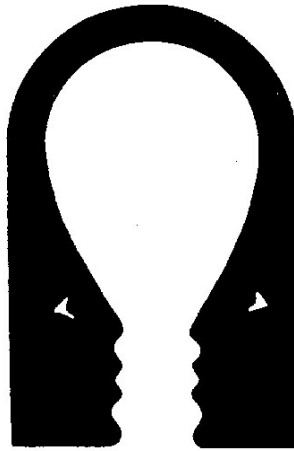


**LOCAL CHAPTER**



**RESOURCE GUIDE**

**GEORGIA ASSOCIATION  
FOR  
GIFTED CHILDREN**

Revised August 2003

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## INTRODUCTION

We are happy to know of your interest in gifted education and the Georgia Association for Gifted Children (GAGC), the state organization for the advocacy of gifted children.

This *Local Chapter Resource Guide* has been developed to:

- give guidance to parents and educators who want to organize a local chapter in support of gifted education;
- provide suggestions and sample materials that may be helpful at the various stages of a local chapter's development;
- offer suggestions on how to maintain a chapter, and
- provide an index of resources that may be helpful to local chapters and their members.

## ABOUT GAGC

### ***WHAT IS THE GEORGIA ASSOCIATION FOR GIFTED CHILDREN?***

The *Georgia Association for Gifted Children* (GAGC) is a non-profit organization composed of people like you (educators, parents, business people, and others) who seek to advance all facets of the education and welfare of the gifted — a priceless national resource.

#### **Mission Statement**

The mission of the Georgia Association for Gifted Children is to advocate for gifted children and youth by working with educators, parents, policy-makers, and the community to meet the needs of the gifted.

#### **Purpose**

1. To promote an awareness of the needs of Georgia's gifted students.
2. To stimulate among educational administrators, teachers, parents, legislators, the business community, and others of the general public a deeper understanding of and interest in the needs of the gifted.
3. To provide a forum for the exchange of information and ideas among the members of the organization.
4. To encourage and stimulate the best possible training for gifted educators.
5. To encourage and stimulate research in the area of gifted education, particularly in the State of Georgia.

### ***WHAT DOES GAGC DO?***

The *Georgia Association for Gifted Children* ....

- **provides assistance** to people throughout Georgia who seek to establish a support group for the gifted in their community. Assistance is available for existing chapters.

- **keeps abreast of proposed legislation** affecting gifted students and shares this information with the membership and local chapters. GAGC provides opportunities for you to learn the position on gifted education taken by candidates for state-wide political office.
- **maintains communication** with regional and national gifted support organizations.
- **publishes a quarterly newsletter** that contains news about GAGC and local chapter activities, as well as, information affecting gifted education at the local, state, and national levels.
- **sponsors an annual conference** which offers a variety of informative and stimulating program sessions and an opportunity to meet other people who share like interests in gifted children.
- **encourages support for the gifted youth in Georgia.** GAGC recognizes outstanding service by individuals who have contributed to the goal of meeting the needs of our gifted children on a statewide basis. Distinguished service awards are presented at the annual conference - The **Bynum Award** is presented to an individual who has been outstanding in his/her contribution(s) to gifted education in the State of Georgia and awards are presented to the **Gifted Program Teacher of the Year**, the **Local Chapter of the Year**, and the **Parent of the Year**. In addition, Mini-grants are awarded as funds are available.
- **supports adequate training for gifted program teachers** through contribution to the **Margaret O. Bynum Scholarship Fund**.
- **encourages special recognition of Georgia's gifted youth, their parents and educators** through statewide observance. Each year, GAGC requests that the governor proclaim the last Friday in April as **Gifted Education Day in Georgia**.
- **supports the continuous efforts to have gifted education established as a certified teaching field** in the State of Georgia.
- **offers fund-raising ideas and suggestions** which can be implemented at the local level. GAGC constantly seeks statewide financial support for our gifted youth.

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## GEORGIA ASSOCIATION FOR GIFTED CHILDREN

### BY LAWS

#### *Article I - Name and Corporate Seal*

Section 1 - The name of this organization shall be Georgia Association for Gifted Children, Inc.

Section 2 - The corporate seal shall have the name Georgia Association for Gifted Children and shall have inscribed thereon the words, "Corporate Seal, State of Georgia." The seal may be changed at the pleasure of the Executive Board.

#### *Article II - Governing Authority and Purpose*

Section 1 - Articles of Incorporation - The Georgia Association for Gifted Children, Inc., is incorporated under the laws of the State of Georgia pursuant to Articles of Incorporation filed on December 7, 1977. The corporation shall be governed by these By Laws as amended from time to time in accordance with the provisions herein. These By Laws shall not conflict with the Articles of Incorporation.

Section 2 - The purposes of the Georgia Association for Gifted Children shall be:

- A. To promote an awareness of the needs of Georgia's gifted students.

- B. To stimulate among educational administrators, teachers, parents, legislators, the business community, and others of the general public a deeper understanding and interest in the needs of the gifted.
- C. To provide a forum for the exchange of information and ideas among the members of the Corporation.
- D. To encourage and stimulate the best possible training for gifted educators.
- E. To encourage and stimulate research in the area of gifted education, particularly in the State of Georgia.

*Article III - Membership and Dues*

Section 1 - Membership in the Corporation shall be open to all persons who share an interest in achieving the stated purposes of the Corporation. There shall be three classes of membership - Regular, Affiliate, and Honorary.

Section 2 - Eligibility

- A. Regular Membership - A regular member is one who joins the Corporation directly. Except as otherwise provided in these By laws, this type membership in the Corporation shall include the right to a single vote, to hold office, to petition, to serve on committees, to receive the communications and publications, and to benefit from other services as may from time to time be authorized.
- B. Affiliate Membership - An affiliate member is an individual who is a member of a local chapter that has affiliated with the Corporation and is in good standing. (See Article XI) This member enjoys all the rights of a regular member.
- C. Lifetime Membership
  - 1. By special action, the Executive Board may confer Lifetime Membership upon a person who has made unusual contributions to the Georgia Association for Gifted Children.
  - 2. This membership may be awarded for a period of time deemed appropriate by the Executive Board.
- D. Honorary Membership
  - 1. By special action, the Executive Board may confer Honorary Membership upon a person who has made unusual contributions to Georgia Association for Gifted Children.
  - 2. This membership may be awarded for a period of time deemed appropriate by the Executive Board.

Section 3 - Membership dues shall be determined by a majority vote of the Executive Board.

Section 4 - Membership shall run for one calendar year from the date set by the organization at the beginning of its membership year.

Section 5 - These requirements for membership shall go into effect immediately upon ratification of these By Laws.

*Article IV - Governing Body*

Section 1 - The Governing Body of the Corporation shall be made up of: Executive Board, Standing Committee Chairs, and Executive Council.

Section 2 - The Executive Board shall consist of the President, President-Elect, Secretary, Treasurer, and Immediate Past-President/Conference Chair

Section 3 - Standing Committees shall be: Personnel, Public Relations, Local Chapter Assistance, Awards, Conference, Legislative, Bynum Scholarship, Regional Representatives, Website, Publications Editorial Board, and President's Advisory Committee.

Section 4 - The Executive Council of the Corporation shall be made up of the Executive Board, the Chairperson of each Standing Committee, ad hoc committee chair(s), a representative from each Regional Education Service Agency (RESA) district, a university liaison, a business liaison, a National Association for Gifted Children (NAGC) liaison, a State Department of Education liaison, and a historian.

#### *Article V - Executive Board*

Section 1 - Duties of the Executive Board/Officers

- A. Manage the business and affairs of the Corporation consistent with the By Laws.
- B. Establish policy consistent with the By Laws.
- C. Recommend to the Corporation possible future directions and goals.
- D. Act on official recommendations and petitions as may be received.
- E. Grant charters to local chapters.
- F. Develop and adopt an annual budget that is within the anticipated income of the Corporation.
- G. Establish for the protection of the Corporation, policies for auditing the Corporation's financial and membership records.
- H. Assume such other responsibilities as shall be assigned by the By Laws and are voted by the membership.

