



Gifted Education Identification Policy & Service Plan 2025-2026

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which they meet the criteria.

Wapakoneta serves students in grades 5-12 with Superior Cognitive Ability, Specific Academic Ability, and/or Visual and Performing Arts Ability.

Superior Cognitive and/or Specific Academic

- *have achieved at the 95th percentile or higher in reading, math, science, and/or social studies*
- *have a Superior Cognitive Score at the 95th percentile or higher*

Visual and/or Performing Arts Ability

- *have a score in the identification range on an approved behavioral checklist AND demonstrate superior ability to a trained individual through a display of work, an audition, and other performances or exhibitions.*

Students may be identified throughout the school year based on evaluations and assessment results; however, decisions about gifted services will not be made and/or implemented until the start of a new school year.

When service is provided, student learning is driven by Written Education Plans (WEP) or Written Acceleration Plans (WAP).

Gifted Services

Although the State of Ohio requires gifted identification, it does not mandate comprehensive services for gifted children who have been identified as such. Gifted students need differentiated curriculum instruction and support services to fully develop their abilities, including opportunities to exceed grade-level academic indicators and benchmarks. Due to the wide range of abilities and differing developmental needs of gifted students, no single service can provide an optimal educational experience for all gifted students. A continuum of service options is recommended, matching appropriate educational opportunities to the needs of identified students. Services may include such options as:

Options for Students at the Middle School

5-7	Math with GIS Criteria: Identified in Math and/or Superior Cognitive
5	Single Subject Acceleration to 6th Grade Math

Options for Students at the High School

8	Algebra I Criteria: Identified gifted math
9-12	College Credit Plus Criteria: Gifted Identification in an area that matches the CCP course

9-12	Visual & Performing Arts - services provided by trained arts instructor Criteria: Gifted Identification in music or visual arts
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Enrichment Options at the Elementary School

3-4	Redskins Resource Time Criteria: Identified in Superior Cognitive, Math, Reading, and/or Creative Thinking
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Referral

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

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Others (e.g., psychologists, community members, principals, gifted coordinators, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this document and
- Notify parents of the results of screening or assessment and identification within 30 days.

Students referred with permission on file by September 30 will be tested between October 1 and October 31.
 Students referred with permission on file by February 28 will be tested between March 1 and March 31.
 Students referred after March 1 will be tested the following fall.

Screening

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

Identification

When the screening assessment has been completed, the identification decision is made if the data obtained is from an approved identification instrument and the score meets the cut-off scores specified in the Department of Education and Workforce guidance. 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 has been completed, reassessment for possible identification occurs 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.

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the parent's request. Parents shall contact the building principal.

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).

Withdrawal

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

Assessment Instruments Used for Gifted Identification

The district uses the following assessment instruments for screening and identification according to ORC 3324.01-07

Superior Cognitive Ability	
<p>Cognitive Abilities Test (CogAT) Form 7 Grades 1-12 Screening - 126 or 127 Composite Identification - 127 Composite Gr. 3 & 7-12 128 Composite Gr. 1-2 & 4-6</p> <p>Form 8 Screening - 126, 127, or 128 Composite Identification - 126 Composite Gr. 1, 7, & 8 127 Composite Gr. 2, 4, 6, & 9-10 128 Composite Gr. 3 & 11-12 129 Composite Gr. 5 <i>Whole grade testing in grades 2 and 4.</i></p>	<p>InView Cognitive Abilities Assessment Grades 2-12 Screening - 127 Composite Identification - 128 Composite</p>
<p>Naglieri Nonverbal Ability Test – (NNAT 3) Grades K-12 Screening - 124, 125, or 126 Composite Identification - 126 Composite Grades K-4 & 8-10 125 Composite Grades 5-7 127 Composite Grades 11-12</p>	<p>The Iowa Assessments Grades 1-12 Screening - 94th Percentile Identification - 95th Percentile</p>
<p>Wechsler Intelligence Scale for Children Grades K-12 Screening - 126 Composite Identification - 127 Composite</p>	<p>Woodcock-Johnson IV (WJ-IV) Grades Pre-K-12 Screening - 126 Composite Identification - 127 Composite</p>

Specific Academic Ability

<p>MAP - Math and Reading Only Grades 2-8 Screening - 94th Percentile Identification - 95th Percentile <i>Whole grade testing in grades 2-8. Three times annually (Sept/Dec/May)</i></p>	<p>The Iowa Assessments Grades K-12 Screening - 94th Percentile Identification - 95th Percentile</p>
<p>Stanford Achievement Test Grades K-12 Screening - 94th Percentile Identification - 95th Percentile</p>	<p>TerraNova Achievement Tests Grades K-12 Screening - 94th Percentile Identification - 95th Percentile</p>
<p>The ACT - Math, Science, and Reading Grades 11 & 12 Screening - 94th Percentile Identification - 95th Percentile <i>Whole grade testing in grade 11.</i></p>	<p>Woodcock-Johnson IV, Tests of Achievement Grades preK-12 Screening - 94th Percentile Identification - 95th Percentile</p>

**Retesting in reading or math with a paper/pencil test will be offered to students following the winter administration of MAP if a student meets the following criteria:

- Students are not already identified as gifted in the subject area.
- At least 1 of the most recent three administrations of MAP included a score in the 94th percentile in the subject area.

Creative Thinking Ability
<p>A student shall be identified as exhibiting “creative thinking ability” superior to children of a 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:</p> <ul style="list-style-type: none"> • Attained a sufficient score, as established by the Ohio Department of Education and Workforce, on an approved individual or group test of creative ability; • Established sufficient performance, as established by the Ohio Department of Education and Workforce, on an approved checklist of creative behaviors.

Visual and Performing Arts
<p>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:</p> <ul style="list-style-type: none"> • Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; • Exhibited to a trained individual sufficient performance, as established by the Ohio Department of Education and Workforce, on an approved checklist of behaviors related to a specific arts area

If you have questions, please call your building principal or
WENDI MOORMAN MERCER COUNTY ESC GIFTED COORDINATOR
at 419-586-6628.