

Newark City Schools

Parent Guide to Gifted Education 2026-2027



Newark City School District, Gifted Services
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TABLE OF CONTENTS

Recommending Students for Gifted Services p. 3

Placement in Gifted Services p. 4

Withdrawal or Denial of Gifted Services p.5

Acceleration Options p. 5

Acceleration Process p. 6

Early Entrance to Kindergarten p. 9

District Gifted Education Identification and Service Plan p. 10

Myths About Gifted Education p. 15

Websites for Gifted Students, their Parents, and Teachers p. 16

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/Permission for Gifted Evaluation” form is available on the district website. Student MAP Reading and Math scores are also reviewed two to three times per year for gifted identification in second grade through tenth grade. Cognitive ability is reviewed following whole-grade testing in second and fourth grade. Additional referral testing opportunities will occur at least twice per school year.

Frequently Asked Questions...

TEACHERS: What steps do I take when I think a child in my classroom might benefit from gifted services?

1. Complete the “Referral/Permission for Gifted Evaluation” and return it to your building principal for Gifted Coordinator. This form 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.
4. Test scores will be reported back to the teacher, building principal, and parent/s within **thirty days** of the testing session.

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

1. Complete the “Referral/Permission for Gifted Evaluation” and return it to your building principal or the district Gifted Coordinator. This form may be submitted at any time during the school year.
2. You will be asked to provide written permission if a referral is submitted by a teacher or administrator. Once permission has been received, 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 **thirty 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, even months, after enrollment.
3. If requested by the Gifted Coordinator, complete the “Referral/Permission for Gifted Evaluation” form.
4. You will be contacted if further evaluation, assessment, identification, and/or placement will follow or is needed.

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. **Students must be identified as gifted to be considered for gifted services.**

Students in grades 1-5 identified as gifted after the start of the school year will begin gifted services (when available) at the **start of the next logical grading period**. This typically occurs at the end of the first semester and may involve a class change.

Students in grades 6-12 identified as gifted after the start of the school year will begin gifted services (when available) the **following school year**.

As new students in grades 1-12 transfer in, the district will evaluate enrollment in gifted services based on the pre-determined placement criteria and space available in the gifted service.

Available Services

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	1	Cluster Grouping	General Education Classroom
	2	Cluster Grouping: 1 st semester Pull-Out/Resource room: 2 nd semester	General Education Classroom Pull-out with GIS
	3-6	Cluster Grouping	General Education Classroom
	7-8	Cluster Grouping in Advanced Course	General Education Classroom
	8	Single-Subject Acceleration	Accelerated Algebra Course
	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Math	1	Cluster Grouping	General Education Classroom
	2	Cluster Grouping: 1 st semester Pull-Out/Resource room: 2 nd semester	General Education Classroom Pull-out with GIS
	3-6	Cluster Grouping	General Education Classroom
	7-8	Cluster Grouping in Advanced Course	General Education Classroom
	8	Single-Subject Acceleration	Accelerated Algebra Course
	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Reading	1	Cluster Grouping	General Education Classroom
	2	Cluster Grouping: 1 st semester Pull-Out/Resource room: 2 nd semester	General Education Classroom Pull-out with GIS
	3-6	Cluster Grouping	General Education Classroom
	7-8	Cluster Grouping in Advanced Course	General Education Classroom
	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course

Creative Thinking	1	Cluster Grouping	General Education Classroom
	2	Cluster Grouping: 1 st semester Pull-Out/Resource room: 2 nd semester	General Education Classroom Pull-out with GIS
	3-6	Cluster Grouping	General Education Classroom
	7-8	Cluster Grouping in Advanced Course	General Education Classroom
	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Science	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Social Studies	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Visual Arts	10-12	Advanced Placement (AP) Courses	AP Classroom
Dance	-	None	None
Drama	-	None	None
Music	-	None	None
GIS=Gifted Intervention Specialist			

Withdrawal or Denial of Gifted Services

- At any point during the schoolyear 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.

Acceleration Options

Sometimes a student may need more than what is currently offered in the classroom. If this is the case, typically the parent and/or teachers confer, and then a referral requesting an acceleration evaluation is completed. Parents may also call the building principal to discuss acceleration issues.