Section 2 - Election of Officers

- A. A nominating committee shall be appointed annually by the President and chaired by the President-Elect.
- B. Nominations for officers shall be presented to the chair of the nominating committee.
- C. A minimum of one name for each office shall make up the slate of officers recommended by the nominating committee to the Executive Board. This slate shall be approved by the Executive Board before presenting the slate to the membership for their vote.
- D. Ballots shall be delivered by mail to each voting member. The ballot shall include a brief biographical sketch of each nominee. The ballot must be returned 30 days following its postmark of delivery.
- E. Election shall be determined by a majority of the votes cast by mail ballot. If on the first ballot none of the nominees for a particular office receives a majority of the votes cast, a second ballot shall be taken on the two nominees receiving the highest number of votes on the First ballot.
- F. Newly elected officers shall assume their official duties at the spring conference, or at such spring meeting that might replace the conference and be representative of the membership at large.

### Section 3 - Duties of Officers

- A. The President shall ...
  1. preside at all regular meetings of the Corporation.
  2. call special meetings of the Corporation or any of its committees.
  3. establish necessary ad hoc committees.
  4. present standing committee chair appointments to the Executive Board for majority approval.
  5. define the duties of committees whenever such duties may not have been adequately defined by the Corporation or the By Laws.
  6. coordinate activities of the standing committees of the Corporation.
  7. promote the best interest of the Corporation in all possible ways.
  8. require all officers and committee chairs to submit an annual written report due at a time designated by the President.
- B. The President-Elect shall ...
  1. automatically be vested with the powers of the President when, for any reason, the President becomes unable to attend to his/her Presidential duties. (See Section 4 of this Article.)
  2. perform other duties at the direction and discretion of the President not otherwise assigned by the By Laws.
  3. chair the nominating committee for the election of the Executive Board.
  4. chair the Personnel Committee.
- C. The Secretary shall ....
  1. record and file the minutes of the Corporation, with the Conference Program serving as the minutes of that meeting.
  2. distribute minutes of all Executive Board and Executive Council meetings to members of each group within two weeks following the meetings.
  3. receive and file copies of the minutes of committee meetings and annual reports from the Executive Board members, committee chairs, and liaison/representatives.
- D. The Treasurer shall ....
  1. be entrusted with the collection and safekeeping of all funds of the Corporation.
  2. be the person authorized to draw money from the Corporation funds and make payment for Corporation debts.
  3. receive membership dues.
  4. present a financial statement at each meeting of the Executive Board.
  5. handle annual update of information regarding status of the Corporation and file appropriate financial records with state and federal agencies.
- E. The Immediate Past-President shall .....
  1. chair the Conference Committee.
  2. perform other duties at the direction and discretion of the President not otherwise assigned by the By Laws.

### Section 4 - Term of Office and Succession to Offices

- A. Each of these offices shall be of one-year duration.
- B. Ordinarily, the President-Elect will become President after completing a one-year term as President-Elect. In the event the office of the President is vacated for any reason, the President-Elect will serve as Acting President for the remainder of the term. Then, the person shall serve the term for which (s)he was elected.
- C. The President and President-Elect shall not succeed themselves.

- D. Should an office, other than President, be vacated, that position shall be filled by a presidential appointment for the unexpired portion of the term.

### *Article VI - Standing Committees*

Section 1 - Standing Committees shall be: Personnel, Public Relations, Local Chapter Assistance, Awards, Conference, Legislative, Bynum Scholarship, Website, Publications Editorial Board, and President's Advisory Committee.

Section 2 - Selection and Terms of Committee Chairs and Members

- A. The chairs of standing committees shall be appointed by the President with the approval of the Executive Board by majority vote.
- B. Committee members shall be appointed by the committee chair with majority approval by the Executive Board.
- C. With the exception of Conference Committee chair, all other standing committee chairs and members shall serve for two-year terms and may have appointments extended for one- or two-year terms.

Section 3 - Duties of Standing Committees

- A. *Personnel Committee*: The Personnel Committee is commissioned by and responsible to the Board and Council of the Corporation to assume the responsibility for advising it on matters pertaining to Personnel Administration, so that all functions of the organization may be effectively and efficiently carried forth in conformity with the established policies and practices approved by said Board and Council.
  1. The Personnel Committee shall consist of the Treasurer, President-Elect, President, and two members (who must be members of the Board or Council) appointed by the President. Members shall serve for two-year terms.
  2. The terms of the Personnel Committee shall coincide with the term of the elected Board members. The President-Elect will serve as chair. The Treasurer will always be a part of the committee. The two appointed members will rotate off the committee in alternating years.
  3. Responsibilities:
    - a. Provide overall policy guidance for personnel operations.
    - b. Submit recommendations on personnel policy matters to the Board for final approval.
    - c. Provide general supervision of personnel operations in the areas of policy revision, salary and fringe benefits administration, recruitment and retention, and employee relations.
    - d. Make periodic reports to the Board on the general state of staff capability of meeting objectives.
- B. *Public Relations Committee*: This committee shall ...
  1. be responsible for activities related to Gifted Education Day in Georgia.
  2. be responsible for communicating to print and electronic media regarding activities of the Corporation.
  3. facilitate the presence of GAGC at other state or national conferences or meetings.
- C. *Local Chapter Assistance Committee*:
  1. Shall assist groups in establishing local chapters and aid chapters in local chapter programming and activities.

2. Shall present information to the Executive Board for chapters desiring to become affiliated with the Corporation.
3. The committee chair shall maintain an up-to-date roster of affiliate chapters, current listing of chapter officers, addresses and phone numbers.
4. Shall receive annual reports from chartered local chapters.
5. Shall file a written annual report.

D. *Awards Committee:*

1. Shall be responsible for all activities related to promoting, selecting and conferring awards given in the name of the Corporation as determined by the Executive Council.
2. The committee chair shall file a written annual report.

E. *Conference Committee:*

1. The Past-President shall chair this committee.
2. The duties of this committee shall include, but not be limited to, program development and site selection for conference(s) sponsored by the Corporation.
3. The committee chair shall file a written annual report.

F. *Legislative Committee:*

1. Shall assume the responsibility of being informed of current state and national issues affecting gifted education. These issues shall be communicated to the Executive Board and to the membership as deemed appropriate by the Executive Council.
2. Make contact with appropriate persons regarding legislation affecting gifted education.
3. The committee chair shall file a written annual report.

G. *Bynum Scholarship Committee:* This committee shall ....

1. be chaired by a member of GAGC with full understanding of the background of Margaret Bynum and her contributions to gifted education in the State of Georgia.
2. monitor the investment of scholarship funds (handled by the Treasurer).
3. monitor the awarding of a scholarship\* annually in an amount not to deplete the fund and preclude a scholarship in following years.(additional scholarships may be awarded. (\*Note: Additional scholarships may be awarded depending on the qualifications of applicants and the status of the fund.)
4. establish and publicize criteria for awarding a scholarship each year.
5. prepare announcements for proposals for the scholarship award each spring.
6. maintain timely information related to professional activities deemed appropriate for the award by the Board and Council.
7. notify scholarship recipients of the requirements to present at the organizations annual conference and/or such regional conference as may be deemed appropriate by the committee.
8. prepare and submit to the President a summary report for the Board and Council records.
9. be represented on the Council by the committee chair.

H. *Web ,Site Committee:* This committee shall ....

1. be chaired by a member of GAGC who .....
  - has exhibited long-standing committee and service to the organization and who has an understanding of the organization, its operation and history,
  - has been a member of NAGC for a substantial time and has an understanding of the organization, its operation , and history.

- Has a strong background in gifted education
  - Possesses a working knowledge of computer technology sufficient to perform the required tasks.
2. monitor the site on a regular basis, at least weekly
  3. monitor the function of links and facilitate repair as needed
  4. report problems to the webmaster in a timely manner
  5. select information, format as necessary, and forward to the webmaster to be posted.
  6. keep records of e-mail requests and responses.
  7. respond to requests in a timely manner
  8. prepare and submit a written report of activity for the Board and Council records.
  9. serve on the GAGC Council.
- I. *Publications Editorial Board:*
    1. consist of the current President and 3-5 members of GAGC who represent a cross-section of interests and points of view (parents, educators, colleges, etc.)
    2. be appointed by the President with the approval of the full board
    3. review publications for appropriateness as related to gifted education and the mission of GAGC upon request.
  - J. *President's Advisory Committee:*
    1. The Advisory Council will consist of past presidents of the organization.
    2. Members will advise the current President on issues upon request.
    3. Members are welcome, but not required, to attend Executive Council meetings.

