

LICKING VALLEY LOCAL SCHOOL DISTRICT

Policies and Procedures for Those Students Identified as Gifted



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Initially reviewed and approved by the Board of Education on 1/4/2018.
Updated: 9/10/2024

**Our Vision: Every Adult Helping Every Child Learn
and Grow Every Day!**

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MISSION STATEMENT

Gifted services are provided in Licking Valley Local Schools to meet the unique social and emotional needs of gifted learners, while encouraging them to become creative and critical thinkers, high academic achievers, lifelong learners, and productive members of society. In keeping with the vision statement: "Every adult helping every child learn and grow every day!" the Local Board of Education believes that these children require programs and services beyond those offered in regular school programs in order to realize their full potential.

GIFTED SERVICES OFFERED

Each district in the state of Ohio is only required by law to identify gifted students. Districts are NOT required by the State Department of Education to offer gifted services, classes, or other enrichment. However, Licking Valley Local Schools has chosen to go above and beyond the minimum by providing services to meet the needs of their gifted students. These gifted services occur during pivotal developmental stages from third through eighth grades and are designed to equip the students to be critical, creative, and in-depth thinkers throughout their school career.

The elementary provides advanced reading instruction for 3rd, 4th and 5th grades, where students meet daily with the Gifted Intervention Specialist. The district is also offering a cluster model, where students identified as gifted in math are grouped with a homeroom/math teacher who has completed the State requirement for professional development pertaining to gifted students (60+ hours). In both service models, the teachers will strive to identify and meet the individual instructional needs of the gifted students assigned to them.

In addition to this, the middle school has Advanced ELA and Advanced Math pathways and cluster grouping.

Course description for Advanced ELA grades 6th through 8th grade:

Advanced ELA classes students will dive deeper into the grade level standards and will have exposure to standards from the grade level above. Examples of this will include discussion, project-based learning, evaluation and application of content. Complexity of text and advanced writing skills will be a cornerstone of the Advanced ELA.

Course description for Advanced Math grades 6th through 7th grade:

Advanced Math students will dive deeper into the grade level standards and will have exposure to standards from the grade level above. Examples of this will include discussion, project-based learning, evaluation and application of content. Advanced Math will focus on deepening understanding and mastering higher-level mathematical concepts while using complex problem-solving techniques. Students in Advanced Math 6-7 will have the opportunity to qualify for single subject acceleration to Algebra I as an eighth grader.

Students receiving services are required have a yearly WEP (Written Education Plan) completed for them, outlining differentiation strategies and activities that will be used to meet their needs.

According to the Ohio Revised Code, the district will follow a pre-determined placement criteria to determine placement in gifted services. Inquiries regarding these criteria may be directed toward the Building Principal, Gifted Intervention Specialist, or Gifted Coordinator. These standards for placement will differ between districts. A student receiving gifted services in a prior district is not guaranteed to receive gifted services at Licking Valley.

3301-51-15 Operating Standards for Identifying and Serving Students who are Gifted
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"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent."

-John F. Kennedy

RECOMMENDING STUDENTS FOR GIFTED SERVICES

Parents, teachers, students, peers, administrators, or the student themselves may request testing for gifted identification. Those wishing to refer a student must submit a request in writing. The "Referral for Gifted Evaluation" form is available from building principals and gifted coordinator. Student NWEA-MAP: Reading and Math scores are also reviewed three times per year for gifted identification in second through eighth grade. Cognitive ability is reviewed following whole-grade testing in second and sixth grade. Additional referral testing opportunities will occur at least twice per school year.

District Gifted Education Policy 2464 approved 12/11/17 by the Licking Valley Local Schools Board of Education
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TEACHERS: What steps do I take when I think a child in my classroom might benefit from gifted services?

1. Contact your building principal or Gifted Coordinator. Referrals may be submitted at any time during the school year.
2. The student's previous testing scores will be reviewed and additional testing will be scheduled, as needed.
3. If additional testing is required, a session will be scheduled and the parent will be notified of testing. Parents are required to "Referral for Gifted Evaluation" form.
4. Test scores will be reported back to the teacher, building principal, and parent/s within **ninety days** of the testing session.

PARENTS: I think my child would benefit from gifted services. What do I do now?

