

**Parent Handbook:  
Gifted Children  
Identification and Service in  
Granville Exempted Village Schools**



**Granville  
Schools**  
Learning for Life

Granville Exempted Village Schools  
130 N. Granger St.  
Granville, OH 43023  
Phone: 740.587.8101  
Fax: 888.683.7730

Approved by the Granville Exempted Village Schools Board of Education  
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## I. Gifted Defined

Gifted students in Ohio are defined in the Ohio Revised Code (ORC) Section 3324.01 as “those 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 ORC Section 3324.03.”

## II. Identification Process

### REFERRALS

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

- Referral from a parent, guardian, staff member, the student, or the student’s peer
- Others familiar with a student’s potential or performance (e.g., psychologist, school counselor, principal, gifted coordinator, community member)
- Performance on district-wide standardized tests of ability and achievement

The Granville Exempted Village School District (GEVSD) uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the area of superior cognitive ability, specific academic ability, creativity, and/or visual/performing arts. This process is detailed in the diagrams that follow.

### **STAGE I: Screening**

The District’s Gifted Coordinator reviews data gathered from NWEA Measures of Academic Progress (MAP), TerraNova/Inview, and Iowa Assessments during the screening stage. MAP is administered to students in the District multiple times per year in grades 2-6 and in reading-only to grades 7 and 8. The TerraNova and InView are administered in science, social studies, and/or cognitive ability in grades 2-6. The Iowa Assessments are administered in science at grade 8.

The District has pre-determined cut-off scores that move students from screening to receive additional assessment. This score may be lower than the scores necessary for gifted identification. This approach minimizes the opportunity for potentially gifted students to go unidentified. This process aims to *include* rather than *exclude* students in the screening pool for gifted identification.

Parents will be notified when their child qualifies for a new area of gifted identification or is recommended for additional testing under the “assessment” stage. Parents have the right to appeal following appropriate procedures outlined by the Ohio Department of Education and Workforce (ODEW) and located in this handbook.

### **STAGE II: Assessment**

Assessment beyond those administered by the District for screening purposes will be completed by a licensed gifted coordinator or school psychologist. GEVSD may contract with a qualified public or private service provider to administer the assessment services. Once the assessment has been completed, the data obtained through all stages of identification and evaluation are analyzed, and the identification decision is made. The district has up to 90 days to return assessment results for referral testing.

GEVSD accepts scores for gifted identification on assessment instruments approved by ODEW and assessments given within the previous 24-months, including those given by other Ohio school districts or by appropriately trained personnel outside of the District.

### **STAGE III: Identification, Additional Assessments, or Does Not Qualify**

*Identification:* Students who meet the state criteria for giftedness (ORC 3324.03) are identified. The student's educational needs and services are determined at that point.

*Additional Assessments:* If the results fall within the pre-determined re-screening range on whole grade or individual testing, additional assessments may be administered at the school. The district has up to 90 days to return assessment results for referral testing.

*Does Not Qualify:* Parents will receive written notification if the student fails to meet the state criteria for identification on individual referral testing.

## **III. Special Populations**

The GEVSD 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, disabled students, 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 on a case by case basis. Testing accommodations must fall within the test publisher's guidelines for student accommodation if the assessment is to be used for gifted identification purposes. 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. All tests used must be on the current *Chart of Approved Gifted Identification and Screening Instruments* from ODEW.

## IV. Retesting

GEVSD aims to not exclude students in the identification process. Occasionally, another assessment instrument is used when the results from the initial testing are still inconclusive or fall within the pre-determined range for “screening.” Parents have the option, at any time, to have an outside trained examiner test a child using instruments approved by ODEW at the parents’ expense.

The district shall provide at least two opportunities within a school year for referral testing. Once a student has been identified, that identification is permanent. Per parent request, a student may be individually re-assessed up to two times per year.

To discuss retesting, please contact the GEVSD Gifted Service Coordinator at the Licking Regional ESC (740-349-6084), your Building Principal, or the Assistant Superintendent.

## V. Transfer Students

Any student transferring into the District will be assessed within 90 days of the transfer at the request of the parent. This request can be made in writing to the Building Principal or Gifted Services Coordinator. The Gifted Services Coordinator shall send the parent or guardian a referral form.

If a student was previously identified in Ohio or another state, parents and/or guardians should contact the Building Principal and assist in gathering identification documents as necessary. GEVSD accepts outside testing data that follows ORC 3324.01-.07. Students who enter the District from out of state have to have been identified by an ODEW-approved assessment within the past 24 months. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents are encouraged to share past Written Education Plans (WEPs) and Written Acceleration Plans (WAPs) upon entering the District. Parents or guardians who have any questions about a transfer to GEVSD should call the Assistant Superintendent at 740-587-8186 or the Building Principal where the student will enroll.

## VI. Assessment Areas and Instruments Used by the Granville Exempted Village School District for Gifted Identification

GEVSD uses assessment instruments (tests) approved by ODEW’s *Chart of Approved Gifted Identification and Screening Instruments* for screening and identification for all of the gifted areas below. To ensure that the test results accurately reflect each student’s aptitude or achievement level, tests have been included that allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language.

The following ability areas are tested for gifted identification using ODEW-approved instruments:

#### SUPERIOR COGNITIVE ABILITY

The student has:

- scored two standard deviations above the mean (minus the standard error of measure) on either an approved individual standardized intelligence test administered by a licensed psychologist or on approved standardized group intelligence test,
- performed at or above the 95<sup>th</sup> percentile on the composite battery of an approved, nationally normed achievement test, or,
- attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

#### SPECIFIC CONTENT AREA ABILITY

The student has:

- performed at or above the 95<sup>th</sup> percentile at the national level on an approved individual standardized achievement test of specific academic ability in that field (mathematics, science, reading, writing or a combination of both, or social studies),
- performed at or above the 95<sup>th</sup> percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

#### VISUAL OR PERFORMING ARTS ABILITY

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:

- 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
- 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: ODEW’s *Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts* shall be used during the identification process. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the arts area(s).