#### *Article VII - Executive Council*

Section 1 - The Executive Council shall be comprised of: the Executive Board of the Corporation, the chair of each Standing Committee, ad hoc committee chairs, a representative from each RESA district, a university liaison, a business liaison, an NAGC liaison, a State Department of Education liaison, and an Historian.

Section 2 - This Council is empowered to vote and act on business that may require attention in the interim between meetings of the Corporation.

#### *Article VIII - Meetings*

Section 1 - Meetings of the Membership

- A. There shall be at least one (1) annual meeting of the members of the Corporation.
- B. The number and time of annual meetings shall be determined by a majority vote of the Executive Board. Dates of meetings will be set at the March Council meeting. Members shall be reminded of the dates of meetings in the Board and Council Meeting minutes, by e-mail, or written notice as the Board and Council deem appropriate.
- C. Special meetings of the members can be called by the President. Written notice of such meeting(s) shall be delivered by the President of least thirty (30) days prior to the meeting.
- D. Special meetings of the members shall be called by the President upon receipt of a petition signed by one hundred (100) members of the Corporation or a petition signed by ten (10) members of the Executive Council members.

Section 2 - Meetings of the Executive Board

- A. There shall be at least one (1) annual meeting of the Executive Board.
- B. The number and time of meetings of the Executive board shall be set by the President. Dates of meetings will be set at the March Council meeting. . Members shall be reminded of the dates of meetings in the Board and Council Meeting minutes, by e-mail, or written notice as the Board and Council deem appropriate.
- C. Executive Board members will be reminded of the place and time of meetings in a timely manner.
- D. Special meetings of the Executive Board can be called by the President. Written notice of such meeting shall be mailed to Board members no later than fourteen (14) days prior to the meeting.
- E. Special meetings of the Executive Board shall be called by the President following receipt of a petition signed by three (3) members of the Board.
- F. Three members of the Executive Board shall constitute a quorum.

Section 3 - Meetings of the Executive Council

- A. There shall be at least one (1) annual meeting of the Executive Council.
- B. The number and time of meetings of the Executive Council shall be set by the President. Dates of meetings will be set at the March Council meeting. Members shall be reminded of the dates of meetings in the Board and Council Meeting minutes, by e-mail, or written notice as the Board and Council deem appropriate.
- C. Special meetings of the Executive Council can be called by the President. Written notice of such meeting shall be mailed to Board members no later than fourteen (14) days prior to the meeting.
- D. Special meetings of the Executive Council shall be called by the President following receipt of a petition signed by ten (10) members of the Executive Council.
- E. One-third (1/3) of the filled positions of the Executive Council shall constitute a quorum.

*Article IX - By Laws Amendments*

Section 1 - These By Laws may be amended by simple majority of the members participating in a vote of such purpose.

Section 2 - The Executive Board shall submit recommendations for By Laws amendments to the membership no less than thirty (30) days before the members' votes are to be cast.

Section 3 - A vote to amend the By Laws may be held at an annual or special meeting of the members or by mail. If the vote is conducted by mail, members must return their ballots within thirty (30) days following the delivery postmark of the ballot.

Section 4 - Suggestions for amendments to these By Laws may be submitted to the Executive Board for consideration. If the suggested amendments are endorsed by the signatures of ten (10) members, the President must present the suggestions to the Executive Council for consideration.

*Article X - Corporation Logo*

Section 1 – The logo of the Corporation shall appear on all publications, stationery, programs, etc.

*Article XI - Local Chapter Affiliation*

Section 1 - Local chapters desiring to affiliate with the Corporation shall submit written By Laws, a list of officers with addresses and phone numbers, and a membership list with addresses. A local chapter shall have a minimum of ten members in order to affiliate with the Corporation.

Section 2 - The local chapter By Laws must be compatible with, but not necessarily identical to, the Articles of Incorporation and the By Laws of the Corporation. This is to allow as much flexibility and autonomy as possible to local chapters in organizing and functioning, while providing a structure for concerted action on a state-wide basis.

Section 3 - Local chapters shall pay dues to the Corporation as determined by the Executive Board.

Section 4 - Local chapters shall provide a yearly update of chapter activities to the chair of the Local Chapter Assistance Committee.

Section 5 - The local chapters shall not speak for or incur financial obligation in the name of the Corporation unless written approval is given by the President of this Corporation.

*Article XII - Dissolution of the Corporation*

In the event of the dissolution of this Corporation, to the extent allowed under applicable law, all of the assets of the Corporation shall be distributed to, or its assets shall be sold and the proceeds distributed to another organization(s), operating exclusively for religious, charitable, scientific, literary or educational purposes, which shall be selected by the Executive Board of the Corporation.

Adopted February 1985

Revised, March 1989

Revised, July 1992

Revised January 2001

Revised December 2001

_____	_____
President	Date
_____	_____
Secretary	Date

# LOCAL CHAPTER AFFILIATION INFORMATION

## **Definition of “Affiliate Organization/Local Chapter” –**

An **Affiliate Organization/Local Chapter** is a nonprofit organization that has paid memberships and elected officers and is governed by a set of by-laws that share the mission of GAGC. Local chapters operate on a voluntary system and work closely with school districts; they may work specifically for one school district or they can be regional organized and serve multiple school districts.

### **Benefits of Local Chapter Affiliation**

- a voice in GAGC
- advocacy for gifted students at the local and state levels
- reduced membership dues for the state association
- reduced registration at the annual conference
- copies of the GAGC brochures upon request
- opportunity to network with other local chapters
- quarterly issues of the GAGC newsletter

### **SOME CONSIDERATIONS WHEN STARTING A LOCAL CHAPTER**

**Should you join a parent and educators support group? What goes on in such a group?**

Members may .....

- Help educate each other on effective strategies for working with gifted children.
- Share ideas for enjoyable games and activities that stimulate creativity.
- Establish volunteer programs for organizing field trips, after school and weekend classes and other opportunities for gifted children to get together.
- Purchase informational and instructional materials for professionals and parents that can be donated to community and school libraries.
- Coordinate services of community resources (e.g. museums, businesses, mentorship programs, etc.) and those of local colleges and universities.
- Voice support to a school district's administration for the need for an organized program by accelerating and enriching the curriculum.

**If there isn't a support organization to join, should you start one?** Pat Davies of New York offers the following considerations for starting a group:

1. A core of advocates (two or three) need to plan and conduct a public meeting to establish contact with other people sharing your concerns. (Remember to have a sign-in arrangement requesting: name, address, phone number, specific questions and areas for volunteered help).
2. Invite a speaker – a local administrator who is “pro” gifted education, a professional in the field, the local district gifted education coordinator, or a representative from another group.
3. Select a steering committee with geographic representation to plan and work together in establishing and running the chapter for one year.. This committee will be responsible for:
  - a. drafting goals and objectives,
  - b. drafting local chapter by-laws,
  - c. drafting a list of potential officers,
  - d. projecting a budget,
  - e. establishing dues, and
  - f. planning programs based on expressed interests

4. The agenda for the second meeting should include all steering committee activity. By-laws should be reviewed, revised, and adopted; officers elected (if steering committee will not function for the first year), committee responsibilities described, and volunteers enlisted to serve on them. In addition, dates and programs for future meetings should be established.

## **STARTING YOUR LOCAL CHAPTER: STEP BY STEP**

### **Phase I — BRAINSTORM**

- I. Find a nucleus of parents who share your concern for the needs of gifted children. Meet and share!
- II. Evaluate the needs of your particular community; what is and is not happening for gifted children; set goals and objectives for the chapter.

### **Phase II — ORGANIZE**

- I. Carefully choose a name for your chapter. Make it say exactly what the organization IS.
- II. Write by-laws, set association dues, open bank account, incorporate your local chapter, apply for non-profit/tax exempt status, establish a post office/mail box address, and apply for affiliation with GAGC.
- III. Select an executive board (minimum of three people)
- IV. Set regular association meeting time.
- V. Involve your schools. Present needs to school officials in an organized and professional manner. Talk about needs of gifted children, not your own child... you will meet with more success with this approach! Include school personnel (administration and teachers) in your meetings.
- VI. Plan publicity. Contact radio, TV, newspapers, school information sheets and school building newsletters, PTA, community service organizations.
- VII. Maintain contact with state and area chapter organizations. Affiliate in order to be put on their mailing lists. Encourage members to attend the annual state conference. LOTS of information is available here each year.