Students in the Newark City Schools may be accelerated using one or more of the following options: Whole-grade, single-subject, early entrance to kindergarten, early high school graduation, or early entrance to college.

WHO MIGHT NEED ACCELERATION?

- A child with high cognitive ability. The higher the IQ, the greater the need to adjust the curriculum. For example, a student who has an IQ of 145 may need an enriched curriculum, intensive curriculum modifications or even whole-grade acceleration.
- A child in any grade who already has mastered the curriculum.
- A student strong in math (or another subject) who typically finishes work quickly and consistently performs at the top of his/her class.

- A student who always finishes work early and the teacher can no longer modify the curriculum without simply using concepts from the next grade level.
- A student strong in reading who typically reads books well above grade level and who quickly reads class material. The student finishes class reading well before other students and possesses strong comprehension skills.

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 for whole grade acceleration. A modified Iowa Acceleration Scale by GCCO is used to guide single-subject accelerations.

The need for whole-grade acceleration is rare. The Newark City Schools may have one or two whole-grade accelerations in a given academic year, which includes Early Entrance to Kindergarten.

Single-subject acceleration is typically needed in math more 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 5th grade student at an elementary school may need to take a math class at another building. Transportation would be provided to the other building and back to the home elementary school in order for that student to receive services.

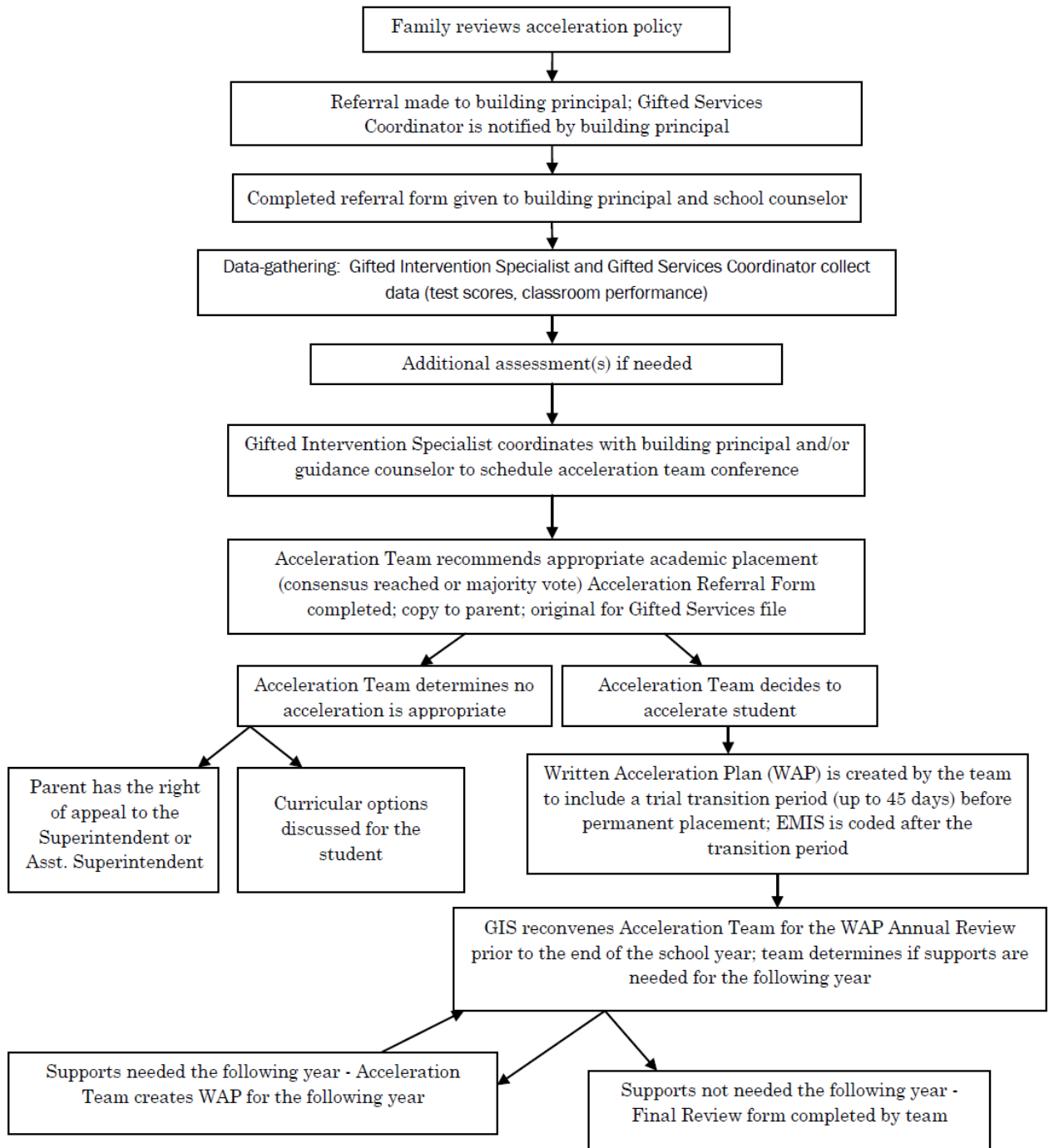
ACCELERATION PROCESS

The state of Ohio has mandated that each district adopt an acceleration policy. Newark City School's policy follows the model acceleration policy presented by the Ohio Department of Education and Workforce. When a student becomes a candidate for acceleration a clear process will be followed, as outlined in the Acceleration Process. The student will be evaluated using standardized testing, parent input and/or teacher input, and student input. The data gathered throughout the process will be extensively reviewed by an acceleration committee. Upon completion of this review, the committee will offer a formal recommendation regarding the acceleration of the candidate for the parent/s or guardian. Acceleration requests are due by August 1.