#### CREATIVE THINKING ABILITY

A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age if the student scored one standard deviation above the mean, minus the standard error of measure, on an ODEW-approved individual or group intelligence test and did either of the following:

- Attained a sufficient score, as established by ODEW, on an approved individual or group test of creative ability; or
- Exhibited sufficient performance, as established by ODEW, on an approved checklist by a trained individual of creative behaviors.
  - Note: The behavior checklist for creativity should be completed by someone who is well-acquainted with the student being evaluated.

## VII. Service Plan

The District ensures equal opportunity for all students identified as gifted to receive services offered by the District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level and all buildings at those grade levels to all qualifying children. 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 GEVSD acknowledges that gifted students have diverse needs and aims to offer a continuum of services as appropriate for students.

All gifted services in the GEVSD 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 of Ohio provides school districts with very limited funding for identifying gifted students and employing or contracting gifted education staff. GEVSD strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources. Services in the GEVSD shall be consistently based on individual ability and achievement scores.

### SERVICES AVAILABLE FOR ACADEMIC AND COGNITIVE ABILITY IDENTIFICATION

Kindergarten through grade 12 (K-12):

The GEVSD seeks to meet the academic needs of students who have been identified as gifted in specific academic ability in math, science, reading, social studies, and/or superior cognitive ability. Advanced courses, honors courses, AP offerings, and gifted cluster grouping are among the options that serve these students in the District (see below for descriptions of these options). A student who has demonstrated an aptitude in a specific subject area can profit from differentiated instruction and may need subject acceleration if this rigor does not meet their needs. Parents will receive notification of gifted services during the first semester on the student's individualized Written Education Plan (WEP).

**CLUSTER GROUPING:** Cluster grouping involves the intentional placement of at least three gifted students together, in specific classes and/or courses. The placement is designed to match the subject with the area/s of gifted identification for each student. Students may, additionally, be grouped in companion subject areas where the two subjects would have overlap with each other (math/science and English language arts/social studies).

Gifted cluster grouping classrooms will have the following distinctions, as compared to the general education classroom:

- A teacher of a gifted cluster grouping will have, or be in the process of gaining, 60 hours of professional development pertaining specifically to research-based best practice for supporting gifted students academically, intellectually, and in social/emotional tendencies
- A teacher of gifted cluster courses/classrooms will engage in ongoing professional development and collaborative opportunities with the gifted coordinator each year to provide differentiated and rigorous opportunities for gifted student
- Instruction will reflect intentional modification in depth, breadth, complexity, and/or pace of the grade-level curriculum
- Gifted cluster groups will be a minimum of three students with similarly related identification areas grouped together in the course/classroom
- Teachers will collaborate with the gifted coordinator to create an individualized Written Education Plan annually

Every attempt is made to cluster gifted students, but when a student is identified as gifted mid-year and/or the student has unique scheduling needs, it is not always possible. The District will make every effort to cluster group students identified as cognitively gifted in all four subject areas.

Advanced course options are available to those students demonstrating a need for more in-depth instruction. At the middle and high school levels, the clustering of gifted students occurs mostly in Advanced and AP courses. Accelerated students are clustered into Advanced courses, which are available in grades 4 - high school.

**ADVANCED COURSES:** Advanced courses are offered to all students starting in 4<sup>th</sup> grade. Advanced courses are designed to move at a faster pace and/or cover material more in-depth for students who require a greater challenge than a regular classroom can offer. These courses are not limited to gifted students, but gifted students are recommended for these courses. Advanced courses offer challenge to students who are in need of more, but for whom acceleration is not appropriate. Accelerated students may also be placed into advanced courses. In grades 4 - 6, advanced courses are offered in math and ELA. In grades 7 - 8, advanced courses are offered in ELA, science, and social studies. Advanced math options are offered through single-subject acceleration opportunities. In grades 9 - 12, advanced courses are offered in ELA, math, science and social studies courses in addition to a myriad of Advanced Placement (AP) and College Credit Plus (CCP) offerings.

**SELF-CONTAINED ADV. ELA 4th-6th COURSES:** Advanced ELA courses are available for the highest tier of gifted students at the Intermediate building. Placement criteria:

- Tier 1) Gifted identification in superior cognitive ability *and* reading achievement in descending order from highest to lowest achievement and ability scores. Scores must have been obtained on an approved instrument for gifted identification.

- Tier 2) Superior cognitive ability gifted identification *only*, in descending order from highest to lowest, with a minimum reading score at the 90<sup>th</sup>-94<sup>th</sup> percentile in the most recent school year
- Tier 3) Reading achievement gifted identification *only*, in descending order from highest to lowest with consideration for cognitive scores from high to low
- If the self-contained class is full, identified students will receive gifted services in a reading cluster grouping classroom with a designated gifted service provider

Tier I students are considered first, then Tier II, followed by Tier III. Students within each tier will be ranked for placement using their highest historical cognitive ability score first and then their highest historical reading achievement score second. Placement will be reserved for students with the highest-ranking scores in *both* areas.