### **Phase III — ESTABLISH AND MAINTAIN**

- I. Publish a newsletter to keep members informed about local and state matters; review articles and periodicals; review and preview association meetings.
- II. Get some committees functioning. It is vital to get as many individuals actively involved as possible. Some possibilities might be: Program, Legislation, Membership, Library, Community Resources, School Liaison, Newsletter, Speakers Bureau. Establish only those committees that will really function and aid the group.
- III. As your organization grows, investigate obtaining a postal permit and bulk mailing rates. To do this, you must fill out forms with the postmaster. There is an initial cost for the permit and an annual renewal fee. This provides reduced mailing cost throughout the year. The minimum number of items that can be mailed using a bulk mail permit is 200. Parents can often attend these.

## SAMPLE AGENDA FOR A CHAPTER ORGANIZATIONAL MEETING

- A. Welcome and introduction of leaders (steering committee).
- B. Find out what schools are represented. If possible, plan an "ice breaker," such as go around the table introducing yourselves and telling one concern about gifted/talented education in your local school community and one positive aspect of gifted/talented education in your local school community.
- C. Discuss possible *goals* of a local chapter:
  - 1. Divide into small groups.
  - 2. Provide each group with a large sheet of paper and a marker.
  - 3. Each group should select a recorder.
  - 4. Ask each group to suggest goals for the local chapter. Remind the group that every idea suggested goes down on paper, even if only one person wants it. Encourage the group members to keep their ideas brief so many can be recorded. (You can always get an explanation later if it is needed.)
  - 5. Ask each group to select three of their ideas to share with the large group.
- D. Discuss possible chapter *activities*:
  - 1. Use the same groups or form new groups.
  - 2. Remind the groups of the ground rules from above.
  - 3. Ask each group to list many things a local chapter can do to accomplish goals listed previously.
  - 4. Ask each group to select three ideas to share with the large group.
- E. Discuss possible chapter *programs*:
  - 1. Use the same groups or form new groups.
  - 2. Remind the groups of the ground rules from above.
  - 3. Ask each group to list topics they would like covered at future meetings.
  - 4. Ask each group to select three ideas to share with the large group
- F. Collect the sheets from both activities and save for future reference.
- G. Select a small steering committee that will plan future meetings, begin work on drafting proposed chapter by-laws. and present a list of potential officers for the chapter.
- H. Adjourn at a reasonable time. REMEMBER, you cannot solve all the problems concerning gifted education in one night. Set a beginning and ending time for each meeting and STICK TO IT! Do not allow disgruntled parents to monopolize the meeting by using the group as a place to vent bad experiences. Keep a positive attitude about gifted education.

# **SAMPLE CHAPTER BY-LAWS**

## **ARTICLE I - NAME**

- 1.1 The name of this organization shall be \_\_\_\_\_.
- 1.2 It shall be a duly affiliated chapter of GEORGIA ASSOCIATION FOR GIFTED CHILDREN.

## **ARTICLE II - PURPOSE**

- 2.1 The purposes of this association are to serve as a public advocate for the gifted and to disseminate information to parents and interested persons concerning gifted students.

## **ARTICLE III - MEMBERSHIP**

- 3.1 Membership shall be open to any individual desiring to foster the purposes of this association.
- 3.2 Each member shall be entitled to one vote.
- 3.3 Membership dues are set annually by the board.

## **ARTICLE IV - OFFICERS**

- 4.1 The elected officers of this association shall be a president, vice president, secretary, and treasurer.
- 4.2 The officers shall be members in good standing who are elected by the membership at the annual meeting to serve a term of one year.

## **ARTICLE V - DUTIES OF OFFICERS**

- 5.1 President: To preside over all meetings and appoint all committees.
- 5.2 Vice-President: To perform the duties of the president in the absence of the president.
- 5.3 Secretary: To record attendance at all meetings, to take the minutes of all meetings, to keep a list of the membership, to conduct the correspondence of the association.
- 5.4 Treasurer: To keep and maintain the financial records of the association.

## **ARTICLE VI - EXECUTIVE BOARD**

- 6.1 The executive board shall consist of the officers of the association and the chairpersons of all standing committees.
- 6.2 Meetings of the executive board shall be held monthly. Special meetings may be called by the president.

## **ARTICLE VII - MEETINGS**

- 7.1 Annual meeting: An annual meeting of the chapter shall be held each year at the call of the president or two members of the executive board.
- 7.2 Regular meeting: Regular meetings shall be held a minimum of four times during the year.

### **ARTICLE VIII - COMMITTEES**

- 8.1 There shall be standing committees as provided for in this article and any special ad hoc committees as authorized by the board.
  - 1. Publicity committee — shall notify members of upcoming meetings. Submits articles on regular meetings to the local and/or school newspaper.
  - 2. Program committees shall have the responsibility of planning programs for regular meetings.
  - 3. Nominating committee — shall present the nominees for officers.

### **ARTICLE IX - AMENDMENTS**

- 9.1 Amendments to these by-laws may be made at any meeting of the general membership by a two-thirds vote of those present. Notification in writing shall go to each member at least two weeks before the meeting at which the voting is to take place.

## HELPFUL HINTS FOR NEW CHAPTERS

- I. Elect officers in May
  - A. Executive officers prepare for coming school year
  - B. Complete *Local Chapter Annual Report*; send to GAGC (Due July 1)
  - C. Participate in leadership training in September
  - D. Send in final rosters/membership and dues in October (No later than December)
  
- II. Recruit new members
  - A. Submit a news release to local paper
  - B. Send a flyer home with students
  - C. Contact teachers and administrators for names of potentially interested persons
  - D. Display posters in local shopping centers, stores, libraries and schools
  - E. Print a notice in the school district newsletter and/or community flyer
  - F. Make announcements at school functions (PTA, etc.)
  - G. Air announcements on a local radio station
  
- III. Make long-term and short-term goals then pursue them. Don't detour.
  
- IV. Delegate authority.
  
- V. Make use of every single member — even those who cannot attend. Give each person more than one reason for attending the meeting.
  
- VI. Involve school people and other community members from the beginning. Many community groups and local businesses have an interest in gifted education.
  
- VII. Press releases and informational news stories submitted to your local newspaper increase public awareness. Include pictures. Select one of your members as public relations person.
  
- VIII. Remember that the school is not the "enemy." It represents your best chance of securing appropriate educational opportunities for gifted children.

## SUGGESTIONS FOR SPEAKERS FOR CHAPTER PROGRAMS

GAGC President

GAGC Local Chapter Chair

Georgia Department of Education Administrator (Gifted Education Specialist) for Gifted Programs

Local Gifted Education Coordinator/Supervisor

Local gifted education teacher(s)

Gifted Education Coordinators/Supervisors from neighboring districts

National Association for Gifted Children officers, representative, or board member

College/University gifted education instructors

Local doctors who have information on gifted children

Local psychologists who have expertise on gifted children

School board members

Panel of parents of gifted children

Panel of gifted students or alumni of your local gifted program

Legislators — state and local

Writers

Inventors

Your local district:   director of curriculum  
                                  elementary/secondary principals  
                                  media specialists  
                                  counselor(s)

Business and community leaders

National experts who may be visiting in your state or area

Curriculum Fair

## PROGRAM IDEAS

### **Everything You Have Wanted to Ask About Your Child — But Have Been Afraid To Ask:**

Parent-Teacher Conference Guidance Panel — School psychologist, guidance counselor, and teacher or administrator

### **Advocacy – Why and How**

Expert presents the needs of gifted students and suggestions for advocating for the gifted.

### **Bits 'n Pieces:**

Local gifted students share their talents - Original poetry, artwork, music, etc.