As noted in Ohio Administrative Code 3301-35-06

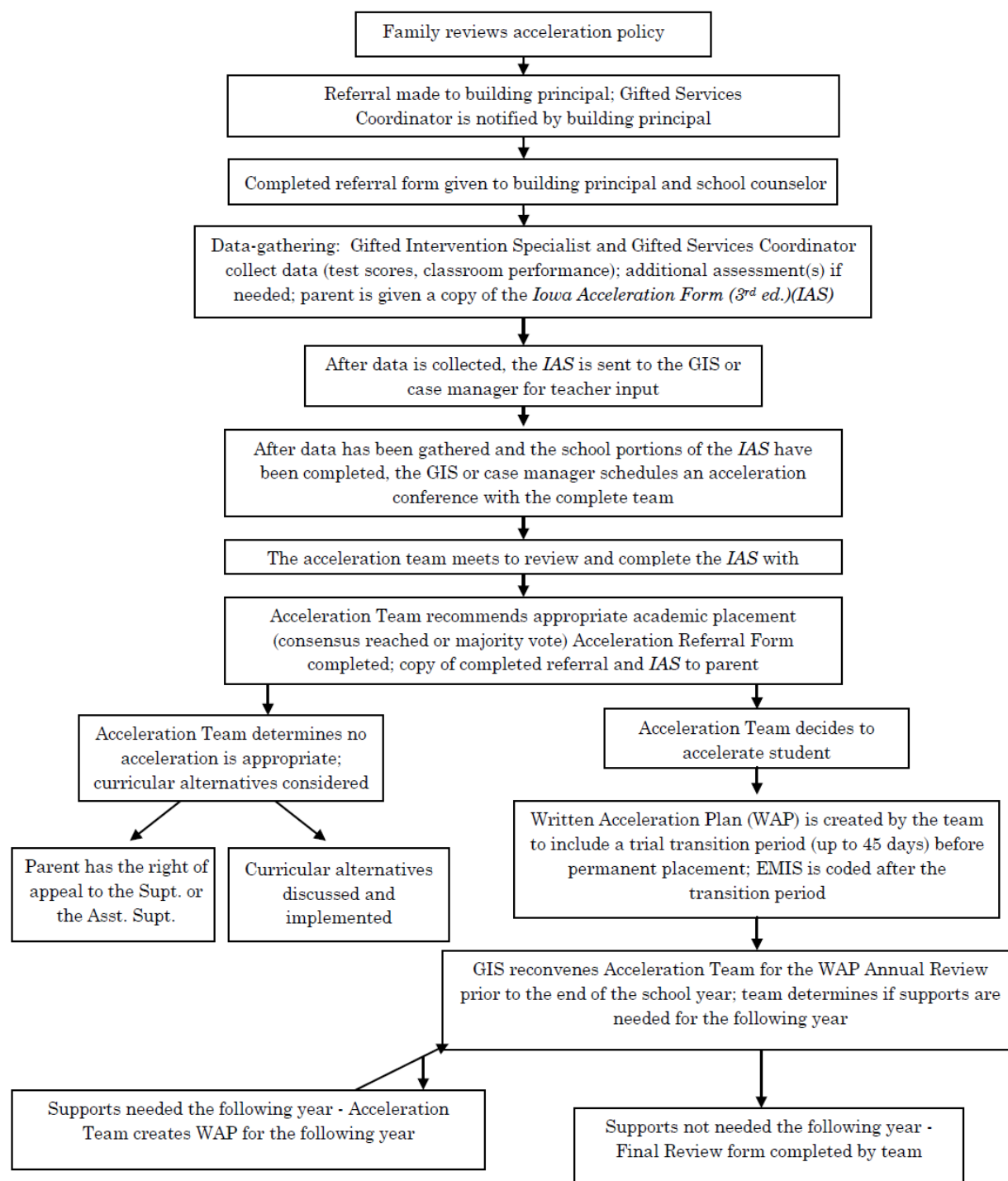
Acceleration Process

(Subject Acceleration)



Acceleration Process

(Whole-Grade Acceleration)



Early Entrance to Kindergarten

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy and the evaluation process used by the Licking Regional ESC upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Following an evaluation by the LRES in accordance with such a referral, the school district decides whether to admit the child.

Early Entrance Information

The practice of admitting a student to kindergarten or first grade who has not yet reached the typical age at which students are admitted to kindergarten or first grade for the purpose of providing access to appropriately challenging learning opportunities is referred to as Early Entrance.

A parent may request early entrance to kindergarten if the child turns five years of age after the District's kindergarten start date and before January 1. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the District, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

Any parent who is interested in having his or her child considered for Early Entrance should contact the building principal for an application. Early Entrance evaluation is completed in the late winter/early spring concurrently with kindergarten enrollment.

ODEW has on its web site (<https://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. Early Entrance to Kindergarten testing will take place at the Licking Regional Educational Service Center.

Newark Gifted Education Identification and Service Plan

DEFINITION