1. Complete the "Referral for Gifted Evaluation" and return it to your building principal or gifted coordinator. This form may be submitted at any time during the school year.
2. Once this form has been returned to your building principal, your child will be scheduled for testing. You will be notified of this date.
3. Test scores will be reported back to the parent, building principal, and the teacher/s within **ninety days** of the testing session.
4. Address any additional question or disputes with your building principal or your district's Gifted Coordinator at the LRESC (Licking Regional Educational Service Center).

TRANSFER STUDENTS: My child and I are new to the district and I think my child would benefit from gifted services. What do I do now?

1. When enrolling your child notify the office staff that your student should be considered a candidate for gifted services.
2. Submit any **previous testing results** or scores that you may have on file at home to the office staff. Be sure to put all testing results as, "Attention to: Building Principal." Many results do not arrive from your previous school district for weeks after enrollment.
3. You will be contacted regarding prior testing results. If requested by the Gifted Coordinator, complete the "Referral for Gifted Evaluation" form.
4. Further evaluation, assessment, identification, and/or placement will follow the procedures listed under the parent referral section.

PLACEMENT IN GIFTED SERVICES

The district has created procedures for placement in gifted services, ensuring all students identified as gifted within the district have equal opportunity to be considered for gifted services. However, it is important to note that “equal opportunity” does not guarantee services; it means that all students have the same chance to meet the placement criterion needed to qualify for placement in gifted services. The Ohio Department of Education restricts the number of students allowed to be placed in gifted services, so space is limited. **Students must be identified as gifted to be considered for gifted services.** Students will be placed in descending order in services until the class enrollment limit is reached. Also, as new students transfer in, the district will evaluate enrollment in gifted services based on the pre-determined placement criteria and space available in the gifted service.

Advanced Reading Services (3rd through 8th Grade)

- 1) TIER 1: Cognitive Ability Score 115 or Higher
 - i. Reading Achievement Score 99th Percentile to 95th Percentile
- 2) TIER 2: Superior Cognitive Ability identification **only**
- 3) TIER 3: Cognitive Ability Score 110-114
 - i. Reading Achievement Score 99th Percentile to 95th Percentile
- 4) TIER 4: Cognitive Ability Score 109 and Lower
 - i. Reading Achievement Score 99th Percentile to 95th Percentile
- 5) Students will be Placed in Descending Order. If the Class Cap is reached, additional students will be assigned to a homeroom/reading teacher who has completed the required professional development hours (60+) to offer services to gifted students.
- 6) 30-Day Parent Appeal Window

Advanced Math Services (3rd through 7th Grade)

- 1) TIER 1: Cognitive Ability Score 115 or Higher
 - i. Math Achievement Score 99th Percentile to 95th Percentile
- 2) TIER 2: Superior Cognitive Ability identification **only**
- 3) TIER 3: Cognitive Ability Score 110-114
 - i. Math Achievement Score 99th Percentile to 95th Percentile
- 4) TIER 4: Cognitive Ability Score 109 and Lower
 - ii. Math Achievement Score 99th Percentile to 95th Percentile
- 5) Students will be Placed in Descending Order. If the Class Cap is reached, additional students will be assigned to a homeroom/reading teacher who has completed the required professional development hours (60+) to offer services to gifted students.
- 6) 30-Day Parent Appeal Window

Accelerated Math to Algebra (8th Grade)

- 1) Students must qualify for acceleration using the pre-determined process.
- 2) 30-Day Parent Appeal Window

WITHDRAWAL OR DENIAL OF GIFTED SERVICES

- At any point during the school-year a parent may decide that gifted services are not a good fit for the student. The parent must submit written documentation, to the building principal, requesting that the child be removed from gifted services.
- However, parents are to be cautioned-- once the child is removed from gifted services another qualified student may take his/her place and there may not be room for the child to return to the gifted class after refusing services. Class size is limited.

3301-51-15 Operating Standards for Identifying and Serving Students who are Gifted ... The district shall make provisions to ensure equal opportunity for all district students identified as gifted to receive services offered by the district. (Section C-4-a-iv) The district shall make provisions for students to withdraw from gifted programs and services. (Section C-4-a-v)

STUDENT AND TEACHER EXPECTATIONS

Student Performance in the Regular Classroom

To be identified as gifted, a student must have demonstrated exceptional performance in the area of reading and/or math, therefore requiring additional academic service beyond what is provided in the traditional classroom.