### **Meet the President of the State Association for Gifted:**

Invite the president of GAGC to speak

### **Educational Reform and the Gifted**

Panel discussion by school board members, teachers, administrators, and parent representatives, moderated by Gifted Program Coordinator/Supervisor

### **Open House at Gifted Center(s):**

Visit district resource room(s) for the gifted

### **Curriculum Showcase:**

Display of projects resulting from curriculum for the gifted program

### **Spotlight on High School**

Short presentations by secondary students, teachers, and administrators

### **A Fireside Chat With \_\_\_\_\_:**

Ex: Superintendent of Schools shares his/her views on \_\_\_\_\_

### **Junior Great Books Demonstration:**

Participants read and discuss a selection to get a feel of this program

### **So You Have a Budding Scientist — So What?**

"Hands-on" techniques from a science consultant. (This could be a science teacher or a scientist from industry.)

### **The Spotlight is on You:**

Brainstorm the bridging of the classroom and community - discuss opportunities for parents and students to have input and impact on community government

### **Middle School and the Gifted**

Students present an evening of entertainment and information as related to gifted education services and opportunities

### **Administrators Answer Your Questions:**

Twenty-one questions concerning education of gifted children presented to school system personnel such as Assistant Superintendent for Instruction and selected principals.

**Laying a Foundation for Development of Talent:**

Background information on factors that nurture or hinder mental and creative development  
— coordinator for gifted programs or college instructor.

**A Close Look at MENSA:**

Discussion of special interest group for those under 18

**Potpourri —What's Your Bag?**

Presentation of opportunities available to gifted students

**The Future of Gifted Education in Anywhere School District**

Panel discussion by local school personnel regarding problem areas and expectations

**Open House:**

Informal get together at someone's home or a local school

**Awards Ceremony:**

Recognition of outstanding accomplishments of local gifted students, teachers, or parent volunteers; special entertainment provided by middle or high school students.

**Human And Legal Rights Of The Exceptional School Age Child:**

Panel discussion of attitudes towards education of the gifted child. Keynote speaker: State Department of Education Specialist; Administrators, teachers, etc.;

**75 Ways To Provide Creativity In The Home**

Teacher or parent with expertise in field of creativity

**You're Making It Happen:**

State Legislative Chairperson, Chair of the House (or Senate) Education Committee

**Mirror, Mirror:**

Local chapter takes a good look at where they have been and where they are going

**Social And Emotional Development of the Gifted:**

Elementary counselor, social worker and school psychologist train parents in techniques and methods to consider when dealing with the social and emotional development of their gifted child

## SUCCESSFULLY MAINTAINING A CHAPTER

- I. Maintain a positive attitude toward the school district.
  - A. Send newsletters to all school buildings, principals, administrators, counselors, school board members, and gifted program teachers
  - B. Participate in meetings with interested school personnel
  - C. Attend school board meetings and make regular presentations about your activities
  - D. Be supportive to the program coordinator/supervisor, and be helpful in compiling materials
  - E. Volunteer in the gifted program; set up a volunteer pool
  - F. Visit the schools to encourage them to think about program improvements and/or ways to expand the gifted program
  - G. Provide brochures about the local chapter for parent-teacher conferences
  - H. Feature one, or more, schools at your meetings; invite the principal and contact representative
  - I. Participate in starting a gifted summer program
  - J. Work for legislation for gifted students
  
- II. Provide services for the members
  - A. Have regular meetings featuring speakers on subjects related to gifted education and of interest to your parents
  - B. Maintain a library of up-to-date materials about the gifted for members to check out
  - C. Provide all members with names, addresses and telephone numbers of key people in the local chapter and local school district program
  - D. Provide a handbook for parents
  - E. Send newsletters regularly to announce meetings, give new information and sample ideas of things parents can do with their children
  - F. Keep members up to date on legislation pertaining to gifted education and education in general
  - G. Support one another
  - H. Participate in volunteer organizations
  
- III. Provide Activities/Services for gifted children
  - A. Plan special field trips
  - B. Plan ways for those with similar areas of interest to share time together
  - C. Have speakers on topics of interest to gifted children
  - D. Plan parties, picnics, and outings just for fun
  
- IV. Public Relations
  - A. Submit articles regularly to the local newspaper. Announce every chapter meeting at least one week in advance. Follow up each meeting with an article summarizing what took place at the meeting.
  - B. Encourage local radio and television stations to focus on the issue of gifted education by announcing upcoming events and giving coverage to the local chapter or school district. Air Public Service Announcements for "Gifted Education Day in Georgia."
  - C. Raise money to be used for training volunteer leaders, sending teachers to conferences, and helping the coordinator go to seminars.
  - D. Seek the cooperation of the League of Women Voters, Junior League, etc., in furthering interest in gifted programming.

## **Instructions for Affiliating with the *Georgia Association for Gifted Children***

### **GENERAL**

A Local Chapter is usually organized around geographic or political boundaries that meet the needs of the local community. The major purpose of the Local Chapter must be to support gifted students and their education. In order for a Local Chapter to affiliate with Georgia Association for Gifted Children, they must:

1. Have elected officers such as President, Vice-President, Secretary and Treasurer OR the chapter may choose to elect a Steering Committee to govern at the onset of the organization.
2. Have an adopted set of By-Laws. These By-Laws must accompany the application for affiliating with Georgia Association for Gifted Children. Any time the By-Laws are amended, an amended copy of the By-Laws must be sent to the GAGC Chair of the Local Chapter Assistance Committee.
3. Complete the Local Chapter Affiliate Application (see Appendix) and forward to:  
***GAGC, 1579F Monroe Drive, #321, Atlanta, GA 30324.***

### **MEMBERSHIP**

Affiliate membership (currently \$10) is less than 50% of the cost of regular membership dues (currently \$25). Local Chapters set their chapter dues to include the GAGC affiliate fee and forward a membership roster and \$10 for each name on the roster to GAGC. Affiliate membership, by way of the Local Chapter, entitles a member to all the benefits of a regular member, as well as, that of the local chapter.

### **ANNUAL REPORT**

A Local Chapter affiliated with GAGC must submit an annual report at the conclusion of each school year. This annual report shall include: a list of newly elected officers for the next school year, a list of committee chairs that may be contact people for GAGC activities, a narrative report of the activities of the Local Chapter for the past school year, and projected goals for the next school year. Information provided in this report related to chapter activities is included in the fall issue of the GAGC newsletter in order to assist other chapters with ideas. The *Local Chapter Annual Report* (see Appendix) is due by July 1st and should be mailed to: ***GAGC, 1579F Monroe Drive, #321, Atlanta, GA 30324.***

If you have other questions about Local Chapter affiliation with GAGC, contact the Local Chapter Chair as listed on the GAGC roster (see Appendix). (S)he will be happy to answer your questions or direct you to appropriate person.

**GAGC LOVES LOCAL CHAPTER AFFILIATES!**

# **ADVOCACY**

## WHY SHOULD GIFTED EDUCATION BE SUPPORTED?

This question is often asked in a confrontational manner by those who believe that gifted individuals do not need special educational provisions. Some sincerely feel that truly gifted children will remain gifted and fulfill their educational needs on their own. Others feel that if teachers are doing their job, the gifted should be able to get by without the special attention that other atypical learners need. The following are some ideas that those who hold such views must be asked to consider.

1. *Gifted learners must be given stimulating educational experiences appropriate to their level of ability if they are to realize their potential.* Giftedness arises from an interaction between innate capabilities and an environment that challenges and stimulates to bring forth high levels of ability and talent. These challenges must be available throughout the individual's lifetime for high levels of actualization of ability and talent to result. According to research on the nature of intelligence and the brain, we either progress or we regress, depending on our participation in stimulation appropriate to our level of development.
2. *Each person has the right to learn and to be provided challenges for learning at the most appropriate level where growth proceeds most effectively.* Our political and social system is based on democratic principles. The school as an extension of those principles must provide an equal educational opportunity for all children to develop to their fullest potential. This means allowing gifted students the opportunity to learn at their level of development. For truly equal opportunity, a variety of learning experiences must be available at many levels.
3. *At present, only slightly more than one-half of the possible gifted learners in the United States are reported to be receiving education appropriate to their needs.* There is physical and psychological pain in being thwarted, discouraged and diminished as a person. To have ability, to feel power you are never allowed to use, can become traumatic. Many researchers consider the gifted as the largest group of underachievers in education.
4. *Traditional education currently does not sufficiently value bright minds.* Gifted children often enter school having already developed many of their basic skills. Almost from the first day they sense isolation, as others consider them different. Schools are not sufficiently individualized or flexible to allow modification in structure and organization. Most schools seek to develop skills that allow participation in society, not the re-creation of that society.
5. *When given the opportunity, gifted students can use their vast amount of knowledge to serve as a background for unlimited learning.* When the needs of the gifted are considered and the educational program is designed to meet these needs, these students make significant gains in achievement, and their sense of competence and well-being is enhanced.
6. *Providing for our finest minds allows both individual and societal needs to be met.* Contributions to society in all areas of human endeavor come in over weighted proportions from this population of individuals. Society needs the gifted adult to play a far more demanding and innovative role than that required of the more typical learner. We need integrated, highly functioning persons to carry out those tasks that will lead all of us to a satisfying, fulfilling future.