#### A CONTINUUM OF SETTINGS AND SERVICES BY GRADE LEVEL

Grade	Services That May Be Provided
K - 3	<ul style="list-style-type: none"> <li>• Cluster grouping per area/s of gifted identification and based on available data</li> <li>• Early entrance to Kindergarten/1<sup>st</sup> grade if appropriate (Written Acceleration Plans for those who qualify)</li> <li>• Enrichment services with a Gifted Intervention Specialist</li> </ul>
4 - 6	<ul style="list-style-type: none"> <li>• Cluster grouping per area/s of gifted identification and based on available data</li> <li>• Advanced Math courses offered</li> <li>• Self-contained gifted course available for qualifying students (Advanced ELA)</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• Advanced courses offered and high school credit courses available</li> <li>• Cluster grouping per area/s of gifted identification and based on available data</li> <li>• College Credit Plus</li> <li>• Educational Options (credit flex, online courses, independent studies, etc.)</li> </ul>
9 - 12	<ul style="list-style-type: none"> <li>• Cluster grouping per area/s of gifted identification and based on available data</li> <li>• Honors/AP/Advanced courses</li> <li>• College Credit Plus and other dual enrollment opportunities</li> <li>• Internship/mentorship opportunities</li> <li>• Educational Options (credit flex, online courses, independent studies, etc.)</li> </ul>
All Grades	<ul style="list-style-type: none"> <li>• Whole grade or single subject acceleration</li> <li>• Targeted instruction in the general education setting with intentional modification in depth, breadth, complexity, and/or pace of the curriculum</li> </ul>

#### CREATIVE THINKING AND VISUAL/PERFORMING ARTS SERVICE

Kindergarten through grade 12 (K-12):

GEVSD seeks to identify students in both creative thinking ability and visual/performing arts. While we do not offer specific services for creative thinking, we do attempt to assist parents and

students who have been identified with educational options or information about special programs specific to a student's identification area. The district will make every attempt to cluster group students identified as gifted in an area of visual and performing arts with a trained arts instructor.

#### ADJUSTING OR WITHDRAWING FROM SERVICES

Although a student is identified as gifted, the decision to remain in any gifted service option remains with the parent and/or guardian. During the first semester annually, a WEP will be sent to notify the parent and/or guardian of gifted services received. If parents and/or guardians wish to decline services for their student, they should contact the Building Principal where their student attends. If at any time a parent wishes to withdraw his or her student from gifted services, the request should be made in writing to their student's Building Principal as well.

### VIII. Written Education Plan (WEP)

Gifted services offered by the District will conform to the Ohio Revised Code (ORC) and Ohio Gifted Operating Standards. Students who are served must have a WEP and are included in the Educational Management Information System (EMIS) database as receiving gifted services. A WEP will document adjustments made to the curriculum in a student's area(s) of identification, will explain how the gifted service meets the student's document strengths and tendencies as a gifted student, measurable academic goals aligned with the Ohio Learning Standards, and will offer the opportunity for a parent/s to provide input.

Ohio's Academic Content Standards recognize that students develop at different rates and clearly state that if the student exceeds grade level indicators, they must be afforded the opportunity to do so. This gives teachers the flexibility to modify or differentiate instruction for students in which the:

- Level is advanced to ensure rigor,
- Pace is adjusted to accommodate faster learning rates,
- Complexity requires students to analyze or integrate several ideas, and
- Depth encourages students to explore a topic in more thoughtful detail.

WEP progress is shared with parents periodically during the school year. It is important to note that the WEP is not an Individualized Education Plan (IEP) and does not follow procedures as outlined in federal law for special education.

### IX. Acceleration Service Plan

Sometimes a student may need more advanced instruction or access to curriculum that is not currently offered in the general or gifted service cluster classroom. If this is the case, typically the parent and/or teachers confer, and then parents will complete a referral for acceleration evaluation. Parents may also call the Building Principal or Gifted Coordinator to discuss acceleration questions. It is recommended that acceleration testing be completed by June 15 in

order to assist with course placement for the following school year. The acceleration evaluation process typically takes 6-weeks to complete.

Parents will provide input in the process, along with the teacher/s, Building Principal, Assistant Superintendent, and Gifted Coordinator. Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. **The Iowa Acceleration Scale (3rd ed.)** is used as a tool to guide acceleration teams on appropriate placement. The decision for or against acceleration will be data driven and will follow the District's Model Acceleration Policy.

Subject acceleration is more prevalent in math than the other subjects. For students needing subject acceleration which requires a placement in another building, transportation shall be provided from the student's home school to the school in which service is being delivered. For example, a sixth grade student at the intermediate school may need to take a math class at the middle school. Transportation would be provided to the other building and back to the home intermediate school in order for that student to receive services.

#### WHO MIGHT NEED ACCELERATION?

- A student with high cognitive ability. The higher the cognitive ability, the greater the need to adjust the curriculum. For example, a student who has a cognitive score of 140 may need enriched, intensive curriculum modifications and/or whole-grade acceleration.
- A student in any grade who already has mastered the curriculum
- A student performing at the very top of his/her grade level on all assessments

#### ACCELERATION INITIATED BY THE DISTRICT

The District will review standardized testing data on a regular basis to determine a group of students who would potentially benefit from single-subject acceleration in a particular subject area at several different stages.

- Science 5 & Advanced Math 5 as a 4<sup>th</sup> Grade Student: A sample of students with high superior cognitive scores and gifted identification in 3<sup>rd</sup> grade are recommended by the district for acceleration. Teacher and parent input are an important part of this district-sponsored process, in addition to the gifted identification and above-level testing mandated by the state for acceleration. Students are also recommended for acceleration in science in this scenario due to the relationship of math and science courses at Granville Intermediate School and beyond.
- Pre-Algebra as a 7<sup>th</sup> Grade Student: Students who take Advanced Math 6 are recommended to bypass 7<sup>th</sup> grade Math and move into Pre-Algebra. Again, an additional above-level assessment and cognitive ability score are necessary, along with a teacher and parent input. Qualifying for acceleration at this level will allow students to take high school credited courses (namely Algebra I and Geometry) during their middle school years.
- Biology as a 9<sup>th</sup> Grade Student: All 8<sup>th</sup> grade students are evaluated in science using above-level and on-level assessments in order to determine their strengths in science content.

