a condition for receipt of funds, school boards may implement the plans developed under Division A of this section, but shall not be required to do so until further action by the General Assembly or State Superintendent or Public Instruction.

DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF GIFTED STUDENTS

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, D of section 3324.03 of the Revised Code.

CODE MANDATES THAT STUDENTS BE IDENTIFIED. HOWEVER, CODE DOES NOT MANDATE SERVICES FOR GIFTED STUDENTS.

SCREENING AND ASSESSING

The district uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Stage 1: Pre Assessment

The pre-assessment part of the process involves gathering student data from a variety of sources including parent, teacher and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. 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 by all district children, including culturally or linguistically diverse children, children from low socioeconomic

backgrounds, children with disabilities, and children for whom English is a second language.

Stage 2- Assessment for Screening

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary.

In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessment.

District determined cut off scores, to move students from the screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening.

Stage 3- Assessment for Identification

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group-testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in this handbook.

Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student’s educational needs are determined.

REFERRALS

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

Group Tests;
Individually- administered Tests;
Audition, Performance;
Display of Work;
Exhibition;
Checklist

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

Child Request (self-referral)
Teacher recommendation
Parent/Guardian Request
Child referral of peer
Other (e.g., psychologist, community member, principal, enrichment coordinator, etc.)

Referrals are available from the Enrichment Coordinator or the main office of any school building.

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

Upon receipt of a referral, the Enrichment Coordinator will seek written parent/guardian permission to perform further assessment of the student. After permission is granted, the Enrichment Coordinator will make arrangements with the student's school to perform the assessment. Parents and appropriate school personnel will be informed of the results in writing within thirty days.

Teacher Referral for a Student Exhibiting Gifted Behaviors Pre-Assessment Phase ONLY

In order to identify gifted students as required by the state of Ohio, several phases of data collection/analysis are done. These include pre-assessment, screening, assessment and identification. The teacher information collected in this referral is used for the pre-assessment phase to get information about students that may be exhibiting gifted behaviors. The final identification phase and/or TAG placement- this phase must be supported by one of the ODE approved test instruments.

Student Name _____ Grade _____

Person making referral _____

School _____ Date ____/____/____

What are the reasons that you suspect the student is gifted

Please circle the characteristics that you have observed as being EXCEPTIONAL in this student:

Learning Characteristics:

Knowledgeable Inquisitive Conceptual Understanding Articulate
Analytical Reasoning Reading Maturity Perceptiveness Good Memory

Motivational Characteristics:

Self-Direction Values Organization Task Commitment Opinionated
Self-Motivated Maturity of Interests Methodical Perfectionist

Avoids Mundane Tasks

Please record the student's current/ final grades below:

Math _____ Reading _____ Writing _____ Science _____ Social Studies _____

Do you wish to refer this student for additional testing? yes no

Art Referral

INSTRUMENTS USED BY THE DISTRICT FOR SCREENING/IDENTIFICATION OF GIFTED STUDENTS

All selections are from the Ohio list of approved instruments:

SUPERIOR COGNITIVE ABILITY

Cognitive Abilities Test, Form 5 (given in grades 1,3,7 district wide)

Screening 124 composite
Identification 128 composite

Differential Ability Scales

Screening 124 composite
Identification 128 composite

Raven Progressive Matrices- standard form

Screening 95th percentile
Identification 98th percentile

Wechsler Intelligence Scale for Children, 3rd ed. (WISC III)

Screening 124 composite
Identification 128 composite

Iowa Test of Basic Skills (given in grade 5 district wide)

Screening 93rd percentile
Identification 95th percentile composite

Explore (given in grade 8 district wide)

Screening 93rd percentile
Identification 95th percentile composite

ACT Assessment Program (as an out of grade level test)

Identification gr. 7/8 = 19-24, gr. 9= 25-26, gr. 10=30
gr. 11/12= 33

SAT I Reasoning Test (as an out of grade level test)

Identification gr. 6-8= 450 verbal, 450 math
gr. 9 = 550 verbal, 550 math
gr. 10/12= 700 verbal, 700 math