## **BUILDING ADVOCACY**

An individual becomes an advocate when (s)he argues for, supports, or defends a cause (s)he believes to be important. Advocacy, as it relates to the needs of gifted and talented students, is an effort to educate the general public, administrators, teachers, and public officials about appropriate education for these able learners. Through advocacy, parents have the ability to set a climate in which society understands that meeting the educational needs of highly able students is worthwhile and necessary. Effective advocacy requires involvement and a commitment. Advocates must be well informed on the topic of gifted education.

### **THE PROCESS OF ADVOCACY - COMMUNITY & LEGISLATIVE**

#### **DO**

- Be well-informed; Learn the Georgia definition of a gifted child and eligibility criteria
- Volunteer to be a room parent.
- Visit the principal and volunteer to help.
- Attend parent meetings and become active in the PTA/PTO.
- Attend school board meetings even when gifted education is not the topic.
- Show interest in the total school program.
- Tell school personnel when they do something well.
- Offer your time, skills and/or resources.
- Build trust and goodwill with your school.
- Educate decision makers by providing articles with important information highlighted.
- Respect decision makers' time - be brief.
- Clearly outline your child's needs; Provide documentation of facts and results
- Contact business and professional leaders.
- Support all educational programs and agencies.
- Network with an organized group of parents with a well-defined purpose.
- Involve teachers, consultants and school staff in your planning.
- Develop people skills of communication - assertiveness, publication, and presentation.
- Remain polite and available.
- Thank decision makers for funds that have been provided.
- Promote the *educational services*, not the labels for individuals.
- Monitor all legislation and policy development that affects gifted education. For example: class size, education reform programs, general education, funding levels, curriculum and textbook selection, teacher certification, etc..
- Make personal contact with your state congressional representative through person-to-person meetings, telephone calls, letters, etc.
- Make your phone call brief, state clearly what you want your state congressional representative to do and be prepared to answer questions.
- Follow up the phone call with a letter - Address your letter to the congressional representative using The Honorable John Doe. In the greeting of your letter, use "Dear Senator Doe" or "Dear Representative Doe"; make your points in the first

paragraph and be brief; close with what you want your congressional representative to do, and include your address and phone number.

- Make an appointment for a person-to-person visit and ask how much time you will have. State clearly what you want your state congressional representative to do. For example: vote for or against legislation, sponsor legislation. Rely on the facts and avoid emotional arguments, threats of political influence or demands. Be political - explain the relevance of this issue. Ask for the legislator's view on the subject and how he or she intends to vote. Leave a written statement with your name, address and telephone number.
- Send your congressional representative a thank you note after the decision has been made.
- Keep the lines of communication open, even if a legislator does not support your cause. (S)he may be able to help in the future.

## DON'T

- Constantly talk about your child, and quote test and IQ scores.
- Frequently criticize teachers, the principal, and the school system.
- Make the staff dread to see you coming.
- Appear to know all the answers; instead, ask, "How might we resolve this issue?"
- Use your child as an example at the local level.
- Focus on your child alone.
- Threaten decision makers.
- Remind them that you are a taxpayer and voter.
- Tell them they can be voted out of office.

# National Association for Gifted Children

## Position Papers

**NAGC is a non-profit organization of parents, teachers, educators, community leaders and other professionals who unite to address the unique needs of all children and youth with demonstrated gifts and talents as well as those who may be able to develop their talent potential with appropriate educational experiences. The following “Position Papers” have been published to assist parents and educators when advocating for the gifted.**

### **ABILITY GROUPING**

The National Association for Gifted Children (NAGC) periodically issues policy statements that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources and encouragement for all students.

The practice of grouping, enabling students with advanced abilities and/or performance to be grouped together to receive appropriately challenging instruction, has recently come under attack. NAGC wishes to reaffirm the importance of grouping for instruction of gifted students. Grouping allows for more appropriate, rapid, and advanced instruction that matches the rapidly developing skills and capabilities of gifted students.

Special attention should be given to the identification of gifted and talented students who may not be identified through traditional assessment methods (including economically disadvantaged individuals, individuals of limited English proficiency, and individuals with handicaps) to help them participate effectively in special grouping programs.

Strong research evidence supports the effectiveness of ability grouping for gifted students in accelerated classes, enrichment programs, and advanced placement programs. Ability and performance grouping has been used extensively in programs for musically and artistically gifted students and for athletically talented students with little argument. Grouping is a necessary component of every graduate and professional preparation program, such as law, medicine, and the sciences. It is an accepted practice that is used extensively in the education programs in almost every country in the western world.

NAGC does not endorse a tracking system that sorts all children into fixed layers in the school system with little attention to particular content, student motivation, past accomplishment or present potential.

### **ACCELERATION**

The National Association for Gifted Children (NAGC) periodically issues policy statements that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning

characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and who believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

The practice of educational acceleration has long been used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capability, to provide an appropriate level of challenge and to reduce the timer period necessary for students to complete traditional schooling. When acceleration has been effective in achieving these goals, highly capable individuals are prepared to begin contributing to society at an earlier age. Although instructional adaptations, such as compacting, telescoping, and curriculum revision, which allow more economic use of time are desirable practices for exceptionally talented students, there are situations in which such modifications are insufficient in fulfilling the academic potential of all highly capable children. Personal acceleration is called for in these cases.

Personal acceleration involves moving a student through the traditional education organization more quickly and includes such practices as grade skipping, concurrent enrollment in two grades, early entrance into kindergarten or college, credit by examination, combining three years of middle school into two, acceleration in particular content areas, and dual enrollment in high school and college. Students may be accelerated in one discipline or across disciplines.

Research documents the academic benefits and positive outcomes of personal acceleration for carefully selected students. Decisions about the appropriateness of personal acceleration and the extent of acceleration for a given student should include examination of student preferences and disposition relative to the decision, the student's intellectual and academic profile, and social readiness. Other factors which enhance the success of personal acceleration are positive attitudes of teachers, timeliness of the decision, parent support, and the careful monitoring of new placements with a clearly articulated option to return to the earlier setting without penalty.

### **COMPETENCIES NEEDED BY TEACHERS OF GIFTED AND TALENTED STUDENTS**

The National Association for Gifted Children (NAGC) periodically issues policy statements that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

NAGC believes that all children deserve the highest quality of instruction possible and that such instruction will only occur when teachers are aware of and able to respond to the unique qualities and characteristics of the students they instruct. Gifted and talented students present a particular challenge and often experience inadequate and inappropriate education. To provide appropriate learning experiences for gifted and talented students, teachers need to possess:

- knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence;

- knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations;
- knowledge of and access to advanced content and ideas;
- an ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students; and
- an ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.

NAGC believes that these competencies, in addition to those required for good teaching and learning in general, such as modeling openness, curiosity, and enthusiasm, are necessary for teachers of gifted and talented students. NAGC also believes that educational experiences through comprehensive programming must be available for teachers to develop these competencies.

### **MANDATED EDUCATIONAL OPPORTUNITIES FOR GIFTED AND TALENTED STUDENTS**

The National Association for Gifted Children (NAGC) periodically issues policy statements that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

The National Association for Gifted Children supports mandating services to meet the unique needs of gifted and talented children.

Numerous studies, including the federal report "National Excellence: A Case for Developing America's Talent," released in November 1993, have documented that the needs of our nation's gifted and talented students are not being met. Programs for these students are currently viewed as extracurricular and are available only on a limited basis in some school systems, money permitting. The needs of gifted and talented students have been well documented by research and federal studies.

To educate all our children allow America to compete in a global economy and all fields of human endeavor, the nation must provide an environment in which gifted and talented students, along with all of our children, can reach their full potential.

