MEETING THE NEEDS OF GIFTED & TALENTED STUDENTS

Information for Parents
2026-2027

WE EDUCATE FOR EXCELLENCE…Empowering all students to achieve their educational goals, to direct their lives, and to contribute to society.

According to criteria set forth by the State of Ohio, the term "gifted" refers to 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. O.R.C. 3324.03 and the Ohio Rules for Identification and Services for Children Who Are Gifted.

Westlake City School District Board Policy

The Board of Education believes all children are entitled to a free public education. The District's gifted and talented students demonstrate potential ability and/or superior achievement when compared to most students of their age, experience, or environment. The district ensures there are appropriate procedures in place for screening and assessment of students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency.

According to Westlake City School District Board of Education Policy 2464 shall identify children in grades kindergarten through twelve, who might be gifted in one or more of the following areas:

A. Super Cognitive Ability
B. Specific Academic Ability in one or more of the following content areas:
    1. Mathematics
    2. Reading
    3. Science
    4. Social Studies
C. Creative Thinking Ability
D. Visual or Performing Arts Ability such as drawing, painting, dance, music or drama.

The District shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted. For more information about gifted screening and identification please visit the ODE website.
The District shall accept scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and appropriately trained personnel outside the school District. O*.R.C. 3301.07(K) and 3324.01 – 3324.07.*

District Screening and Identification Process

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

Stage I: Pre-Assessment

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher input, grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. All students are included in the pre-assessment process. Through the use of a pre-assessment process, the District ensures all students including culturally diverse, low socioeconomic backgrounds, disabilities and those for whom English is a second language have equal access during this stage of the process.

Stage II: Screening/ Referral Period

The screening stage examines the data gathered during the pre-assessment process and determines if additional assessment is necessary. District cut-off scores move students from the screening stage to the assessment stage. The cut off scores are lower than the state recommended identification scores. This approach ensures any potentially gifted student does not go unidentified. This process aims to *include*, rather than *exclude*, students in the screening pool for identification. District determined cut-off scores are indicated next to each test used for screening. Parents must be notified within 30 days of receipt of the results of the screening.

Referral Packets

In accordance with the BOE policy, testing referral periods during the current school year will occur two times per year. The referral periods for any gifted identification will typically occur in October and February.. Referral paperwork can be found on the district web site: https://www.wlake.org/departments/academic-services/gifted-education

Children who have requested to be assessed or who have been recommended for assessment by teachers or parents/guardians are provided two opportunities a year for assessment.

Children may be referred by:

- Self- referral (student request)
- Teacher recommendation
- Parent/guardian recommendation
- Others familiar with a student's potential or performance
- Performance on district-wide standardized tests of ability and achievement

Referral forms/packets are located online at the district website (Departments/Academic Services/Gifted Education/Referral Process). Upon completion, the referral packet must be submitted to the building principal prior to the deadline. Late referral forms will not be accepted; however, all late referral forms will be kept for the next referral period.

Assessment is an ongoing process in the Westlake City School District. Whole-grade screening for superior cognitive identification and creative thinking component 1 will be administered in second and fourth grade using the Cognitive Abilities Test (Cog AT). Whole-grade screening for specific academic identification using the ITBS – science and social studies will be completed in the middle of sixth grade. English Language Arts and mathematics screenings occur in grades 2-8 up to three times per year using the NWEA MAP Growth 2 – 5 and MAP Growth 6+ assessments. All referrals received from the pre-assessment stage for identification in creativity and/or visual/performing arts are automatically considered using the appropriate instruments/exhibits.

The District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English Language Learners (ELL) students, economically disadvantaged students, homeless students, or students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an ELL student may be assessed using a nonverbal assessment instrument. If necessary, translators shall be secured for students who need that accommodation. Only tests that are valid for special populations shall be used for students from diverse backgrounds.

Stage III: Additional Data/Assessments

When the results are inconclusive and the team determines additional testing is needed, the student moves to the next stage of the identification process which is called assessment (second testing). The District will then request an individual assessment to determine eligibility for services. All assessments used are listed on the Chart of Approved Gifted Assessment list on the ODE website.

All additional assessments are administered by a qualified District employee or a licensed/certified school psychologist or licensed psychologist. Once a student has been identified, that identification is permanent. Per OAC 3301-51-15(C)(3)(b)(iii)(a) gifted testing will be completed within 90 calendar days of referral.