Parent and teacher input is collected and reviewed. Qualifying students will skip over Physical Science and take Biology, a 10<sup>th</sup> grade course, as a 9<sup>th</sup> grade student.

NOTE: Math acceleration from 5<sup>th</sup> grade math to Pre-Algebra (grade 8 course) is not recommended for any student since **two** grades are bypassed, and a district-initiated acceleration is in place after the 6<sup>th</sup> grade year for those in Advanced Math 6.

In addition to District-initiated acceleration referrals, parents, students and teachers may recommend a student for acceleration in any subject at any point in the school-year.

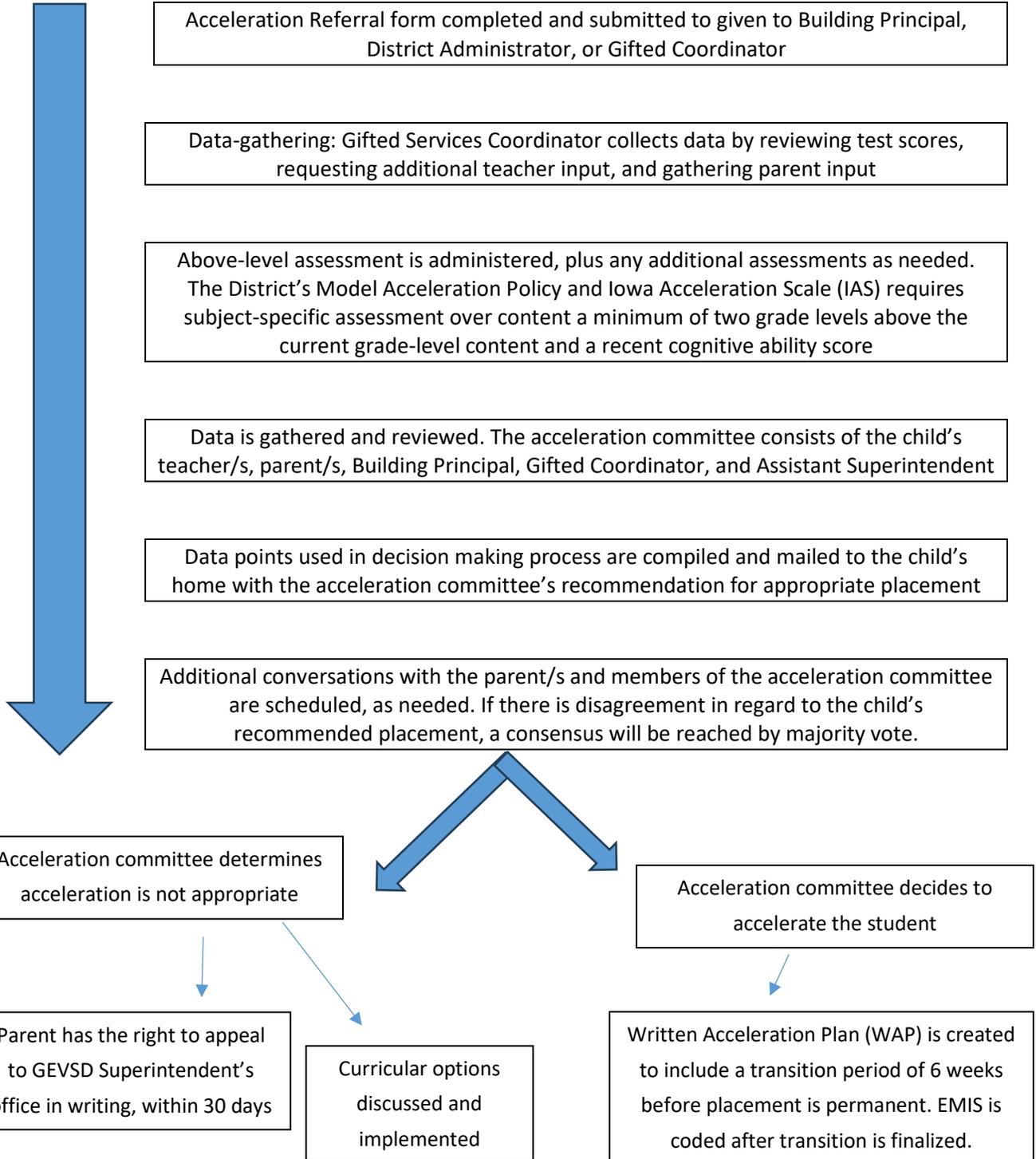
## X. Written Acceleration Plan (WAP)

Acceleration is an aspect of GEVSD's service plan that conforms to Ohio Operating Standards. Students who qualify for acceleration will have a Written Acceleration Plan (WAP) written for their first year in an accelerated placement. The WAP documents adjustments made to support a successful transition to the higher curricular content. The student is also included in the Educational Management Information System (EMIS) database as having been accelerated. It is important to note that the WAP is not an IEP (Individualized Education Plan) and does not follow procedures as outlined in federal law for special education. Ohio's Learning Standards recognize that students develop at different rates and clearly state that if the student exceeds grade level indicators, he/she must be afforded the opportunity to do so.

If the student is also identified as gifted and is clustered to receive gifted services, the student will also have a Written Education Plan (WEP), to be updated annually based on placement, cluster grouping numbers, and available gifted service providers.