## *Middle Schools*

The National Association for Gifted Children (NAGC) periodically issues policy statements that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

NAGC applauds and supports the fundamental principles of the Middle School movement. We endorse in particular:

- an emphasis on individual student needs;
- teaching thinking strategies and decision-making;
- teacher as facilitator, rather than knowledge-giver;
- interdisciplinary curricula;
- encouraging students to work at their own pace;
- student membership in a "family" or home group;
- extension of learning beyond the textbooks.

In addition, NAGC believes that the flexible use of grouping for instruction and accelerated programs in content fields to match students' advanced abilities and knowledge can meet the needs of gifted students while maintaining the important social goals of the Middle School movement.

# **PARENTING**

## WHO ARE THE GIFTED?

*Intelligence* and *giftedness*, the labels for high intelligence, have been defined in many ways. Terman (1925) used the term intelligence to mean *that which is measured by intelligence tests* - those who score in the upper 2% on such a test could be spoken of as gifted. Witty (1951) believed that giftedness needed no referent to intelligence but could be described as being possessed by those whose performance was consistently remarkable in any potentially valuable area. According to Renzulli (1986), the purpose of special programs and services for high potential students is to **develop** gifted behaviors in well above average ability students. Renzulli maintains that gifted behaviors result from developing creativity and task commitment in high ability students and bringing these behaviors to bear on specific areas of interest and involvement. The Federal definition as reflected in the Education Consolidation and Improvement Act (1981) and reflected in most of the state legislation for service to gifted students refers to gifted and talented children as,

“children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capability.” (Sec. 582)

All of the definitions mentioned have two things in common, (1) the reliance on behavior and the measurement of behavior to identify the gifted individual, and (2) the rejection of a unitary concept of intelligence to serve as a base for defining giftedness.

Those who base their definition on a theory of intelligence consider giftedness to be the highest expression of any of seven separate intelligences (Gardner, 1983), or an advanced and accelerated development of functions – cognitive, affective, physical, and intuitive – within the brain acting in an interdependent and integrative manner (Clark, 1988). Either definition recognizes that because of the biological base, intelligence, and therefore, giftedness, is dynamic and interactive, that is, influenced by both the genetic endowment and the environmental opportunities provided. This view of giftedness takes advantage of the data now available on the implications of brain research to learning and development and of the interactive nature of the brain’s functioning.

***Regardless of the definition you choose there is agreement that a gifted individual is someone who demonstrates or has the potential for demonstrating an exceptional level of ability in any one or combination of various forms of expression.*** For this reason no one sample of behavior, obtained by a test or through an observation, is enough to identify the exceptional ability of an individual. Although a test can certainly give clues that more testing and observation should be sought, a wide range of behaviors must be sampled if proper identification and placement are to be made.

It is also commonly agreed by all those defining giftedness that some type of service beyond that provided in most classrooms must be available if the individual’s exceptional ability is to be developed to its fullest potential and is not to be lost or denied.

Most of the definitions of gifted individuals lead to the observation that they exhibit unique characteristics that can serve as the basis for identification and modifications in curricular planning. When these characteristics are used in educational planning the program is said to be ***differentiated***. When a program is planned with a specific gifted student in mind, the program is ***individualized***. Differentiation and individualization can include all facets of the curriculum including the content, the process, and the products of instruction. These practices ensure that the needs of the gifted individual will be met.

While there may be many definitions of intelligence and giftedness there are important commonalities that allow appropriate educational experiences to be planned for these unique individuals.

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Terman, L. (1925). Mental and physical traits of a thousand gifted children. In L. Terman (Ed.), *Genetic studies of genius* (Vol. IV). Stanford, CA: Stanford University Press.

Witty, P. (Ed.). (1951). *The Gifted Child*. Boston: Heath.

## GENERAL CAUSES OF STRESS AMONG GIFTED CHILDREN

- Parents expecting me to be perfect
- Parents expecting me to have perfect friends
- The pressure to do drugs
- Being made fun of by other kids
- The pressure of grades
- The loss of a friend
- Parents who fight
- Parents who constantly expect me to out do previous achievements
- Having a depressed friend
- Having too much to do
- Teachers expecting too much (because I'm gifted)
- Getting in fights with people
- Feeling like I have to compete or do better than my friends or siblings
- Lack of common interests with others
- People saying dumb or hurtful things
- Not being able to communicate with others effectively
- Kids getting angry at me for knowing the answers
- Brothers and sisters getting on my nerves
- Teachers who embarrass me

## **Annotated List of Internet Websites Related to Gifted Education**

**(Note: Source unknown - GAGC accepts no responsibility for accuracy of web site addresses or content presented)**

### ***National Association for Gifted Learners (NAGC) - [www.nagc.org](http://www.nagc.org)***

NAGC is a nonprofit organization of parents, educators, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents, as well as those children who may be able to develop their talent potential with appropriate educational experiences of parents, teachers, educators, community leaders and other professionals. This website includes a variety of information including the definitions of giftedness, the characteristics of various areas of giftedness, and information supporting gifted education programs.

### ***KidSource - [www.kidsource.com](http://www.kidsource.com)***

This website includes the following information:

- how parents can support gifted children
- giftedness: What's it all about?
- differentiating the curriculum for gifted students
- underachieving gifted students
- providing curriculum alternatives to motivate gifted students
- social-emotional development of the gifted
- ADHD and the gifted
- stress management for the gifted.

### ***American Association for Gifted Children - [www.aagc.org/main.html](http://www.aagc.org/main.html)***

This website has resources regarding identification and testing, characteristics and traits of gifted preschoolers, enrichment activities, and resources and information for parents.

### ***Parent Pals - <http://parentpals.com>***

A site for parents and professionals to share information and support each other. Information includes suggested books, general information on gifted screenings and evaluations; glossary of gifted terms, gifted products, gifted organizations and gifted articles.

### ***Supporting Emotional Needs of the Gifted (SENG) – [www.SENGifted.org](http://www.SENGifted.org)***

This website provides information about identification, guidance, and effective ways to live and work with people who are gifted.

### ***Hoagie's Gifted Education Page - <http://www.hoagiesgifted.org/>***

This site contains information for teachers, parents, and children including: characteristics of the gifted, highly gifted, traditional school vs. home schooling the gifted, professional books, counseling the gifted, grouping practices, booklists/software, contests, etc.

***Gifted Children: Identification, Encouragement and Development***, an online parent newsletter with networking - **<http://www.gifted-children.com>**.

***GT World - [www.gtworld.org/index.html](http://www.gtworld.org/index.html)***

This site includes gifted definitions, testing information and numerous gifted and talented links.

***The Gifted Development Center - [www.gifteddevelopment.com](http://www.gifteddevelopment.com)***

This site provides parents, schools, and advocacy groups with information about identification, assessment, counseling, learning styles, programs, presentations, and resources for gifted children and adults.

***Creativity Web—Resources for Creativity and Innovation - <http://members.ozemail.com.au/~caveman/Creative/index2.html>***

- idea and problem bank—can record problems and possible solutions to the problem
- ways to kickstart your creativity
- mindmapping
- Children's corner
- Mental workout center

***<http://www.coe.unt.edu/gifted/Resources/resources.htm>***

This site provides a list of additional websites for teachers and parents related to gifted learners.

***<http://k-6educators.about.com/cs/giftedtalented/index.htm>***

- challenging gifted students
- gifted and learning disabled
- human enhanced learning center
- social and emotional issues
- gifted and sensitive
- stress and gifted students

***<http://www.fno.org/toolbox.html> -***

Primarily for teachers, this site offers a variety of “teaching tools” such as higher level questioning, tips for starting a new unit, etc.

***Gifted Resources Home Page - <http://www.eskimo.com/~user/kids.html>***

This site contains links to all known online gifted resources, enrichment programs, talent searches, summer programs, gifted mailing lists and early acceptance programs, including CTY, EPGY, CTD, NRC/GT, TIP, RMTS, ERIC, NCSSSMST, Odyssey of the Mind, and many, many others. It is intended to be a convenient starting point for gifted students, their parents and educators to access Gifted Resources, whether on the internet or otherwise.

***<http://www.utne.com/azEQ.tmpl>***

Site explains “emotional intelligence” and provides an opportunity for you to take the E-IQ test.

