This Gifted Plan Template has been created by the Montgomery County ESC gifted team.

The purpose of this document is to assist school districts in creating a working document that outlines gifted identification and services, which should be modified and adapted to meet the needs of each individual school district.

Per ORC 3324.04 and 3324.07, Districts must have a gifted plan that outlines identification and services for gifted students, and the plan needs to be approved annually by the school board.

Board-approved plans need to be submitted to the Ohio Department of Education in the near future.

The Montgomery County ESC's gifted team encourages you to:

- Adapt the document to represent your school colors and logo
- Add or replace district testing instruments that you may have or use frequently
- Add or replace the gifted services that you provide to your students
- Share the document with your district administrators so they are familiar with the plan
- Share the document with teachers in case they have questions about identification and services
- Post your approved plan on your district website

Please don't hesitate to contact Eu-Det Crawford with any questions:
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National Trail Local School District

Gifted Education

District Gifted Education Plan & Standard Operating Procedures

By Eu-Det Crawford, Montgomery County ESC Gifted Education Supervisor

Updated 8/6/2026

This gifted plan has been created on behalf of National Trail Local Schools in accordance with the Ohio Department of Education and the Montgomery County Educational Service Center.

PURPOSE FOR THIS DOCUMENT

The purpose of this document is to guide district leaders in planning and providing the necessary provisions for all state compliance related to gifted education, as well as to ensure the best implementation of Gifted Education Programming.

The mission of the National Trail Local School District is to provide quality educational opportunities that encourage individuals to achieve their maximum potential, promote lifelong learning, and develop responsible and productive citizens in an ever-changing global society.

The National Trail Local School District believes that all children are entitled to an education that meets their individual needs. We are committed to providing children with opportunities to progress their abilities.

Our goal is to provide services for our gifted learners where they can:

- Develop and apply higher-level thinking and processing skills.
- Use effective, positive leadership skills in the classroom and community.
- Use logical reasoning, creative thinking, and problem-solving skills to come to solutions or hypotheses.
- Develop a desire for excellence to improve their organizational skills and grow in personal responsibility and self-confidence as learners.

We want to create a student-centered, rigorous academic environment specifically designed to meet the intellectual, creative, social, and emotional needs of gifted individuals within their unique culture while helping to produce self-directed, life-long learners who will become productive citizens.

DISTRICT IDENTIFICATION AND SERVICE PLAN

The following is an outline of the district's current identification and service plan, in accordance with the Ohio Department of Education, and it should be updated and submitted annually as requested by the state.

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 the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts.

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by school staff member, teachers, parents, or other children. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment.

Referrals

- Children may be referred in writing on an ongoing basis, based on the following:
    - Child request (self-referral);
    - Teacher/school staff recommendation;
    - Parent/guardian request;
    - Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.) Upon receipt of a referral, the district will:
    - Follow the process as outlined in this document; and
    - Notify parents of results of screening or assessment and identification within 30 days.

Screening

The district is required to give a whole grade screener at least once in the K-2 grade band and at least once in the grade band of 3-6. These whole-grade screenings will be given in the areas of superior cognitive ability, creative thinking ability, and specific academic ability in the areas of math, reading, writing, or a combination of these skills.

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language.

Identification

The selected screening assessment is an approved identification instrument. When the screening assessment has been completed and if the score meets cut-off scores specified in the Ohio Department of Education guidance, then the identification decision is made and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment

When the screening assessment from an approved screening instrument has been completed, if the data falls within a district-specified range below the identification score, re-assessment for possible identification occurs. A different approved assessment instrument will be used to reassess the student.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools, and/or trained personnel outside the school district. The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal or the gifted coordinator.

If a student is transferring from an out of state school, the testing instrument that was used for identification will be cross referenced with the current approved assessment list from the Ohio Department of Education.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern.

The Superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The Superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15.
These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Specific Academic Ability

The following provides a list of assessments the district may choose to administer that provide for superior academic ability identification:

i-Ready Assessment: Whole Grade Screening

Grade Level	Rescreening Score	Identification Score	Additional Information
2-8	94th Percentile	95th Percentile	• Math and reading only

Iowa Assessments (Form E or F) Complete Battery:

Grade Level	Rescreening Score	Identification Score	Additional Information
K Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Level 5/6 • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading
1-12 Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Levels 7-18 • Math, reading, science and social studies • Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies
1-12 Superior Cognitive Ability	93rd-94th Percentile	95th Percentile	• Levels 7-18 • Use Complete Composite Total Score

Iowa Assessments Core Battery: Forms E & F can be used in grades 1-12 in reading and math only.

Woodcock-Johnson IV (WJ IV) Tests of Achievement:

Grade Level	Rescreening Score	Identification Score	Additional Information
PreK-12 Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Use scores for Broad Reading, Broad Writing and Broad Math

The ACT

Grade Level	Rescreening Score	Identification Score	Additional Information
11-12 Specific Academic Ability		95th Percentile	Math, reading, science, and social studies, and writing *use national norms only

Superior Cognitive Ability

The following provides a list of assessments the district may choose to administer that provide for superior cognitive identification:

NNAT3 (Naglieri Nonverbal Abilities Test, Third Edition, Levels A-G)
The NNAT3 is currently used as a whole-grade screener for grades 2 and 5 at National Trail.