Advanced Math Classroom (3rd through 8th Grade)

The Advanced Math classroom will focus on project-based learning and enrichment. Students will work toward mastery of grade-level content standards. Instruction in Advanced Math 6th through 7th will compact learning standards for 6th, 7th, and 8th grade to prepare students for acceleration to Algebra. Grades earned in Advanced Math will be included on student report cards.

Advanced Reading Classroom (3rd through 5th Grade)

Advanced Reading 3rd through 5th is an interactive, literature-based classroom. Students will be expected to apply above-level reading skills to stories, character development, vocabulary, and thematic elements. Students will also immerse themselves in their writing and the development of their writing skills. Grades earned in Advanced Reading will be included on student report cards.

Advanced Reading Classroom (6th and 7th Grade)

Advanced Reading classroom will focus on enrichment, complexity, and depth of instruction for reading and writing. Students will evaluate different forms of literature and will work to develop advanced writing skills. Grades earned in this course will be based on in-class performance and will be included on student report cards.

ENRICHMENT OPPORTUNITIES

Activities and Course Offerings May Differ from Year to Year

Elementary & Intermediate Schools (grades K-5)

- Camp Invention
- STEM Club
- Drama Club
- Single-Subject and/or Whole-Grade Acceleration
- Academic Challenge (Quiz Bowl)
- Math Club
- Chess Club
- Lego Robotics (through the Works)

Middle School (grades 6-8)

- Single-Subject and/or Whole-Grade Acceleration
- STEM (Science, Technology, Engineering, Math) Club
- College Credit Plus (CCP) Courses
- Pre-Engineering Courses

High School (grades 9-12)

- Honors Courses
- College Preparatory Courses
- Advanced Placement Courses
 - AP Calculus
 - AP Chemistry
 - AP Physics I
 - AP US History
 - AP American Government
 - AP Language and Composition
- College Credit Plus (CCP) Course – On Campus
 - Kenyon (KAP) English
 - OU-Z Statistics
 - OU-Z virtual options
- College Credit Plus (CCP) Courses – Off Campus
- 11th-12th Grade: Mentorship Program
 - In partnership with the Licking Regional Educational Service Center
 - Students spend 60 hours within a career of their choice. At least twenty hours of these are with a mentor at the business site.
- Single-Subject and/or Whole-Grade Acceleration
- Early High School Graduation
- Jostens Renaissance Leadership Program
- National Honor Society
- Quiz Team Club
- Credit Flexibility Policy

ACCELERATION OPTIONS

Reasoning for Acceleration

“No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio’s academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities in order to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

All children should be provided adjustments when necessary in order to address their individual needs. Identifying and nurturing the talents of all students will enable all students to reach the standards.”

As noted in Ohio’s Academic Content Standards

Acceleration Options

Students in the Licking Valley Local School District may be accelerated using one or more of the following options: Whole-grade, single-subject, self-paced instruction, mentoring, curriculum compacting, advanced placement, early entrance to kindergarten, early admission to first grade, early high school graduation, early entrance to college.

Acceleration Process

The state of Ohio has mandated that each district adopt an acceleration policy. While the entire policy is not listed here, parents and teachers may request a copy from the district office.

When a student becomes a candidate for acceleration a clear process will be followed, as outlined in the Acceleration Policy. The student will be evaluated using standardized testing, parent input, teacher input, and student input. The data gathered throughout the process will be extensively reviewed by a committee of the student’s principal, teacher/s, and the gifted coordinator. Upon completion of this review, the committee will offer a formal recommendation regarding the acceleration of the candidate, with a final decision to be made in collaboration with the parent/s or guardian.

As noted in Ohio Administrative Code 3301-35-06

DISTRICT GIFTED EDUCATION POLICY

Policy #2464 Approved by the Licking Valley Local School District Board of Education on 12/11/17

Definition of Students who are Gifted

“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 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.

1. DISTRICT PROCESS FOR ASSESSING STUDENTS FOR GIFTED EDUCATION

A. Criteria and Methods Used to Screen and Select Students for Additional Testing for Gifted Identification

- At least two testing opportunities shall be provided per year in addition to whole-grade screening. Students who have requested assessment or who have been recommended for assessment by teachers, parents, or other children, shall be scheduled for one of these sessions within 90 days of receipt of the referral.
- Student whole-grade and individual screening scores will be reviewed on a regular basis for gifted identification. Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student’s score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student’s educational needs are determined. Identification scores remain in effect for the remainder of the student’s K-12 school experience.