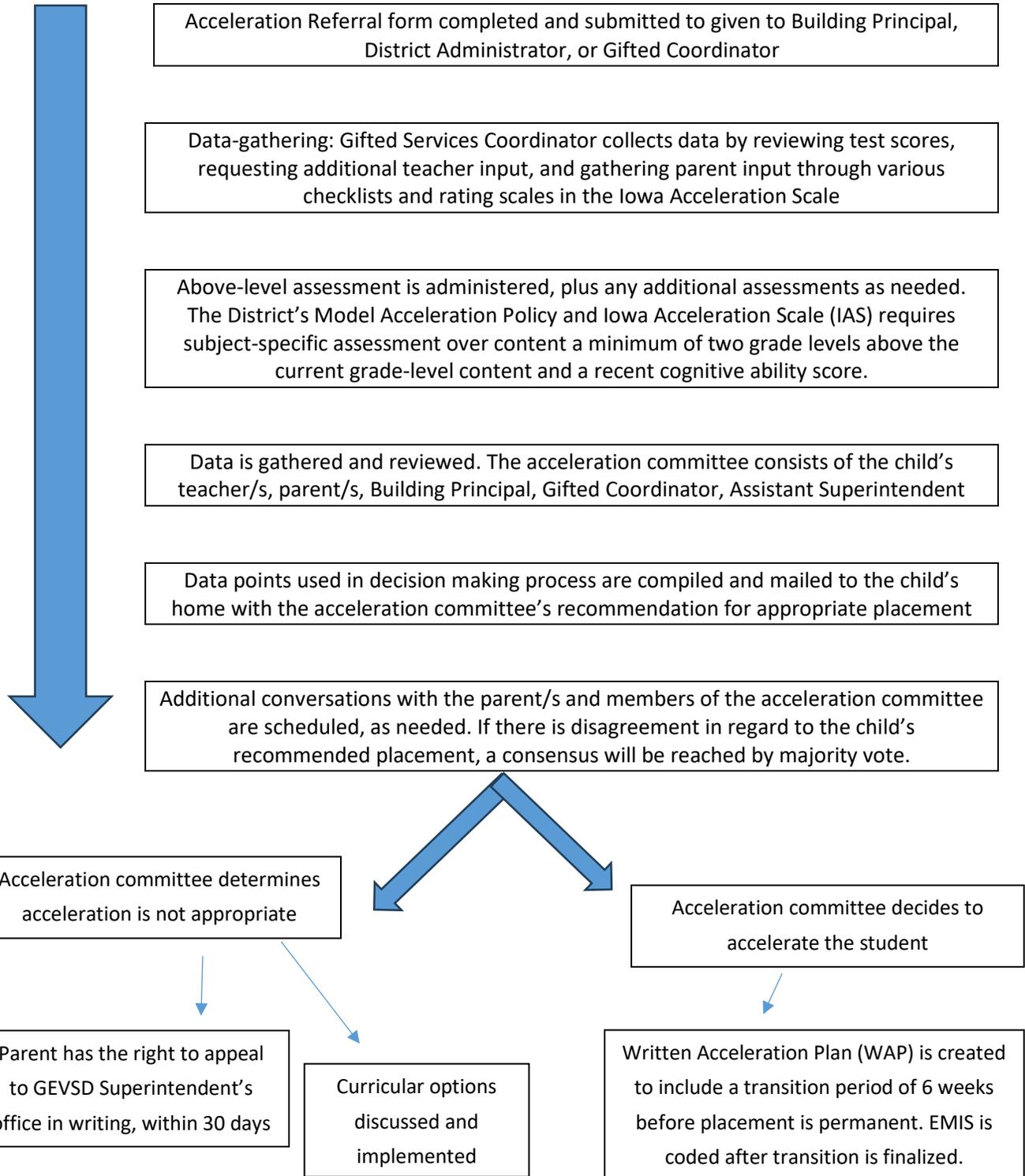
# Single-Subject Acceleration Process

It is strongly recommended that all acceleration referrals for the upcoming school-year be submitted by May 15<sup>th</sup>



# Whole-Grade Acceleration Process

It is strongly recommended that all acceleration referrals for the upcoming school-year be submitted by May 15<sup>th</sup>



## XI. Early Entrance to School

Early entrance to Kindergarten is considered a form of acceleration by GEVSD and ODEW. State law establishes minimum age requirements for admission to kindergarten. Students that do not meet the minimum age requirement designated by the district must be evaluated for acceleration, and meet the pre-determined qualifications for early entrance.

A child who does not meet the age requirements for admittance to kindergarten or 1<sup>st</sup> grade, but who will be 5 or 6 years old prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian. The District's Gifted Coordinator will evaluate the student following the procedures and recommendations for EEK evaluation and placement as determined by the Licking Regional Educational Service Center, of whom the District's Gifted Coordinator is an employee.

If a child, for whom admission to kindergarten or first grade is requested, will **not** be 5 or 6 years of age prior to January 1 of the school year in which admission is requested, a letter of recommendation from the child's preschool educator, pediatrician, or a psychologist who knows the child must accompany the child's referral for early entrance evaluation.

### EARLY ENTRANCE REFERRAL PROCESS

Any parent who is interested in having his or her child considered for Early Entrance should contact the District Office for an application. Early Entrance evaluation is completed in the late winter/early spring concurrent with kindergarten enrollment using ODEW-approved assessment instruments.

ODEW has on its web site (<http://education.ohio.gov/>) a checklist for kindergarten readiness. When looking at whether early entrance is appropriate for a child, the same readiness guidelines should be considered.

Students who are viable candidates for Early Entrance to Kindergarten are expected to be developmentally "on track" with the typical kindergarten student. Parents or guardians have the right to appeal any decision to the GEVSD Superintendent's Office in writing, within 30 days of receiving assessments results.