Stage IV: Identification or Does Not Qualify – Parent Communication

Once additional assessments have been completed, the data obtained through Stage III of the process are evaluated. The identification decision is made and a plan for services is developed to meet the needs of each student.

Identification Letter: Students who meet the state criteria for identification (per ORC 3324.03) are identified at the end of the screening process or after Stage III. Parents will be notified within 30 school days of receipt of the additional assessment results.

Does Not Qualify Letter: If the results do not meet the state or local criteria for identification, they will not receive gifted services. Parents will be notified within 30 school days of receipt of the additional assessment results.

Once additional assessments have been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made, and the student's educational needs and services are determined.

Retesting

Westlake City School District aims in its identification process to not exclude students from identification. Occasionally, another assessment instrument is used when the results from the second testing are still inconclusive. All parents, at any time, may have an outside-trained examiner test a child using instruments approved by the State of Ohio, at the parents' expense.

Appeals Procedure

Parents have an opportunity to appeal any decision about the results of any identification for gifted services for a student.

Westlake City School District Board of Education Policy 2464 states that parents have the right to appeal. Board Policies can be located on the Board of Education district webpage.

Parents electing to appeal the results should submit a letter to the Westlake City Schools Department of Academic Services outlining the nature of their concern within 14 calendar days of receiving identification results. Upon receipt of the appeal, the Superintendent or designee will contact the parent/guardian to discuss the concern. After reviewing the referral, criteria and data, the Superintendent or designee will issue a written decision within 30 calendar days of the receipt of the appeal request.

An appeal by the parent and/or guardian is the reconsideration of the results of any part of the identification process, which would include:

- Screening assessment instruments
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Transfer Students

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the Academic Services Department at 440.250.1259. Once a student has been identified in Ohio (must be on the OEDS approved school list), there is no need to re-identify a student. The testing must be completed by a qualified professional such as a licensed psychologist. Documentation is required. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records with the Department of Academic Services upon registration. The Westlake City School District accepts outside testing data that follows Ohio revised code 3324.01-07.

Parents and/or guardians who have any questions about transfer records of a student to the Westlake City School District should call the Academic Services Office at 440-250-1259.

Students who transfer to the Westlake City School District will receive equitable access to gifted services at their grade level, in the manner in which all other students in that grade level receive services, per the Continuum of Services chart on page 8 of this handbook.

State and Local Identification for Services

At the completion of the assessment stage, a student may be identified cognitively and/or academically gifted at the local or state level. Identified students will be served appropriately according to the continuum of services.

SUPERIOR COGNITIVE ABILITY

Within the **preceding 24 months**, the child has:

a. scored two standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test;

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

Instruments used:

- Cog AT: Cognitive Abilities Test
- WISC: Wechsler Scale of Intelligence for Children V
- Woodcock Johnson IV Test of Early Cognitive and Academic Development
- Woodcock Johnson IV Tests of Cognitive Abilities

Cognitive Ability Identification

	Cog AT- Form 7 VQN Composite	**WISC-V** (ages 6-16)	**Woodcock-Johnson IV-WJIV** (ages 2-18)	**Woodcock-Johnson IV-ECAD** (ages 2-7.11)
Whole Grade Screeners (group administration)	Gr. 2 and 4 *or* new to district by gr. 6			
State Identification	Composite K: **127** Composite Gr. 1 – 2: **128** Composite Grade 3: **127** Composite Gr. 4 – 6: **128** Composite Gr 7 - 12: **127**	**127**	**127**	**127**

CREATIVE THINKING ABILITY

Creative thinking ability assessments are tests that measure a student's ability to think creatively (for example, divergent thinking). These assessments may be used as one component of the identification process for Creative Thinking Ability. Alternately, districts may choose to use checklists of creative behaviors instead of tests of creative thinking ability. Along with qualifying scores on intelligence tests, school districts use qualifying scores on tests of creative thinking ability or checklists of creative behaviors to identify students who are gifted in Creative Thinking Ability. All students in Grades 2 and 4 will be screened for component 1 of this identification through the CogAT assessment. Students who meet a score of 112 on the CogAT have met the first component for identification and are eligible for further assessment through one of the checklists or rubrics below.

