



Information for Parents and Educators Working with Gifted Students

**Indian Hill Exempted
Village School District**

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The Indian Hill School District has a long and successful history of meeting the needs of gifted learners through a wide continuum of services, including a rigorous and advanced curriculum, a variety of enrichment experiences, use of differentiated instructional strategies, individual projects and assignments, placement in specific programs for gifted learners, and honors and Advanced Placement classes for learners in grades nine through twelve. The type of service and programming provided for gifted learners depends upon recent assessment data and what is determined to be most appropriate in meeting gifted learners' needs by the learners' teachers and other qualified personnel.

To meet the needs of gifted learners, teachers become familiar with the unique needs and developmental characteristics of gifted learners; understand the differences between high-achieving and gifted learners; be knowledgeable regarding the continuum of services the District provides for gifted learners; be aware of State requirements for the identification of gifted learners; and be knowledgeable of the resources and personnel available in the District for support and assistance in working effectively with gifted learners. This book will provide relevant information on each of these topics.

For additional clarification or for further information regarding any of the topics addressed in this text, please contact one of the District gifted intervention education specialists:

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Ohio Operating Standards for Identifying and Serving Students Who are Gifted require that all schools screen for and identify “gifted” learners who meet specific Ohio Department of Education and Workforce criteria. Learners who meet these criteria are to be identified as gifted in four areas: superior cognitive ability, specific academic ability, creative thinking, and visual and/or performing arts. State gifted identification does not require a student’s placement in a gifted resource or pull-out program but does require all State-identified gifted learners to be reported to the Ohio Department of Education and Workforce in an annual child count report. The law also requires that schools notify families when their children have met the State criteria for gifted identification.

The State of Ohio defines a gifted student as “one who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” and who meet specific criteria as outlined in this text.

A student is identified as exhibiting “superior cognitive ability” if the student scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group standardized intelligence assessment.

A student is identified as exhibiting “specific academic ability” according to State criteria if they perform at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test.

A student is identified as exhibiting “creative thinking ability” superior to children of a similar age if 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 attained a sufficient score, as established by the Department of Education and Workforce on approved individual or group test of creative ability or exhibited sufficient performance on an approved checklist of creative behaviors.

A student is identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the student has demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and exhibited sufficient performance, as established by the Ohio Department of Education and Workforce, on an approved checklist of behaviors related to a specific arts area.

In addition, the District also allows families to have their child retested if the child scores within a screening range established by the District. Families and teachers are notified when students have been identified in any of these areas.

The philosophy of the Indian Hill Exempted Village School District is that each student deserves an educational experience appropriate to his or her ability to learn. In accordance with the District philosophy, a continuum of services for gifted and talented learners in kindergarten through grade twelve has been developed.

The term “gifted and talented” has been defined in the Indian Hill District as those learners whose talents, abilities, and accomplishments allow them to excel, or who show the potential to excel, in the academic setting. These learners require learning experiences that encourage individual exploration and problem solving and provide a setting for the exchange of ideas with other gifted and talented learners.

The comprehensive continuum of services for gifted and talented learners promotes a learning environment in which learners are encouraged to go beyond the known and obvious, where process is emphasized and scholarly exploration is expected and facilitated.

The District ensures that all learners are provided equal opportunity to be screened for potential giftedness. The District employs the following procedures.

1. The District invites all students transferring into the District to participate in cognitive and specific academic testing.
2. Upon submission, the District accepts scores from approved instruments provided by other school districts or trained personnel outside the school district.
3. In each area of gifted identification, the District uses qualified employees when screening learners. Personnel may include classroom instructors, educational evaluators, counselors, psychologists, and/or educators with licenses in the visual/performing arts. These employees are trained in the use of the assessment(s) and have access to personnel licensed in gifted education. Furthermore, the District utilizes individually administered assessments when student need is established and is deemed in the best educational interest of the student.
4. The District is aware of the unique assessment needs of diverse learners. Every effort is made to administer the most appropriate assessment to every student; this includes individual tests, tests with non-verbal components, tests in the student's native language, additional follow-up assessments, as well as tests valid for special populations. District personnel select from a wide range of available assessments and consult the instrument's technical manual for assurance of use with diverse populations.
5. The district uses assessments for gifted screening and identification from the list of approved instruments that can be found on the Ohio Department of Education and Workforce website.
6. The District provides parents with written notification of any assessment results as soon as possible but within 30 days of receiving those results. Additionally, District personnel providing regular classroom instruction and/or services to identified learners are notified of the learners' areas of giftedness. When service criteria is met, learners are placed as soon as possible about natural educational breaks (grading periods, end of instructional units, etc.).

Indian Hill Support for Academically Advanced Learners Grades K-1

In Grades K-1, the gifted intervention specialist works collaboratively with primary teachers to plan differentiation strategies that are appropriate to the abilities and interests of high-ability learners. Specifically, the gifted specialist will:

- Provide support/materials for enrichment activities that can be implemented in the classroom
- Support the differentiation of Project-based Learning
- Assess high-ability learners in both math and reading

Indian Hill Gifted and Talented Services for Grades 2-12

Gifted and Talented Learners are provided services in the regular education classroom by the general education teachers. Classroom teachers provide ongoing differentiated and enrichment opportunities throughout the course offering as evidenced by student **Written Education Plans**.