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
K-5	110	124	126
6-7	109	123	125
8-10	110	124	126
11-12	111	125	127

CogAt (Cognitive Abilities Test, Forms 7 and 8 VQN Composite)
A QN composite can be used with English learners and students with serious reading disabilities.
A VN composite can be used with students with mathematics learning disabilities

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
K-1	111	125	127
2	112	126	128
3	113	127	129
4-12	112	126	128

Woodcock-Johnson Cognitive (Option for an individual referral or rescreen)

Age	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
5-10	112	125	127
11-12	111	124	126
13-21	112	125	127

Creative Thinking Ability

The following provides a list of assessments the district may choose to administer for creative thinking identification:

Creativity gifted identification is a two-part task. Students must meet a cognitive criteria as well as a qualifying score on a creativity screener. The cognitive thresholds are listed in the cognitive assessment tables above.

Torrance Test of Creative Ability - Figural Forms A and B

Grade Level	Rescreening Score	Identification Score
K-12	93rd-94th percentile	95th percentile

Torrance Test of Creative Ability - Verbal Forms A and B

Grade Level	Rescreening Score	Identification Score
1-12	93rd-94th percentile	95th percentile

Further student nominations are based on district scores, students who have moved in, and/or by specific parent and/or teacher request. The Nomination/permission to test form is available via the gifted staff. Nominated students will be administered the screening tool in their building on a prearranged date by either a gifted staff member, a district staff member, school psychologists, and/or MCESC.

Visual and Performing Arts

The following provides a list of assessments the district administers for visual and performing arts identification. Students in grades K-12 are screened by referral and/or nomination. Nominations for screening must be submitted by written request to the gifted coordinator.

VPA Identification is a two-part process. If a student attains the identification criteria checklist score, the student will be invited to submit a portfolio of works or participate in an audition to be evaluated using the Ohio Department of Education Visual and Performing Arts Rubric.

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)

	Grade Level	Rescreening Score	Identification Score	Additional Information
Part V - Artistic Talent:	K-12	59-60 points	60 points	• Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – visual arts
Part VI - Musical Talent:	K-12	37-38 points	39 points	• Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – music

Part VII - Dramatic Talent:	K-12	54-56 points	57 points	• Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – drama

Gifted Rating Scales (GRS) - Artistic Scales

Grade Level	Rescreening Score	Identification Score	Additional Information
Grades K-8 Ages 4-13	60-65	66	• Use T scores • Use for behavioral checklist component for Visual or Performing Arts identification – dance, drama, music and visual arts

Gifted Rating Scales (GRS) - Artistic Scales

Grade Level	Rescreening Score	Identification Score	Additional Information
Grades 9-12 Ages 14 and up	90-110	111	• Use standard scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only

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 must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above-grade level.

Services shall occur during the typical instructional day with flexibility allowed for the scheduling of district-approved internships or mentorships and higher education coursework, including credit flexibility.

The following list provides all formal service options available through the district:

Grade Level	Service Setting	Service Provider
Grades 2-4	Students will be clustered appropriately in groups of 3 or more students within the general education classroom. Students should be clustered based on the identification area when this can be accomplished. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor.	Regular Classroom Teacher
Grades 5-8	Students will be clustered appropriately in groups of 3 or more students within the general education classroom. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor. Eighth-graders taking Algebra I will receive Acceleration Plans written annually in collaboration with the Gifted Supervisor and the teacher of record.	Regular Classroom Teacher
Grades 9-12	Students will have the opportunity to choose from a variety of ODE accepted courses such as College Credit Plus and Honors when scheduling classes. Cluster grouping is a service option for students that are enrolled in a class that does not offer a higher level alternative (i.e. CCP, AP, Honors). The general education classroom teachers will participate in professional development regarding meeting the needs of gifted learners through	Regular Classroom Teacher

	differentiated lessons in specific content areas. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor. CCP students' Written Education Plans will be written in collaboration with the high school guidance counselor and the gifted supervisor using the course syllabus as a guide for the goal of course completion.	
Additional Service Options:		
Academic Acceleration	Acceleration should always be of consideration when determining most appropriate service options for individual students. This should include both subject and whole grade acceleration. It is recommended the coordinator of gifted programming communicates with the various preschool educators/ regarding early-entrance, etc. The process approved by the Ohio Department of Education and Workforce (ODEW) includes the use of the IOWA Acceleration Scales tool for whole-grade accelerations and recommended for single-subject accelerations.	

Written Education Plans

All school districts in Ohio reporting services to gifted students must have a copy of a Written Education Plan (WEP)on file for each student served. These plans will be created for each student in collaboration with the teacher and a gifted licensed professional. The WEP will also serve as a communication tool for parents. Ohio Administrative Code 3301-51-15 outlines the specific points that must be included on the WEP.

Withdrawal - If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent or child, if he or she is 18 years of age or older, to the building administrator. If children request to withdraw, parents will be notified.