Creative Thinking Ability Identification

Behavioral Checklists and Rating Scales	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Scales for Rating the Behavior of Characteristics of Superior Students (SRBCSS) - Part II Creativity Characteristics	K - 12	48-50	51
Gifted and Talented Evaluation Scales 2 (GATES 2) - Creative Thinking Section, **Questions 21-30**	Ages: 5-18 Standard	Standard Score of 90-110	Score of 111

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

SPECIFIC ACADEMIC ABILITY

Within the preceding 24 months, the child has:

a. performed at or above the **95th percentile** at the national level on an approved individual standardized achievement test of specific academic ability in that field (mathematics, reading, science, or social studies);
b. performed at or above the **95th percentile** at the national level on an approved group standardized achievement test of specific academic ability in that field.

Instruments which may be used:

- NWEA Measures of Academic Progress - Grades 2-8
- Woodcock-Johnson IV – Tests of Achievement (WJ-IV)
- Woodcock-Munoz Achievement Battery
- Iowa Tests of Basic Skills – Forms E or F (paper or online)
- PSAT or SAT
- ACT

Specific Academic Ability Identification

	Qualifying Score for Additional Testing if Requested	**Qualifying Score- Reading & Mathematics (NWEA MAP Grades 2- 8, given up to 3x/year)**	**Qualifying Score- Science & Social Studies (ITBS Grade 6)**
Group Screeners	92 - 94 NPR (National Percentile Rank)	95 NPR (National Percentile Rank) and above	95 NPR (National Percentile Rank) and above

VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

a. Demonstrated 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
b. Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama.

Note: The Ohio Department of Education's Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).

Performance Component - Talented

VISUAL and PERFORMING ARTS: DANCE	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Ohio Department of Education Rubric	Gr. K-12	20-25	26

VISUAL and PERFORMING ARTS: DRAMA	Grade Level	Screening Score	Score for Gifted ID
Ohio Department of Education Rubric	Gr. K-12	16-19	20
VISUAL and PERFORMING ARTS: MUSIC	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Ohio Department of Education Rubric	Gr. K-12	14-17	18
VISUAL and PERFORMING ARTS: VISUAL ARTS	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Ohio Department of Education Rubric	Gr. K-12	16-19	20

Checklist Component (must meet rubric AND checklist to be identified)

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Dance	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Ohio Checklist of Artistics Behavior - Dance	Grades 9 - 12; Ages 14 and older	29-31	32
Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Drama	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VII	K-12	54-56	57
Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Music	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VI	Ages: 5 - 18	37 - 38	39
Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Visual Arts	**Grade Level**	**Screening Score**	**Score for Gifted ID**
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part V	Ages: 5-18 Standard	59-60	61

Gifted and Talented Service Model

All gifted services in the Westlake City School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. Districts are required to identify gifted students; however, school districts are not required to provide gifted education services. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff. The Westlake City School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources.

Service placement criteria shall be consistently applied as specified in the screening and identification criteria. Services in each grade band will be delivered via the service model detailed in the table below. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status. Placement for District services shall match the service criteria used in determining eligibility. The Westlake City School District acknowledges gifted students have diverse needs and aims to offer a continuum of services deemed as appropriate for students.

Continuum of Services for K – 12 Gifted and Talented Students			
Grade Band	**Achievement or Gifted Talented**	**Written Education Plan**	**Service Delivery Model**
Grade K - 4	95th percentile Mathematics or Reading and/or Superior Cognitive Identification	Written Education Plan for identified academic ability area, cognitive, if applicable.	K & 1: Services for all gifted identifications are provided by general education teacher with regular consultation with Gifted Intervention Specialist. Gr. 2-4: Services for all gifted identifications are provided by general education teacher with the required gifted professional development hours and/or Gifted Intervention Specialist.
Grade 5-6	95th percentile Mathematics or Reading and/or Superior Cognitive Identification		Services are provided through an Advanced course. The teacher of record may hold a Gifted Intervention Specialist license or may be a general education teacher with the required gifted professional development hours.
Grade 7-8	95th percentile Mathematics or Reading or Science or Social Studies and/or Superior Cognitive Identification		Services are provided by a general education teacher with the required professional development hours.
Gr. 9-12	95th percentile Mathematics or Reading or Science or Social Studies and/or Superior Cognitive Identification		Services are provided by a general education teacher with the required gifted professional development hours. *Advanced coursework varies by grade and subject area. Courses include all honors, Advanced Placement, and College Credit Plus.*
K-12 Visual and Performing Arts	ODE Approved Rubric Score	Written Education Plan for talent identification.	Services are provided by general education teacher with the required gifted professional development hours.