SPECIFIC ACADMIC ABILITY

Explore (given in grade 8)

Screening 93rd percentile total in an academic area
Identification 95th percentile total in an academic area

Iowa Test of Basic Skills

Screening 93rd percentile total in an academic area
Identification 95th percentile total in an academic area

Plan

Screening 93rd percentile in an academic area
Identification 95th percentile in an academic area

SAT I Reasoning Test

Identification gr. 6-8= 450 verbal or 450 math
gr. 9 = 550 verbal or 550 math
gr. 10-12= 700 verbal or 700 math

Woodcock Johnson Revised Achievement Battery

Screening 93rd percentile total in an academic area
Identification 95th percentile total in an academic area

CREATIVE THINKING ABILITY

Cognitive Abilities Test, Form 5

Screening 113 Non-verbal
Identification 115 Non-verbal

**GATES- Gifted and Talented Evaluation Scale
Section 3, items # 21-30**

Screening 65
Identification 83

Woodcock Johnson Revised-Test of Cognitive Ability

Screening 113
Identification 115

VISUAL AND/OR PERFORMING ARTS

Clark's Drawing Test

Screening 6-8
Identification 9 or higher

Display of work in art or music

Screening gr.K-4= 13-17, gr. 5-12= 19-25
Identification gr. K-4=18, gr. 5-12=26

Scales for Rating the Behavior Characteristics of Superior Students- Art (V), Drama (VII), Music, (VI)

Screening Art= 40, Music=25
Identification Art =53, Music=34

The district accepts scores on assessment instruments approved for the use by the state of Ohio Department of Education provided by other school districts and/or trained personnel outside school district.

The district ensures that any child transferring into the district will be assessed within ninety days of the transfer at the request of the parent. Parents should contact the building principal or Enrichment Coordinator for information.

The district ensures an equal opportunity for all district students identified as gifted to receive services offered by the district.

SERVICES

The district offers several options to service gifted students. Some services are standard and offered regularly, while others can be scheduled under special circumstances based on need.

Standard Services

Academic Enrichment Program (TAG)

In grades 4-6, approximately 60 identified students are served through our pull out program. Students spend one full day a week with the gifted and talented resource room teacher working with other able peers on higher- level curriculum. Generally, the program accommodates services for 24 students in 6th grade, 24 students in 5th grade and 12 students in 4th grade.

Student placements in the 4-6 program are prioritized in the following manner:

- 1. Students with Superior Cognitive Identification**
- 2. Students with multiple Specific Academic Area Identification with Math and/or Language Arts**
- 3. Students with multiple Specific Academic Area Identification**
- 4. Students with single Specific Academic Area Identification with Math or Reading**
- 5. Students with single Specific Academic Area Identification**

Students who possess Creative Thinking Ability in addition to the other identification areas will also be considered priority

To assist students in coping with their absence from the regular classroom, the following assignment policy has been adopted by the board of education.

ASSIGNMENT POLICY
for Enrichment students grades 4-6

In assigning homework or other work, please understand that students needing out of class services should not be required to make up all assignments during their absence from the classroom.

It is requested that you follow these guidelines:

1. Students are responsible for content missed during time out of the classroom.
2. If students miss class in a content area, students may be asked to complete a portion of the assignment to exhibit an understanding of the topic. However, assignments should be reduced as appropriate. (Example, if a student misses math class for enrichment services, that student may be asked to do odds or evens only instead of the entire page)
3. Classroom teachers shall refrain from testing during the time the gifted student is out of the room. If testing cannot be avoided, the gifted student should take the test at a mutually convenient time without missing special opportunities, recess, or other events that if disallowed, would be considered a punishment.
4. Special events during out of class time are to be avoided. If unavoidable, the classroom teacher (or parent) may make prior arrangements with the enrichment teacher for schedule rearrangement or special considerations.
5. Occasionally, the enrichment teacher may require an outside assignment for the enrichment class. If possible, this should be done in place of the regular curriculum when appropriate. If this cannot be done the enrichment teacher will not assign more than what would reasonably be more than 45 minutes worth of homework per week.
6. Problems with assignments in either classroom should be brought to the attention of the appropriate classroom teacher first. If there is still a problem after meeting with the teacher, the parent shall request a meeting with the enrichment coordinator and/or principal.
7. Students who do not complete assignments cannot be kept from enrichment class or sent back to the regular classroom without following the proper withdrawal procedure for the enrichment program.