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district 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

- Students who have requested assessment or who have been recommended for assessment by teachers, parents, or other students are provided at least two opportunities a year for assessment.
- 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 and Workforce 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:

Identification Area	Instrument
Superior Cognitive Ability	• Cognitive Abilities Test (CogAT), Forms 7, 8 • Naglieri Nonverbal Ability Test, 3rd Ed. (NNAT 3) • Woodcock Johnson IV (WJIV) Test of Cognitive Abilities
Reading: Specific Academic Ability	• NWEA MAP Growth 2-5 and /or 6+ • Iowa Assessments, Forms G, E, and/or F Complete Battery • The ACT • Woodcock-Johnson, IV, Tests of Achievement
Math: Specific Academic Ability	• NWEA MAP Growth 2-5 and /or 6+ • Iowa Assessments, Forms G, E, and/or F Complete Battery • The ACT • Woodcock-Johnson, IV, Tests of Achievement
Science: Specific Academic Ability	• Iowa Assessments, Forms G, E, and/or F Complete Battery • The ACT Assessment
Social Studies: Specific Academic Ability	• Iowa Assessments, Form E F, and/or G, Complete Battery • The ACT Assessment
Creative Thinking Ability	• Cognitive Abilities Test, Forms 7, 8 • Naglieri Nonverbal Ability Test, 3rd Ed. (NNAT 3) • Woodcock Johnson IV (WJIV) Test of Cognitive Abilities

	• Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2) • The Gifted Rating Scale (GRS)
Visual and Performing Arts	• Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2) • The Gifted Rating Scale (GRS) • ODE Ohio Checklist of Artistic Behavior- Dance • ODEW Performance and Portfolio Rubrics