A CONTINUUM OF SERVICES: MEETING THE NEEDS OF GIFTED & TALENTED LEARNERS

Specific Educational Programs

Identified gifted learners are offered a continuum of services to meet their needs. These services include:

- Differentiated instruction
- Enrichment opportunities
- Subject acceleration
- Whole-grade acceleration

- Early entrance to kindergarten
- Collaborative co-teaching between the classroom teacher and gifted intervention specialist
- Enrichment pull-out with gifted intervention specialist
- Internships or mentorships

Differentiation in the classroom
Gifted learners comprehend complex ideas quickly, learn more rapidly and at a greater depth and often have interests in areas that are far different from those of their peers of the same age. Being with like-ability peers provides stimulation and motivation to the gifted learner. These characteristics require teachers to use strategies of differentiation based on readiness, interests, and learner profiles.

Teachers conduct pre-assessments to determine the skill level, readiness, and interests of students. They may differentiate instruction by content, process, product, and environment. Examples of content differentiation may include:

- acceleration
- compacting
- advanced concepts
- complexity
- parallel curriculum
- tiered assignments

Process differentiation may involve:

- higher-level and abstract thinking
- utilization of tools to determine instructional level to assure students are working above grade level

Product differentiation may take a variety of forms, synthesizing learning to address real-world problems and audiences.

Environmental differentiation allows students to work in flexible groups, utilize freedom of movement, and connect with the complexity of the world outside the classroom.

Enrichment
Enrichment opportunities exist at all grade levels. Students explore topics across disciplines, conduct detailed investigations, and experience real-world connections. Supplemental learning activities in the form of clubs, contests, field trips, projects, and creative expression offer meaningful enrichment to students. We understand and value the need for high interest competitions and enrichment activities that may benefit all students.



DOCUMENTATION FOR GIFTED & TALENTED LEARNERS

Written Educational Plan (WEP)
A Written Education Plan is provided for every gifted student served in the district. The plan is specific to the services the student is receiving at each grade level. Parents are provided with a copy of the plan each school year. The goals stated on the plan are developed by the Gifted Intervention Specialist or Associate Superintendent dependent on the grade level. Progress towards the goals is monitored through report cards.

Procedure for Withdrawal from Services
A request for withdrawal should be submitted in writing by the parent. Upon receipt of the request for withdrawal, the building principal or Superintendent's designee will contact the parents to discuss their concern. If necessary, a committee may be convened to discuss educational alternatives for the child. The parent has the final decision about the withdrawal.

EDUCATIONAL OPTIONS FOR ALL STUDENTS:

Applicaton for Advanced Acceleration – please see The Westlake City School District: Acceleration Handbook for more information. Link: https://www.wlake.org/departments/academic-services/acceleration

- **Early Entrance- t**he practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten.
- **Early Graduation**- the practice of permitting a student to graduate a year early after all graduation requirements are met.
- **Subject Acceleration**-an opportunity for a student to be recommended for an above grade level course.
- **Whole-grade Acceleration**-an opportunity for a student to be placed into the next grade.

College Credit Plus – A provision that allows students to be enrolled in college classes while still in middle and high school. Students meeting the Institute of Higher Education (IHE) entrance qualifications may enroll in college level courses offered in District and off campus. More information can be found on the WHS Guidance Office website.

Gifted Continuum of Services		
Increasing Differentiation and Instruction	**Special Placement Options**	Subject acceleration or grade level acceleration Elementary Level – Co-teaching, enrichment/pull-out, differentiated instruction DIS- Advanced Math or Language Arts LBMS/WHS- Advanced Science, Advanced Social Studies, Algebra, Honors Courses, College Credit Plus, or AP
	Core Classroom Options	• Individualized or class enrichment, curriculum compacting, shared inquiry, clustering • Community service projects, performance grouping, honors or advanced coursework, field trips, guest speakers, independent study, clubs and competitions, leadership seminars, Midwest Talent Search

Advanced Placement (AP) – A high school program that offers students the opportunity to earn college credit for courses taken during high school. Students earn college credit based on their grade on the course's final AP exam.

College Credit Plus (CCP) – College Credit Plus is Ohio's dual enrollment program that provides students in grades 7 – 12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities.

Glossary of Common Terms in Gifted Education

Ability – General problem-solving capabilities not related to school learning.

Ability test measures general intelligence.

Achievement – School-based learning of specific content taught at the student's current grade level.

Achievement test measures a student's knowledge in a particular content area.