Specialized Classes

In grades 7-12, specialized classes are offered to serve our gifted students. These classes include selections in academic areas and non-academic areas and are designated as:

Honors
Advanced
Accelerated
Challenge
Enrichment
Advanced Placement
Post- Secondary

Special criteria has been developed and adopted by the Logan Hocking Board of Education for students in many of these classes. These criteria can be found on the pages that follow for your review. Please see the course handbook from the appropriate school for additional information about specific course offerings.

Special Programs/Activities

Numerous special activities are used in addition to curriculum to enhance the learning of gifted talented students. Field Trips, academic competitions, clubs, and student organizations can also meet the needs of gifted students:

Chess Club
Math Counts
Power of the Pen
Regional Scholars
Martin Essex
Art Club
Choraliers
Hill Top Singers
National Honor Society

Services by Special Arrangement

Independent Study

Mentorship

Grade or Area Acceleration

LHMS ENGLISH CLASS PLACEMENT INFORMATION

In order to make the best possible match between students and curriculum, multiple criteria are reviewed before students are placed in classes. This page summarizes the information regarding the criteria to be reviewed as stated in the English Requirements and Recommendations (revised) adopted by the Board of Education 6/04.

*For students to be **CONSIDERED** for placement in English classes, the following criteria will be reviewed. Final placements may be limited by class capacities.*

Grade 6 to 7

As students move from grade 6 to grade 7, there are four possible English Placements:

7th Grade English, 7th Grade Intervention English, 7th Grade Honors English, & 7th Grade Challenge English

To be *considered* for Honors English or Challenge English, the following criteria apply:

- Recommendation from the Team (the Team consists of the Language Arts Department Head, 6th grade Language Arts Teachers, Enrichment Coordinator, Administration and Guidance)
- A final grade average of 90% or better in Language Arts for placement in Honors
- An Enrichment Identification for Challenge English
- Advanced Ranking in Reading and Writing on the Statewide Assessment (currently Ohio Proficiency Test)

To be automatically considered for continued placement in Honors/Challenge English for the following year, a final average of 87% must be earned.

Honors English is capped at 25 students per class and the Challenge English is capped at 15 students (due to state regulations).

Grade 7 to 8

As students move from grade 7 to grade 8, there are four possible English Placements:
8th Grade English, 8th Grade Intervention English, 8th Grade Honors English, & 8th Grade Challenge English

To be *considered* for Honors English or Challenge English, the following criteria apply:

- Recommendation from the Team (the Team consists of the Language Arts Department Head, 7th grade Language Arts Teachers, Enrichment Coordinator, Administration and Guidance)

- A final grade average of 90% or better in Language Arts for placement in Honors
- An Enrichment Identification for Challenge English
- Advanced Ranking in Reading and Writing on the Statewide Assessment
- Student ranking on grade level assessment (Cognitive Abilities Test) in subject area
- Writing Sample/Prompt

To be automatically considered for continued placement in Honors/Challenge English for the following year, a final average of 87% must be earned.

Honors English is capped at 25 students per class and the Challenge English is capped at 15 students (due to state regulations).

Grade 8 to 9

As students move from grade 8 to grade 9, there are three possible English Placements:

9^h Grade English, 9^h Grade Honors English, & 9^h Grade CLS English

To be *considered* for Honors English or CLS English, the following criteria apply:

- Recommendation from the Team (the Team consists of the English Department Head, 8^h grade Language Arts Teachers, Enrichment Coordinator, Administration and Guidance)
- A final grade average of 90% or better in Language Arts for placement in Honors
- An Enrichment Identification for CLS English
- Advanced Ranking in Reading and Writing on the Statewide Assessment
- Student ranking on grade level assessment (Explore) in subject areas

- Writing Sample/Prompt

Honors English is capped at 25 students per class and the CLS English is capped at 15 students (due to state regulations).

