



LABRAE LOCAL SCHOOLS

LABRAE LOCAL SCHOOL DISTRICT PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN 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 under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

District Identification Plan

The district accepts referrals, screens, and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district follows policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the Ohio Department of Education & Workforce (ODEW) approved list.

Identification Process

The district ensures there are ample and appropriate opportunities for gifted testing and identification. Students can be assessed twice per year through whole-grade screening and/or referrals.

Referral

Anyone, including parents/guardians, teachers, peers, students themselves, etc., may refer a student for **gifted testing by completing the district’s referral form. Upon receipt of a referral, the district will secure parent/guardian permission, administer the assessment, and notify parents/guardians of results within 30 days.**

Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from economically disadvantaged backgrounds, children with disabilities, and English learners. All students are whole grade screened at least once for superior cognitive ability and specific academic ability in reading and math in grades K-2, and again in grades 3-6. All high school juniors are screened with the state-funded ACT.

Identification

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets the cut-off scores specified by the ODEW, the identification decision is made. **Gifted identifications remain in effect for the remainder of the student’s K-12 school experience.**

Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, reassessment for possible identification occurs.

Assessments

To be identified in superior cognitive ability, a student must earn a score of at least “two standard deviations above the mean, minus the standard error of measurement” on an approved assessment. If a student does not meet the identification score, but reaches the screen score, he/she will be given the opportunity for additional testing for identification. Assessments the district may administer that provide for superior cognitive identification:

Cognitive Abilities Test (CogAT), Forms 7 & 8, VQN Composite, grades K-12, Screen 120
Iowa Assessments, Forms E & F Complete Battery, Complete Composite Total, grades 1-12, Screen 90%ile
Iowa Assessments, Form G, Complete Battery, Complete Composite Total, grades 1-8, Screen 90%ile
Naglieri Nonverbal Ability Test, 3rd Edition (NNAT3), grades K-4 & 8-10, Screen 124
InView Cognitive Abilities Assessment, grades 2-12, Screen 127
Wechsler Intelligence Scale for Children, 5 th Edition (WISC-V), ages 6-16, Screen 125
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities, ages 2-90, Screen 126
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development, ages 2-7, Screen 126

To be identified in a specific academic area, a student must score “at or above the 95th percentile at the national level” on an approved assessment. If a student does not meet the identification score, but reaches the screen score, he/she will be given the opportunity for additional testing for identification. Assessments the district may administer that provide for specific academic identification:

Iowa Assessments, Form E/F, Complete Battery, grades K-12, Screen 90%ile
Iowa Assessments, Form G, Complete Battery, grades K-8, Screen 90%ile
Iowa Assessments, Form E/F/G, Core Battery, grades 1-12, Screen 90%ile
NWEA MAP Growth 2-5 (Math and Reading only), grades 2-5, Screen 94%ile
NWEA MAP Growth 6+ (Math and Reading only), grades 6-11, Screen 94%ile
i-Ready Diagnostic (Math and Reading only), grades 2-8, Screen 94%ile
Exact Path (Math and Reading only), grades 3-8, Screen 94%ile
Stanford Achievement Test 10th ed. (SAT 10), Complete Battery, grades K-12, Screen 94%ile
The ACT (English, Reading, Writing, Math, & Science) grades 10-12, Screen 94%ile
SAT Test, grade 11, Screen 94%ile
PSAT 8/9 (ELA & Math only), grades 8-9, Screen 94%ile
PSAT 10-PSAT/NMSQT (ELA & Math only), grades 10-11, Screen 94%ile
TerraNova Third Edition, Complete Battery, grades K-12, Screen 90%ile
Woodcock-Johnson IV (WJ-IV) Tests of Achievement, ages 2-90 (Math and Reading only), Screen 90%ile
Star Math, grades 1-12, Screen 94%ile
Star Reading, grades 3-12, Screen 94%ile