B. Test Instruments used for Assessment in Each Area

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using, K-12, in the areas of cognitive ability, reading, math, science, social studies, visual/performing arts, and creative thinking. Individuals may request a complete list of testing instruments used to evaluate these areas from the district’s gifted coordinator.

C. Whole-Grade Screenings

When an entire grade-level is given an assessment, this is called “whole-grade screening.” Assessment results may be used for a variety of reasons, including gifted identification.

Grade/s	Area/s Assessed	Instrument
2 and 6	Superior Cognitive Ability	• Naglieri Nonverbal Ability Test, 3 rd Ed. (NNAT 3)
2-8	Reading	• Measure of Academic Progress or Growth, Reading 2-5 OH and 6+ OH (MAP)
2-8	Math	• Measure of Academic Progress or Growth, Math 2-5 OH and 6+ OH (MAP)
2 and 6	Creative Thinking	• Naglieri Nonverbal Ability Test, 3 rd Ed. (NNAT 3) • Gifted and Talented Evaluation Scales 2 (GATES2)- Creative Thinking Section, Questions 21-30

D. The Referral Process

- The district shall provide at least two opportunities each year to assess referred students
- Students shall be scheduled for one of these sessions within 90 days of receipt of the referral
- Children may be referred, in writing, at any point in the school-year. Referrals will be accepted from the child (self-referral), a peer, a teacher, a parent/guardian, or members of the school community (e.g. psychologists, community members, administrator, gifted coordinator, etc.)

E. The Process for Assessment Following a Referral

- The student will be scheduled for testing with the coordinator of gifted services or the school psychologist
- Testing will be scheduled during the school-day
- Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student's score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.
- Parents will be notified of testing results within 90 days of receiving the referral for testing

2. DISTRICT PROCEDURES TO ENSURE THAT ALL STUDENTS HAVE EQUAL ACCESS TO SCREENING AND FURTHER ASSESSMENT FOR GIFTED IDENTIFICATION

- A.** 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

B. Steps Taken to Ensure Equity for Traditionally Underrepresented Populations

- Use of alternative intelligence tests including nonverbal testing
- Use of a rolling window for referrals for any student within the district
- Individual consultation with teachers in regards to characteristics of underserved populations
- Whole grade assessments in reading and math are given three times per year at the majority of grade levels
- Allowable modifications are made for those who require them, in accordance with the testing instrument administration manual
- Use of a variety of possible testing instruments in order to meet the needs of the district population

3. DISTRICT PROCEDURES ENSURING EQUAL ACCESS FOR ALL STUDENTS IDENTIFIED AS GIFTED TO RECEIVE ANY AVAILABLE GIFTED SERVICES

- A.** Students who meet the placement criteria are invited to participate in gifted services. Students will be placed in descending order in services until the class enrollment limit is reached.
- B.** Transportation is guaranteed within the district.
- C.** As new students transfer in, or are identified during the year, the district evaluates enrollment in gifted services based on the pre-determined placement criteria for gifted service. Most placement decisions will be made in the spring in preparation for a new school year.
- D.** Students will be placed in gifted services using pre-determined placement procedures, which have been made available to parents, district staff, and the community.

4. DISTRICT PROCESS FOR STUDENTS TO REFUSE OR WITHDRAW FROM GIFTED SERVICES

Parents may decline or withdraw their child from gifted services by submitting their request in writing to the building administrator.

5. THE DISTRICT-DETERMINED SCORE/S FOR REASSESSMENT AND THE PROCESS FOR REASSESSING STUDENTS WHO MEET THESE SCORES

Re-assessment for gifted identification is completed when a student scores within a pre-set range for re-assessment on a screening instrument approved by the Ohio Department of Education. Scores are reviewed by district personnel and re-assessment is scheduled if the student is not already scheduled to be re-evaluated within 90 days of reviewing the scores (MAP testing occurs three times per year in both reading and math).