Aptitude – Problem solving of school–related content not typically taught at the student's grade level in school. A natural tendency to do something well or the potential to acquire a new skill quickly and easily, especially one that can be further developed. An **aptitude test** measures a student's potential for *future* performance.

Asynchronous Development – Being disharmonious with what is developmentally expected behavior for a particular age group. Gifted students often experience asynchronous development of intellectual and emotional growth.

Cluster Grouping – A grouping assignment for gifted children with similar abilities are clustered, which allows the teacher to differentiate instruction.

Cognitive – Cognitive skills are any mental skills that are used in the process of acquiring knowledge; these skills include reasoning, perception, and intuition. **Cognitive ability tests** measure general intelligence and problem solving not related to school learning.

Compacting – Compacting curriculum eliminates repetition, minimizes drill, and accelerates instruction in basic skills or lower level classes so that gifted students can move to more challenging material. Students who demonstrate content mastery through pre-assessment are given learning tasks and materials that are more complex, abstract, application-oriented, or sophisticated, resulting in a depth and breadth of understanding not provided for in the regular course of study.

Content – The academic subject matter studied in an academic program or class.

Differentiation – A systematic approach of planning and delivering curriculum and instruction for a diverse group of learners based on student academic needs and intellectual ability. Differentiation modifies curriculum for a student's needs and ability according to depth, complexity, novelty, or acceleration by adjusting the content, process, product, or environment.

Enrichment – The enhancement of curriculum with deeper coverage of content and additional opportunities for learning.

Flexible Grouping – An instructional strategy where students are grouped together to receive appropriately challenging instruction. Students move in and out of various grouping patterns, or work alone, depending on the course content. Grouping can be determined by ability, readiness, interests, or learning style.

Gifted – The Federal Elementary and Secondary Education Act defines gifted as "students who give evidence of high potential or capability in areas such as intellectual, creative, artistic or leadership capacity who need special services and activities not ordinarily provided to fully develop those capabilities." Students earning a 130 IQ or higher are considered gifted.

Gifted Intervention Specialist (GIS) - Provides instruction to identified gifted and talented students and classroom teachers in developing and implementing appropriate educational program for gifted students by use of a written educational plan; assists in referral, assessment, identification, and curriculum development for gifted students.

Higher-order thinking skills – Complex thinking, including abstract reasoning, critical thinking, and problem-solving abilities. Higher order thinking skills require the manipulation of information, not just retention. Examples include application, synthesis, analysis and evaluation.

Parallel curriculum – The Parallel Curriculum Model is a set of four interrelated designs (core curriculum, curriculum of connections, curriculum of practice, and curriculum of identity) that will be used singly, or in combination, to create or revise existing curriculum units, lessons, or tasks. These four parallel approaches focus on ascending intellectual demand as students develop expertise in learning.

Peer group - People with whom one feels equal. Due to gifted students' asynchronous development, they may have very different intellectual, social, and emotional peer groups.

Pre-assessment – Assessment made to determine what a student does and does not know about a topic; determine if student will be referred for further testing.

Pullout program –A program that takes students out of the mainstream classroom for specific instruction. Classes and activities are held during the regular school day but outside of the regular classroom.

Resource room – In the resource room, the gifted specialist provides services to identified students through differentiation, classroom/teacher resources, and direct instruction. The class meets away from the regular classroom as an enrichment pullout for a specified period each week.

Standards-based instruction – Standards-based instruction uses clearly defined academic content standards to provide the basis for content in instruction and assessment. In standards-based education, the standards help to ensure that students learn what is important, rather than allowing textbooks to dictate classroom practice. Student learning is the focus of standards-based education. Standards-based education aims for a high and deep level of student understanding that goes beyond traditional textbook-based or lesson-based instruction.

Tiered assignments – A process of adjusting the degree of difficulty of a question, task, or product to match a student's current level of readiness. Questions, homework, daily assignments, projects, and tests may all be "tiered."

Twice-exceptional students -- Those who have both the characteristics of students with disabilities and outstanding potential.

Webb's Depth of Knowledge Guide – Norman Webb's Depth of Knowledge refers to the complexity of thinking that a task requires. The four Depths of Knowledge (DoK) levels are: 1) recall and reproduction; 2) skills and concepts; 3) short-term strategic thinking; and 4) extended thinking.

If you have questions, please contact your
building principal or **the**
Department of Academic Services

440.250.1259

https://www.wlake.org/departments/academic-services/gifted-education

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