To be identified in creative thinking ability, a student must earn a score of “one standard deviation above the mean, minus the standard error of measurement” on an approved intelligence assessment AND earn a qualifying standard score on an approved checklist of creative behaviors. Assessments the district may administer that provide for creative thinking identification:

Part 1 - Intelligence Assessment Tools

Cognitive Abilities Test (CogAT), Forms 7 & 8, VQN Composite, grades K-12
Naglieri Nonverbal Ability Test, 3rd Edition (NNAT3), grades K-12
InView Cognitive Abilities Assessment, grades 2-12

Part 2 - Checklist of Creative Behaviors

Gifted and Talented Evaluation Scales 2 (GATES-2) (Creativity), grades K-12: ID 111, Screen 90
Gifted Rating Scales 2 (GRS-2), grades K-12: ID 66, Screen 60

To be identified in visual or performing arts, a student must earn a qualifying standard score on an approved checklist AND a qualifying score on the appropriate ODEW rubric. Assessments that the district may administer that provide for visual or performing arts identification:

Part 1 - Checklist

Gifted and Talented Evaluation Scales 2 (GATES-2) (Artistic Talent), grades K-12: ID 111; Screen 90
Gifted Rating Scales 2 (GRS-2) (Artistic Scales), grades K-8: ID 66; Screen 60
Ohio Checklist of Artistic Behavior - Dance, grades 9-12: ID 32; Screen 29

Part 2 - Ohio Department of Education & Workforce Rubric

ODEW Rubric for Scoring Visual Art Display of Work: ID 21; Screen 16
ODEW Rubric for Scoring Theatre Performance Evaluation: ID 20; Screen 16
ODEW Rubric for Scoring Music Performance Evaluation: ID 18; Screen 14
ODEW Rubric for Scoring Dance Performance Evaluation: ID 26; Screen 20

Out of District Scores

The district accepts scores completed within the preceding 24 months on assessment instruments approved for use by the ODEW, provided by other schools 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 parent/guardian's request. Parents/guardians shall contact the building principal to make the request.**

District Service Plan

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. Gifted services may include:

Gifted Service	Grade	Criteria for Service
Cluster Grouping	K-12	SC/SA/CT identification
Honors Courses	5-12	SC/SA/CT identification
College Credit Plus (CCP)	7-12	SC/SA/CT identification
AP Courses	9-12	SC/SA/CT identification
VPA Classroom	K-12	VPA identification
Gifted Self-Contained Class	K-8	SC/SA/CT identification
Cluster Grouping with GIS	K-8	SC/SA/CT identification
Resource/pull-out room with GIS	K-8	SC/SA/CT identification
Early Entrance	K-1	Iowa Acceleration Scale; SC/SA/CT identification
Subject Acceleration	K-8	Committee Review; SC/SA/CT identification
Whole Grade Acceleration	K-8	Iowa Acceleration Scale; SC/SA/CT identification
Other Service	K-12	SC/SA/CT identification

SC- Superior Cognitive Ability, SA- Specific Academic Ability (Math, Reading/Writing, Science, Social Studies), CT- Creative Thinking Ability, VPA- Visual/Performing Arts, GIS - Gifted Intervention Specialist

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education & Workforce as served, they must have a Written Education Plan (WEP) in compliance with the *Operating Standards for Identifying and Serving Students Who Are Gifted*.

Appeal Procedure

An appeal by the parent can be made related to the screening procedure, assessment instrument, scheduling of assessments, or gifted services. Parents should submit a letter to the superintendent or

designee outlining the nature of the concern. The superintendent or designee will issue a written final decision within 30 days of the appeal.

Withdrawal

If a student wishes to withdraw from gifted services at any time, the request should be written by the parent or the student to the building administrator. If children request to withdraw, parents will be notified.

Contacts

Please contact your district's gifted supervisor, Amy Rossler-Johnson, at amy.rossler@trumbullesc.org or 330-505-2800 ext. 116 with any questions.

Board Approved: January 12, 2026