## XII. Appeal Procedures

An appeal by a parent and/or guardian will allow the reconsideration of any part of the identification or acceleration processes, including:

- Screening procedure or assessment instrument which results in identification
- Scheduling a student for assessment
- Placement of a student for services, including early entrance to Kindergarten
- Receipt of services

Parents should submit a letter to the GEVSD Superintendent's Office outlining the nature of the concern. The Gifted Services Coordinator may convene a meeting with the parent, which may include other school personnel. A final written decision will be issued within 30 days of the appeal and include the reasons for that decision. Letters can be mailed to:

GEVSD Superintendent's Office  
130 N. Granger St.  
PO Box 417  
Granville, OH 43023

## XIII. GEVSD Policies

GEVSD policy documents related to gifted identification, services and acceleration can be found online using the link found at <http://www.granvilleschools.org/BoardofEducation.aspx>. Specific polices that relate to items found in this handbook are:

Policy File: IGBB—Programs for Students who are Gifted

Policy File: IKEB—Acceleration

Policy File: JEBA—Early Entrance to Kindergarten

Policy File: Gifted Service Plan



# Licking Regional Educational Service Center

Office of Gifted Education  
145 N. Quentin Road, Newark, OH 43055  
P: 740-349-6084/F: 740-349-6107

## REFERRAL AND PERMISSION FOR GIFTED EVALUATION

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 District: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Building: \_\_\_\_\_  
 Parent/Guardian Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Parent/Guardian Email (print VERY clearly): \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_ (include city & zip code)

You are one of the best judges of the abilities of your child. Gifted children are a diverse population and each one will exhibit different signs of their intelligence, motivation, and development.

A parent referral does not guarantee the student will be placed in gifted services. After receiving this form, the Gifted Coordinator for your district will review previous test scores and will schedule your child for testing during the FALL or the SPRING. The student may be given any assessment from the Ohio Department of Education and Workforce's list of approved instruments for gifted identification. Testing results will be shared with appropriate school personnel.

### Mark the Area/s for Referral:

COGNITIVE ABILITY       MATH       READING       OTHER: \_\_\_\_\_

1. I request that my child be tested for gifted identification. I understand that my child may be tested in one or more areas by a gifted coordinator, and that prior testing results will also be reviewed.
2. I understand that my child may be given additional assessments based on the results of this evaluation.
3. I understand that my child may be tested on any business-day within 90 days after the referral for gifted evaluation is received by the gifted coordinator.
4. I understand that these testing results will be evaluated for potential placement in gifted services according to my district's placement policies and procedures.
5. I will receive testing results within 30 days of the testing date. I have the right to appeal these results.
6. I understand that neither a parent referral, gifted testing, nor gifted identification *guarantee* my child a position in gifted services. Space in gifted services is limited.
7. Please indicate below if your child receives special services and already has a formal document outlining testing accommodations:     IEP     504     ESL     NONE    \*Attach documentation if available.

Signature \_\_\_\_\_ Relationship to Child \_\_\_\_\_ Date \_\_\_\_\_

Questions or Concerns? Contact your district's Gifted Coordinator at the Licking Regional Educational Service Center

<b>Garnett Andrews</b> Franklin Local, Newark  740.349.6104 <a href="mailto:gandrews@lcesc.org">gandrews@lcesc.org</a>	<b>Heather Clark</b> Lakewood & Licking Heights 740.349.6105 <a href="mailto:hclark@lcesc.org">hclark@lcesc.org</a>	<b>Stephanie Clark</b> Licking Valley & Zanesville 740.349.4977 <a href="mailto:saclark@lcesc.org">saclark@lcesc.org</a>	<b>Holly Hartman</b> Heath, Johnstown-Monroe, North Fork 740.349.6094 <a href="mailto:hhartman@laca.org">hhartman@laca.org</a>	<b>Alesha Haybin</b> Granville, Northern Local 740.349.6083 <a href="mailto:ahaybin@laca.org">ahaybin@laca.org</a>
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*Equal access will be available to all students for screening, further assessment, identification, and placement in eligible services, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.*

**To be Completed by Gifted Coordinator** Date Received: \_\_\_\_\_  
 Previous Area/s of Identification:     SC     MTH     SCI     R     SS     CT     VPA     NONE    Coordinator Initials: \_\_\_\_\_



# Licking Regional Educational Service Center

Office of Gifted Education  
145 N. Quentin Road, Newark, OH 43055  
P: 740-349-6084/F: 740-349-6107

## REFERRAL AND PERMISSION FOR ACCELERATION EVALUATION

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
District: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Building: \_\_\_\_\_  
Parent/Guardian Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Parent/Guardian Email (print VERY clearly): \_\_\_\_\_  
Address: \_\_\_\_\_  
(include city & zip code)

Student data will be evaluated for acceleration using a pre-determined process. Placement decisions will be made by an acceleration committee. The student may be given any assessment from the Ohio Department of Education and Workforce's list of approved instruments for gifted identification. Results will be shared with the parent and appropriate school personnel.

Mark the type of Acceleration Referral:

- SINGLE-SUBJECT ACCELERATION in the area of ...  MATH  SCIENCE  READING  SOC.STUD.  OTHER  
Name of Potential Course: \_\_\_\_\_
- WHOLE-GRADE ACCELERATION (if approved, the student would skip an entire grade)

1. I request that my child be evaluated for acceleration. I give permission for my child to be tested by a gifted coordinator. I understand that prior testing results may also be reviewed.
2. I understand that my child may be tested on any business-day within 45 days after the referral is received by the gifted coordinator. In addition, the gifted coordinator will provide results within the same 45 days.
3. I understand that these testing results will be evaluated for potential acceleration according to my district's policies and procedures. A parent referral does not *guarantee* my child a position in accelerated placement.
4. I understand that I may appeal the final placement decision, but must do so in writing, submitted to my District's superintendent, within 30 days of the acceleration results letter.
5. Please indicate below if your child receives special services and already has a formal document outlining testing accommodations:  IEP  504  ESL  NONE \*Attach documentation if available.