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
Naglieri Nonverbal Ability Test, 3 rd Ed. (NNAT 3)	2 and 6	125 (K-4) 124 (5-7)	126 (Grades K-4) 125 (Grades 5-7)
Measure of Academic Progress (MAP)	2-8	Given 3 Times Per Year	95 th percentile

6. DISTRICT PROCESS FOR STUDENTS TRANSFERRING INTO THE DISTRICT TO RECEIVE SERVICES

- A. Out of District Scores:** The district accepts scores from assessments approved for use by the Ohio Department of Education for the purposes of identification and placement. If the child had not previously been identified within the State of Ohio, the scores must be from an assessment completed within the preceding 24 months using an approved instrument.
- B. Transfer Students:** 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 submit a written request for testing to the building administrator.

7. APPEAL PROCEDURES

Parents have the right to appeal. 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 final decision in writing within 30 days of the appeal. This written notice should include the reason for the decision(s). An appeal by the parent is the reconsideration of the results of any part of the identification process, which could include:

- Screening procedure or assessment instrument
- The scheduling of children for assessment
- The placement, or non-placement, of a student in any program
- Receipt of services

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.

Area/s of Identification	Grade Level/s	Service Description	Service Setting
Superior Cognitive Ability	3-5 6-8 3-7 8	<ul style="list-style-type: none"> • Advanced Reading • Advanced Reading • Advanced Math • Math Acceleration to Algebra I 	<ul style="list-style-type: none"> • Honors class with a GIS • Gifted Cluster • Gifted Cluster • Gifted Cluster
Reading	3-5 6-8	<ul style="list-style-type: none"> • Advanced Reading • Advanced Reading 	<ul style="list-style-type: none"> • Honors class with a GIS • Gifted Cluster
Math	3-5 6-7 8	<ul style="list-style-type: none"> • Advanced Math • Advanced Math • Math Acceleration to Algebra I 	<ul style="list-style-type: none"> • Gifted Cluster • Gifted Cluster • Gifted Cluster
Science	6-12	Services are not available for Science	
Social Studies	6-12	Services are not available for Social Studies	
Creative Thinking	6-12	Services are not available creative thinking	
Visual/Performing Arts		Services are not available for V/PA in the area of dance, drama, or musical performance	

MYTHS ABOUT GIFTED CHILDREN

Myth: Gifted Children will achieve without guidance.

Fact: Without guidance and support, Gifted Children may lose motivation or underachieve.

Myth: Gifted Children should be given larger quantity of work at average grade level.

Fact: Gifted Children need a high degree of educational challenge, not more of an average level.

Myth: Gifted Children are “teacher pleasers” and easy to teach.

Fact: In order for gifted children to maintain high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, gifted students may develop behavior problems.

Myth: Gifted Children will make straight "A"s.

Fact: Gifted Children will not always achieve, especially if unmotivated.

Myth: Gifted Children are nearly always from upper-middle-class, professional families.

Fact: Gifted Children are from diverse racial, ethnic, and socioeconomic backgrounds.

Myth: Gifted Children are often socially popular with their peers.

Fact: Gifted Children are often ostracized socially, especially at the secondary level.

Myth: Most Gifted Children are failures in their adult life.

Fact: Research indicates that outstanding success is achieved by most gifted individuals if they have been identified and their giftedness nurtured.

Myth: Gifted children learn best on their own.

Fact: Gifted Children need the stimulation of other Gifted Children and should be grouped together a portion of every day.

Myth: Extra help for Gifted Children fosters snobbery and is likely to lead to an elitist class.

Fact: Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education. ALL students have the right to have their unique academic needs met, regardless of their level of intellect.

Myth: Gifted students are best served when tutoring others.

Fact: When gifted students consistently tutor others, often they are not learning anything new. This can create unhealthy self-esteem issues for both the tutored and the gifted student.