C. Whole-Grade Screenings

Grade/s	Area/s Assessed	Instrument
2 and 4	Superior Cognitive Ability	• Cognitive Abilities Achievement Test (CogAT), Form 7
2-10	Reading	• Measures of Academic Progress or Growth, Reading 2-5 OH and 6+ OH (MAP)
2-10	Math	• Measures of Academic Progress or Growth, Math 2-5 OH and 6+ OH (MAP)
11	Reading	• The ACT
11	Math	• The ACT
11	Science	• The ACT
2 and 4	Creative Thinking	• Cognitive Abilities Achievement Test (CogAT), Form 7 • Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2)

D. The Referral Process

- The district shall provide at least two opportunities each year to assess referred students.
- 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 other 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 and Workforce 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 30 days of the district receiving and reviewing the results.

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 regard to characteristics of underserved populations.
- Allowable modifications are made for those who require them, in accordance with the testing instrument administration manual.
- Use 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 at the beginning of the year are invited to participate in gifted services. Students will be placed in descending order in services until the class enrollment limit is reached.
- B.** 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 and space available in the gifted service.
- C.** Students will be placed in gifted services using pre-determined placement procedures.

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 (MAP testing occurs two times per year in both reading and math).

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
Cognitive Abilities Test (CogAT)	2 and 4	125	128
The ACT Assessments	11	94 th percentile	95 th percentile
NWEA Measure of Academic Progress (MAP) Math	2-10	Administered 3 times a year	95 th percentile
NWEA Measure of Academic Progress (MAP) Reading	2-5	Administered 2 times a year	95 th percentile
NWEA Measure of Academic Progress (MAP) Reading	6-10	Administered 3 times a 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. DISTRICT PROCESS FOR ACCELERATION

Parents, teachers, administrators, or students may initiate an acceleration investigation. Referrals should be given to the Building Principal who will notify the Gifted Coordinator. When a student becomes a candidate for acceleration, the LRESC gifted coordinator will evaluate the student using a variety of approved assessments. The assessment results are reviewed by an acceleration committee that may contain the student's principal, current teacher, prospective teacher, counselor, curriculum director, parent and/or LRESC gifted coordinator(s) to determine the most appropriate and available learning environment for the students.

- A. Early Entrance to Kindergarten:** A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy and the evaluation process used by the Licking Regional ESC upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Following an evaluation by the LRESC in accordance with such a referral, the school district decides whether to admit the child.
- B. Whole-Grade and Subject-Acceleration:** Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. *The Iowa Acceleration Scale (3rd ed.)* and/or the modified GCCO Subject Acceleration Tool are used as a tool to guide acceleration teams on appropriate placement. The acceleration process outlined in the Acceleration Policy will be followed.

8. 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 may 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	1	Cluster Grouping	General Education Classroom
	2	Cluster Grouping: 1 st semester Pull-Out/Resource room: 2 nd semester	General Education Classroom Pull-out with GIS
	3-6	Cluster Grouping	General Education Classroom
	7-8	Cluster Grouping in Advanced Course	General Education Classroom
	8	Single-Subject Acceleration	Accelerated Algebra Course
	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Math	1	Cluster Grouping	General Education Classroom
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	7-8	Cluster Grouping in Advanced Course	General Education Classroom
	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Creative Thinking	1	Cluster Grouping	General Education Classroom
	2	Cluster Grouping: 1 st semester Pull-Out/Resource room: 2 nd semester	General Education Classroom Pull-out with GIS
	3-6	Cluster Grouping	General Education Classroom
	7-8	Cluster Grouping in Advanced Course	General Education Classroom
	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Science	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Social Studies	9-12	Honors Courses	General Education Classroom
	9-12	Advanced Placement (AP) Courses	AP Classroom
	10-12	College Credit Plus (CCP) Courses	College or Course
Visual Arts	10-12	Advanced Placement (AP) Courses	AP Classroom
Dance	-	None	None
Drama	-	None	None
Music	-	None	None
			GIS=Gifted Intervention Specialist

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