LHMS MATH CLASS PLACEMENT INFORMATION

In order to make the best possible match between students and curriculum, multiple criteria are reviewed before students are placed in classes. This page summarizes the information regarding the criteria to be reviewed as stated in the Math Requirements and Recommendations (revised) adopted by the Board of Education 6/04.

For students to be CONSIDERED for placement in Math classes, the following criteria will be reviewed. Final placements may be limited by class capacities.

Grade 6 to 7

As students move from grade 6 to grade 7, there are two possible Math Placements:

7th Grade Pre-Algebra Part I, 7th Grade Pre-Algebra Parts I & II

For placements in these classes the following criteria apply:

- Recommendation from the Team (the Team consists of the Math Department Head, 6th grade Math Teachers, Enrichment Coordinator, Administration and Guidance)
- Students are ranked from highest to lowest based on final 6th grade average in Math
- Students who earn lower than 80% final average will be enrolled in Pre-Algebra Part I

- Students who earn higher than 80% final average will be enrolled in Pre-Algebra Parts I & II
- Ranking on Statewide Assessment in Math (currently Proficiency Testing)

Grade 7 to 8

As students move from grade 7 to grade 8, there are four possible Math Placements:

8th Grade Integrated Math, 8th Grade Pre-Algebra Part II, 8th grade Advanced Math 8 & 8th Grade Algebra I

To be *considered* for placements in these classes, the following criteria apply:

- Recommendation from the Team (the Team consists of the Math Department Head, 6th grade Math Teachers, Enrichment Coordinator, Administration and Guidance)
- *Integrated Math*- students must earn 69% or lower in Pre-Algebra Part I
- *Pre-Algebra Part II*- students must have previously passed Pre-Algebra Part I
- *Advanced Math 8* students must have straight A/A- quarterly grades from Pre-Algebra Part I or lower than an 87% in Pre-Algebra Part I & II
- *Algebra I* -(class can be used for one high school Math credit) students must have an 87% or higher final average from Pre-Algebra Parts I & II, passage of the Pre-Algebra exit exam & student ranking on grade level assessment (Cognitive Abilities Test) in subject area.

Grade 8 to 9

As students move from grade 8 to grade 9, there are four possible Math Placements:

Integrated Math, Algebra I, Geometry & Honors Geometry

To be *considered* for placement in these classes, the following criteria apply:

- Recommendation from the Team (the Team consists of the Math Department Head, 8th grade Math Teachers, Enrichment Coordinator, Administration and Guidance)
- *Integrated Math*- students from Pre-Algebra Part II earning lower than a 73% final average or from Advanced Math with less than a 70% final average
- *Algebra I* - students from Pre-Algebra Part II with a 73% or better final average or Advanced Math with a 70% or better final average, advanced ranking in Math on Statewide assessment, student ranking on grade level assessment (Explore) in subject area
- *Geometry*- students who have earned credit for Algebra I with a final average lower than 87%, advanced ranking in Math on Statewide assessment, student ranking on grade level assessment (Explore) in subject area
- *Honors Geometry* -students who have earned credit for Algebra I with a final average of 87% or better, advanced ranking in Math on Statewide assessment, student ranking on grade level assessment (Explore) in subject area

RESOURCES

The Gifted Kids Survival Guide by Judy Galbraith
Free Spirit Publishing, Minneapolis MN
1983

National Association for Gifted Children (NAGC)
www.nagc.org

Ohio Association for Gifted Children (OAGC)
www.oagc.com

Parenting for High Potential magazine
Published by NAGC subscription available online

Understanding the Gifted Adolescent
Edited by Marlene Bireley and Judy Genshaft
Teachers College Press, New York, NY
1991

What to Expect When You're Raising a Gifted Child
Published by OAGC available online

SENG: Supporting Emotional Needs of Gifted Children
www.sengifted.org

Gifted Child Society
www.gifted.org

American Association for Gifted Students (Duke University)
www.aagc.org