\_\_\_\_\_  
Signature Relationship to Child Date

Questions or Concerns? Contact your district's Gifted Coordinator at the Licking Regional Educational Service Center

Garnett Andrews Franklin Local, Newark  740.349.6104 <a href="mailto:gandrews@lcesc.org">gandrews@lcesc.org</a>	Heather Clark Lakewood & Licking Heights 740.349.6105 <a href="mailto:hclark@lcesc.org">hclark@lcesc.org</a>	Stephanie Clark Licking Valley & Zanesville 740.349.4977 <a href="mailto:saclark@lcesc.org">saclark@lcesc.org</a>	Holly Hartman Heath, Johnstown-Monroe, North Fork 740.349.6094 <a href="mailto:hhartman@laca.org">hhartman@laca.org</a>	Alesha Haybin Granville, Northern Local 740.349.6083 <a href="mailto:ahaybin@laca.org">ahaybin@laca.org</a>
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*Equal access will be available to all students for screening, further assessment, identification, and placement in eligible services, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.*

To be Completed by Gifted Coordinator Date Received: \_\_\_\_\_  
Previous Area/s of Identification:  SC  MTH  SCI  R  SS  CT  VPA  NONE Coordinator Initials: \_\_\_\_\_



## LICKING REGIONAL EDUCATIONAL SERVICE CENTER

OFFICE OF GIFTED EDUCATION

145 North Quentin Road

Newark, Ohio 43055

PHONE: 740.349.6084

EMAIL: [GIFTED@LCESC.ORG](mailto:GIFTED@LCESC.ORG)

### Early Entrance to Kindergarten

Updated 11/12/24

#### What is early entrance to kindergarten?

Early entrance to kindergarten occurs when a school district evaluates a child who is not yet old enough to enter kindergarten, and admits the child to kindergarten early because the child demonstrates that he/she can succeed in kindergarten after a formal evaluation.

A student must be 5 years old by their home district's cut-off date in order to enroll in kindergarten. When a student does not meet the district's kindergarten cut-off date, an early entrance request may be submitted to consider the child for enrollment in kindergarten. In Ohio, school districts either choose August 1<sup>st</sup> or September 30<sup>th</sup> as their district's kindergarten cut-off date.

Your child's birthdate determines the process for early entrance to kindergarten. If your child turns 5 after the district's cut-off date but before January 1<sup>st</sup>, the parent may refer the child for early entrance to kindergarten evaluation. If your child turns 5 on January 1<sup>st</sup> or later, a referral must be written from a professional who knows the child. This professional may be a district educator, a pre-school educator, a pediatrician, or psychologist.

#### Why is there early entrance to kindergarten?

Early entrance is designed for a child who is both academically ready and developmentally mature when compared to others his or her age. Even though a child may have a higher academic ability, they still may not be ready for kindergarten. Social maturity, personal development, and motor development are very important factors for a child's success in school.

#### How do I know if my child is ready for kindergarten?

Early entrance is designed for the child who not only has the ability, but easily achieves when presented new material. Once the decision has been made for early entrance to kindergarten, the choice is difficult to reverse.

##### Does your child show positive social development?

- Separates from you without anxiety
- Handles change and transition well
- Follows directions
- Communicates needs effectively
- Cares about the feelings of others

##### Does your child demonstrate self-help skills?

- Uses restroom independently
- Uses a tissue to blow their nose
- Dresses self independently
- Puts on and zips up coat independently

##### Does your child use classroom tools and toys effectively?

- Holds and uses a pencil, crayon or marker
- Cuts with scissors
- Builds with blocks or Legos

##### Does your child use self-control?

- Cooperates and plays well with others
- Shares and takes turns
- Keeps hands to self

#### What are the academic expectations for kindergarten?

All of the skills listed below are expected to begin kindergarten in addition to the independent skills above.

Writes first name	Identifies upper case letters	Identifies rhyming words
Knows first and last name	Identifies lower case letters	Matches sounds to letters
Identifies shapes	Rote counting 1-20	Identifies the front of a book
Identifies colors	Number recognition 1-10	Identifies a letter in a book
Knows where to start and stop when reading a book	Awareness that a book is read left to right	Identifies a word in a book

**\*Contact the District Office to request an EEK referral packet with the most up-to-date evaluation dates available**



LICKING REGIONAL EDUCATIONAL SERVICE CENTER  
OFFICE OF GIFTED EDUCATION  
145 North Quentin Road  
Newark, Ohio 43055  
PHONE: 740.349.6084      EMAIL: [GIFTED@LCESC.ORG](mailto:GIFTED@LCESC.ORG)

**What is the Licking Regional ESC's process for early entrance to kindergarten evaluation?**

The process depends on the child's birthdate.

**If your child turns 5 after the district's cut-off date but before January 1<sup>st</sup>:**

A parent may submit a referral for early entrance evaluation to the home district's building principal or the district's gifted coordinator.

After the referral has been received, your child will be scheduled for an early entrance to kindergarten evaluation. The evaluation process is extensive and demanding on the child. It will take multiple hours to complete (similar to a normal school day). Please refer to the kindergarten readiness information on the front of this page to ensure that your child meets all the criteria for ability, achievement, aptitude, and behavior expectations before submitting the referral.

Please note: very few children qualify for early entrance to kindergarten.