For more information visit www.oagc.com

WEBSITES FOR GIFTED STUDENTS, THEIR PARENTS, AND TEACHERS

- American Association for Gifted Children at Duke University
<http://www.aagc.org/main.html>
Nation's oldest advocacy organization for gifted children
- Center for Talent Development
Northwestern University
<http://www.ctd.northwestern.edu/>
One of four regional talent search programs
Offers summer programs and networking
Coordinates MIDWEST Talent Search
- Davidson Institute for Talent Development
<http://www.davidson-institute.org/>
To recognize, nurture and support profoundly gifted young people and to provide opportunities for them to develop their talents in positive ways to create value for themselves and others
- National Association for Gifted Children (NAGC)
<http://www.nagc.org/>
Advocacy organization
Offers a wide range of publications and services
- The National Research Center on the Gifted and Talented
The University of Connecticut
<http://www.gifted.uconn.edu/nrcgt.html>
Funded by the Jacob K. Javits Gifted and Talented Students Education Act
A nationwide cooperative of researchers, practitioners, policy makers, and other persons and groups that have a stake in developing the performance and potentials of young people from preschool through postsecondary levels
- The Ohio Association for Gifted Children
<http://www.oagc.com/>
To promote and support the development of gifted students through dissemination of information, advocacy on their behalf, encouragement of affiliate organizations, and to promote research and education for gifted children
- Supporting the Emotional Needs of the Gifted, Inc. (SENG)
http://www.sengifted.org/ext_dep.htm
SENG seeks to inform gifted individuals, their families, and the professionals who work with them about the unique social and emotional needs of gifted persons.
Offers conferences and scholarships

GLOSSARY OF TERMS

- **Acceleration** ... A strategy of progressing through education at rates faster or ages younger than the norm.
- **Achievement Test (A.I.R.)** ... A standardized test created by the state of Ohio to evaluate and judge the progress of students in the state of Ohio. However, according to the Ohio Administrative Code, the Ohio Achievement Test is NOT an approved instrument to use for gifted identification.
- **Advanced Placement (AP)** ... A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
- **Affective** ... Addressing the social, emotional, and behavioral development specific to the needs of gifted students.
- **Authentic Assessment** ... Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.
- **Cooperative Learning** ... An instructional method that allows students to work in small groups within the classroom, often with a division of assignments of several specific tasks or roles.
- **Creative Problem Solving** ... The process of identifying and analyzing a problem and evaluating the implementation of possible solutions.
- **Creativity** ... The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
- **Critical Thinking** ... The cognitive process of relating language to logic, which leads to an ability to analyze, criticize, advocate ideas, to reason, and to reach factual and judgmental conclusions.
- **Differentiation** ... Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
- **Divergent Thinking** ... The attempt to generate a variety of possibilities to answer a question or solve a problem.
- **Enrichment** ... Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.
- **Gifted and Talented Student** ... The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school, in order to fully develop those capabilities.” (Title IX, Part A, Definition 22. 2002)

- **Identification** ... A student must meet specific criterion, as designated by the state of Ohio Administrative Code, to be identified gifted in any subject area or superior cognitive. Once a student has been identified “gifted,” the state mandates that this identification will carry with them indefinitely.
- **Intelligence** ... The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
- **Intelligent Quotient (IQ)** ... A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.
- **Logical Reasoning** ... The science of distinguishing between correct and incorrect reasoning and argument.
- **Ohio Administrative Code** ... Rules and expectations set forth by the State of Ohio to govern gifted programming, evaluation, and identification, more specifically called the “Operating Standards for Identifying and Serving Students Who are Gifted.”
- **Pull-out Program** ... A program which takes a student out of the regular classroom during the school day for special programming.
- **Rubric** ... A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
- **Service** ... Classes or programming, in addition to the regular classroom, that are offered to students that qualify.
- **Single-Subject Acceleration** ... A student is accelerated into one, or more, grades higher than their chronological placement, in a specific subject area.
- **Specific Academic** ... A gifted identification or service offered in one of the following areas of instruction: mathematics; science; reading, writing, or a combination of this skills; and/or social studies. A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.
- **Standardized Testing** ... A standardized test is nationally normed, allowing student scores to be compared equally to others that have taken the same test.
- **Superior Cognitive** ... A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months: Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test; performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test; or attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

- **WAP** ... Written Acceleration Plan. The written acceleration plan is a guideline for gifted students, teachers and parents of the student being whole-grade or single-subject accelerated. The WAP is only completed the **first** year of acceleration.
- **WEP** ... Written Education Plan. The written education plan is a guideline for gifted students, teachers and parents of the gifted with goals to meet the academic and social-emotional needs of the gifted learner. Written education plans are completed each year that a student is placed in gifted services.
- **Whole-Grade Acceleration** ... A student is promoted to one, or more, grade higher than their chronological placement. This student becomes a member of the graduating class they are accelerated into.
- **Whole-Grade Screening** ... Standardized testing administered to an entire grade level, typically in the spring. These scores are used for gifted identification, placement, and re-testing candidates.

Sources for definitions: www.nagc.org and www.oagc.org