Learners identified as gifted will have a Written Education Plan (WEP) that includes learning goals. These goals are based on self-directed learning and collaboration. Parents will receive a copy of the WEP in the fall of each service year. At the end of each semester, progress reports will be sent home highlighting student achievement on his/her goals thus far.

Placement in advanced mathematics courses in grades 6-8 is made annually based upon progress in the pre-requisite course, as well as identification as gifted and talented in the areas of mathematics and superior cognitive ability. Placement into High School honors, accelerated, and Advanced Placement (AP) courses is made through annual course scheduling. Accompanying WEPs will be created for learners served within the classrooms.

Indian Hill Discovery Pull-Out Program for Grades 2-8

The purpose of the formal Discovery Class pull-out program is to provide opportunities for critical and creative thinking, problem-solving, and independent learning. Goals include growth of personal and academic self-discipline, pursuit of unique investigations, development of problem-solving techniques, development of realistic and healthy concepts of self and others, and willingness to assume leadership and responsibility.

Learners are placed in a learning environment in which they are encouraged to go beyond the known and obvious, where process is emphasized over factual learning, and scholarly exploration is expected and facilitated.

Indian Hill Primary and Elementary School Discovery Program – Grades 2-5

The Discovery Class at Indian Hill Primary and Elementary School supports intellectually and academically gifted students in grades two through five. Tailored for learners with superior cognitive abilities and high achievement in reading comprehension and/or math problem-solving, the program encourages exploration, creative thinking, and problem-solving in an interactive

environment with peers. Discovery promotes independent and collaborative projects that students share within the school and globally.

Indian Hill Primary and Elementary School Homework Procedures for Discovery learners indicate that during the times in which learners are in Discovery and are absent from regularly scheduled classes, it is expected that they will complete only those assignments which are basic to continuing a skill development. Learners are not required to do every assignment given to the class while they are pulled-out in Discovery class. Careful consideration is given to what legitimately constitutes a pertinent assignment for the Discovery student. When possible, tests and quizzes will be scheduled on non-Discovery days, or learners will be afforded an appropriate time to make up a missed quiz or test.

Indian Hill Middle School Discovery Program – Grades 6-8

The Middle School Discovery Class fosters independent inquiry and lifelong learning, equipping students to explore advanced academic interests beyond the standard curriculum. Emphasizing decision-making, community involvement, and leadership, qualified learners from all three grades attend for one semester, replacing part of their encore schedule. The program spans three years, though new qualifying students may join. Placement continues through grade eight unless individual circumstances suggest otherwise, supporting a comprehensive, multi-year learning experience.

Placement Criteria for the Discovery Pull-out Program

The gifted education team reviews the student records of every learner in grades 2-8. Data used to determine placement is obtained through standardized assessments.

Grades 2-5 Discovery Class Program Placement Criteria

Ability Assessment:

1. A 98-99 national grade or age percentile rank on an Indian Hill Exempted Village School District selected assessment approved by the Ohio Department of Education and Workforce group or individual cognitive ability test **and** a superior cognitive gifted identification per the state of Ohio.

Achievement Assessment:

2. A 95 national percentile achievement score on the total math or reading achievement test on the Measures of Academic Progress or other approved standardized math or reading achievement test score.

Grades 6-8 Discovery Class Program Placement Criteria

Ability Assessment:

1. A 98-99 national grade or age percentile rank on an Indian Hill Exempted Village School District selected assessment approved by the Ohio Department of Education and Workforce group or individual cognitive ability test **and** a superior cognitive gifted identification per the state of Ohio OR
2. Creative Thinking Identification on an approved creative thinking instrument
3. No minimum Achievement score needed since students do not miss academic instruction to attend enrichment classes.

Follow-up assessment with additional testing will be considered if a student:

- Obtains a score on the CogAT or other approved Ohio cognitive assessment equal to or greater than 94 percentile.

**Students in grades 2-5 will also need a qualifying MAP score.*

- Parents may also [request a cognitive assessment retest](#). Cognitive test opportunities take place each fall and spring.

Discovery Program Withdrawal Process

Discovery is an enrichment and extension program designed for learners; therefore, this program is an optional program. Through parent invitation letters at the Primary and Elementary Schools, and scheduling assignments at the Middle School, learners are invited to attend at the beginning of each school year. Learners may elect to attend and/or if a student wishes to withdraw from the program, parents must present the withdrawal in writing to the gifted intervention specialist. All withdrawals are valid for one school year.

Web Resources for Parents of Gifted Learners

- Ohio Department of Education and Workforce - [Gifted Education](#) - Gifted programming is informed by the Ohio Operating Standards and the Ohio Department of Education and Workforce.
 - [Resources for Parents](#)
- [National Association for Gifted Children](#) - NAGC empowers all who support children with advanced abilities in accessing equitable opportunities that develop their gifts and talents through advocacy, outreach, education, and research.
 - [Tips for Parents](#)
- [Hoagies' Gifted Education Page](#). Exceptionally comprehensive, this site is outstanding for finding the latest research on educating and parenting gifted children. The Gifted 101 section clearly covers all of the common concerns and definitions relating to gifted education.
- [SENG](#) (Supporting the Emotional Needs of the Gifted) The goal of SENEG (Supporting Emotional Needs of the Gifted) is to address the unique social and emotional needs of gifted individuals. SENEG provides resources, support, and strategies to help gifted children and adults manage the specific challenges they may face, such as heightened sensitivities, perfectionism, asynchronous development, and intense emotions.