**If your child turns 5 January 1<sup>st</sup> or later:**

A referral must be written by a professional who knows the child. This person may be a district educator, a pre-school educator, a pediatrician, or a psychologist.

In addition to the testing noted above, the child will receive further testing after the initial evaluation day in order to follow the more extensive acceleration process (as required by the Ohio Department of Education and Workforce for January 1<sup>st</sup> or later birthdates).

**Where and when does early entrance to kindergarten evaluation occur?**

Evaluations will take place at the Licking Regional Educational Service Center (LRESC) at 145 N. Quentin Road, Newark, Ohio 43055. After a referral is received and processed, you will be contacted to schedule testing. Both the child and parent will attend the evaluation day together. The parent is expected to remain in the building during the evaluation day with the exception of taking the child for a lunch/play break in the middle of the day.

Typical Evaluation Day Schedule	
9:30 Registration	11:30-12:00 Parent Conferences
9:40-10:15 Ability Test	12:00-1:00 Lunch/Play Break with Parent
10:15-10:30 Break	1:00-1:30 Readiness Test
10:30-11:30 Readiness Test	1:30-2:30 Achievement Test

**What is the next step to have my child evaluated for early entrance to kindergarten?**

Complete and submit the attached early entrance to kindergarten referral to either your home district's building principal or the district's gifted coordinator. Referrals must be submitted by:

- Friday, May 23, 2025 to receive an evaluation and decision prior to summer break
- Wednesday, June 4, 2025 to receive an evaluation and decision prior to July
- Friday, August 1, 2025 to receive an evaluation and decision prior to the first day of school

Referrals received after Friday, August 1, 2025 may be evaluated for a second semester start. You will be contacted to schedule testing after the completed referral is received and reviewed. If you have further questions, please call 740.349.6084.



# PREPARING A SCHOOL-READY CHILD

“Children who enter kindergarten ready to meet its academic, social, and emotional demands are more likely to achieve later academic and life success.”<sup>1</sup>

## What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.<sup>2</sup>

A family that is... learning by pre... and maintains a...

## What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.<sup>2</sup>

School readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, later learning, and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.<sup>3</sup>



## The ready child

- has been well-cared for physically, interacts socially with others, has a positive self-perception, has the ability to understand the emotions of others, and can interpret and express feelings;
- approaches learning with enthusiasm and curiosity, has developed language and listening skills, and has cognition skills and general knowledge; and
- is prepared to learn successfully in school.

School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children. Child Trends Research Brief. <https://files.eric.ed.gov/fulltext/ED444712.pdf>

## The ready school

- uses curriculum in kindergarten and the early grades that builds on prior learning;
- takes into account individual differences in language, culture, and prior experience; and
- employs teachers who know how to teach young children and have the resources to do so.

NAEYC Position Statement on School Readiness. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Readiness.pdf>

## The ready family

- supports children in their learning and through transition to kindergarten;
- reads to their children daily; and
- continues to engage in their child’s learning through the school years.

PfCE Interactive Framework. <https://edkc.obs.acf.hhs.gov/school-readiness/article/pfce-interactive-framework>

## The ready community

- helps ensure that children have access to health care, immunizations, and nutrition;
- helps ensure that families have access to quality early childcare and education; and
- invests in resources and activities that support families and promote school readiness.

School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children. Child Trends Research Brief. <https://files.eric.ed.gov/fulltext/ED444712.pdf>



## Read

A ready family together improves a child’s learning, which are important for later success and promotes a love of books.

- Dialogic Reading: An Evidence-Based Practice
- Notable Books for Young Children
- Just Take 20: Make Reading Time Count

## Additional Resources



## Educate

- Ready at Five
- Family Engagement in Early Childhood Transition to Kindergarten
- Parent Engagement
- Engaging Families in Early Childhood Education
- Ready Families: Strategies for Success
- Infographic: Succeeding in School: Essential Features of Literacy Development



Early Childhood Program Participation <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=2017101>



Patterns of classroom quality in Head Start and center-based early childhood education programs <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2017208>



Synthesis of IES Research on Early Intervention and Early Childhood Education <https://ies.ed.gov/nceser/pubs/20133001/pdf/20133001.pdf>



Teaching Math to Young Children in Preschool, Pre-K, and Kindergarten <https://ies.ed.gov/ncee/wwc/PracticeGuide/18>

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## XIV. Gifted Learners vs. Bright Students

Many times students who are characterized as “bright” students in the academic environment are also called “gifted” students. However, there are significant differences between “bright” and “gifted” learners, especially in the area of superior cognitive identification. The chart below is a useful tool that describes the characteristics of a “bright” student to those of a “gifted” student.

### A Bright Child...



- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Is in the top group
- Listens with interest
- Learns with ease
- Requires 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Understands abstract humor
- Grasps the meaning
- Completes assignments on time
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Is a technician
- Is a good memorizer
- Enjoys straightforward presentation
- Is alert
- Is pleased with own learning
- Is motivated by grades
- Is able

### A Gifted Learner...



- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail; elaborates
- Is beyond the group
- Shows strong feelings and opinions
- Already knows
- Requires 1-2 repetitions for total mastery
- Constructs abstractions
- Prefers adults
- Creates abstract humor
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys self-directed learning
- Manipulates information
- Is an inventor
- Is a good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical
- Is not motivated by grades
- Is intellectual

## XV. Myths About Gifted Students

*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](http://www.oagc.com)

## XVI. Websites for Gifted Students, Parents and Educators

- 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, networking and 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 that 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](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

## XVII. 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](http://www.nagc.org) and [www.oagc.org](http://www.oagc.org)

For more information, please refer to the Granville Schools website, [www.granvilleschools.org](http://www.granvilleschools.org). The Gifted Services information can be found in the *Academics* section under the District tab.