***<http://ericec.org/gifted/gt-faqs.html>***

This site is an excellent source of information on a wide variety of topics.

***<http://www.hollingworth.org/>***

Site focuses on the highly gifted?

***<http://www.jhu.edu/gifted/pubres.accel.htm>***

Site for the John Hopkins University Center for Talented Youth .... Provides valuable information including the topic, "Acceleration for the gifted.

***<http://www.ctd.northwestern.edu/resources/annotated.html>***

This website contains an annotated bibliography for parents and educators on the following topics:

Identification of Gifted Children

Curriculum for Gifted Learners, Planning Curriculum, Instructional Strategies with the Gifted

Gifted Females, Gifted Males

Preschool Aged Gifted Children

Acceleration

The Highly Gifted

Creativity

Social-Emotional Characteristics of Gifted Children

Gifted Teens - Giftedness and Adolescence Giftedness in Young Adults

Legal Issues in Gifted

Multi-Cultural Gifted

Under Achievement in Gifted Students

Gifted Adults

***Northwest Regional Education Laboratory - [http://www.nwrel.org/msec/just\\_good/9/ch1.html](http://www.nwrel.org/msec/just_good/9/ch1.html)***

Evolving definitions of giftedness. Other topics are available at the main site, <http://www.nwrel.org/>.

***<http://www3.sympatico.ca/daba/gifted/>***

Answers, "Who are the gifted?", discusses teacher and parent challenges, suggests projects/activities for students, as well as, provides additional links.

***[http://www.swopnet.com/ed/TAG/7\\_Intelligences.html](http://www.swopnet.com/ed/TAG/7_Intelligences.html)***

Lists and gives examples of Howard Gardner's seven types of intelligences

***How to Nurture Gifted Children - [http://www.intuitor.com/Gifted\\_Children.html](http://www.intuitor.com/Gifted_Children.html)***

Addresses questions such as *What makes a child gifted? Common myths about gifted children, What gifted children need, Testing IQ—yes or no? and IQ scores-What do they mean?*

***Family Education - <http://www.familyeducation.com/article/0,1120,1-7971,00.html>***

Lists the early signs of giftedness and offers a quiz to determine if your child is gifted.

# **OPPORTUNITIES**

## GEORGIA ASSOCIATION FOR GIFTED CHILDREN

### MINI-GRANT PROGRAM\*

Members and affiliate chapters of GAGC have consistently distinguished themselves as creative, innovative, educators and parents of gifted students. At our annual conference and through its publications, GAGC honors its innovators and encourages all its members to undertake new and exciting challenges that enhance education for Georgia's gifted students.

In keeping with this tradition of recognition, the GAGC Executive Board has authorized monies to be budgeted for mini-grants each year. The mini-grant application on the following pages requests information about the rationale, goals, procedures, evaluation, and cost of the proposed activities. GAGC members and affiliates are welcome to apply by completing the application and returning **by January 2nd of the current year to GAGC Mini-Grant Review Committee, 1579F Monroe Dr., #321, Atlanta, GA 30324.**

Applications will be evaluated on the following criteria:

1. Innovation and creativity
2. Projected long-term effect(s) of the project/activity
3. Support of the goals and objectives of GAGC
4. Replicability of the project/activity
5. Number of students to be affected
6. Reasonableness of the grant budget
7. Enhancement to the gifted program in the affected area
8. Appearance of the application

Announcement of recipients of mini-grants will be made at the GAGC annual conference in March. Mini-grant recipients must agree to present the project and its results at the next GAGC Annual Conference. Receipts from all purchases and expenses will be returned to the GAGC Treasurer for audit at the end of the activity.

GAGC is pleased to encourage our members and affiliates to reach toward new horizons and challenge our students to be their very best. We hope you will accept our **challenge** and "Reach for the Stars."

\* Credit and thanks go to the Florida Association for the Gifted for this mini-grant model.

**GEORGIA ASSOCIATION FOR GIFTED CHILDREN**

**Mini-Grant Application Form**

**20** \_\_\_\_ - **20** \_\_\_\_

Applicant's Name \_\_\_\_\_

Individual(s) or Affiliate(s) \_\_\_\_\_

School(s) or School System(s) \_\_\_\_\_

School or System Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Day \_\_\_\_\_ Evening \_\_\_\_\_ e-mail \_\_\_\_\_

Title of the project \_\_\_\_\_

Number of students who will be served \_\_\_\_\_ Grade level(s) \_\_\_\_\_

\*\*\*\*\*

**Statement of understanding:**

I agree to make a presentation about the activities that result from this mini-grant award at the next GAGC Annual Conference. I also understand that receipts from all purchases and expenses will be given to the GAGC Treasurer at the end of the activities. I certify that all information presented in this application is accurate and complete.

\_\_\_\_\_  
Applicant's signature Date

As principal/program coordinator, I approve of the activities as outlined in this proposal.

\_\_\_\_\_  
Signature of principal/program coordinator Date

**RATIONALE/PURPOSE:** Explain/describe the situation, need, or conditions that prompted you to seek these funds. The support may be in the areas of cognitive, affective, or career education for gifted students. State and explain your reasons for undertaking this activity.

**GOAL(S)/OBJECTIVES OF THE PROJECT:** State your overall aim for the project and/or list the goals you have for this project. Each goal should be stated as a measurable objective (i.e. the benefit students will derive from the activity such as “The gifted learner will ....”).

**PROCEDURE:** Explain in outline form the steps that will be taken to implement this activity and satisfy the stated goals and objectives. A timeline, giving chronological steps of the project if applicable, should be included, including evaluation checks for each activity.

**EVALUATION:** Explain the methods you will use to determine the success of the project and the achievement of the stated goals.

**RESOURCE PEOPLE:** List the resource people who will be assisting you in the implementation of this activity. List each person's position, title, address, and phone number.

**RESOURCE MATERIALS:** List the materials and supplies that will be purchased and used in the implementation of this activity. Include vendor name, item name, and cost of all items to be purchased with grant funds. Receipts must be kept for all purchases.

**BUDGET:** The grant will not pay registration, travel, or lodging expenses for teachers to attend conferences or training sessions. (Use back of page or separate page if necessary)

**Supplies**

**Resource materials**

**Resource equipment**

**Honorarium**

**Other:**

**TOTAL**

## GAGC Award Nominations

Each year, members of GAGC are invited to apply or nominate individuals for consideration for the awards listed below. Awards are presented at the annual conference, to be held this year on March 11 - 13, 2004. The deadline for submitting applications and nominations is December 31, 2003 and should be mailed to: GAGC, 1579F Monroe Dr., #321, Atlanta, GA 30324

### **Bynum Award:**

Presented to an individual or organization that has made an outstanding contribution to gifted education in Georgia.

Nomination must include:

- 1) The name, address, and phone numbers (day and evening) of the nominee.
- 2) Reason(s) for the nomination, not to exceed 2 typed pages, describing specific contributions.
- 3) Two additional letters supporting the nomination.

### **Parent of the Year:**

Presented to a parent who has demonstrated outstanding abilities at parenting the gifted through involvement and dedication to his/her school, community and/or state.

Criteria: nominee must ...

- 1) be a member of GAGC.
- 2) not be a previous GAGC winner.

Nomination must include:

- 1) The name, address, and phone number of the nominee.
- 2) Reason(s) for the nomination, not to exceed 2 typed pages.
- 3) No more than two additional letters supporting the nomination.

### **Chapter of the Year:**

Presented to the local chapter that has made an outstanding contribution to gifted education in its school district or region.

Criteria: nominee must:

- 1) be a chapter affiliated with GAGC.
- 2) not be a previous GAGC winner within the past five years.

### **Teacher of the Year:**

Presented to a Gifted Education Teacher who has made an outstanding contribution to gifted education through exceptional teaching, dedication, and positive parent relations in his/her school, community, or state.

Criteria: nominee must ....

- 1) be a member of GAGC.
- 2) have served 2 or more years in position of Gifted Education Teacher.
- 3) be presently teaching at least half time in Gifted Education.
- 4) not be a previous GAGC winner.

Nomination must include:

- 1) Information about the nominee: name, school, grade(s), school address, school phone, home address, and home phone.
- 2) Two, but not more than five, single-page letters from the local school in support of the nomination (teachers, parents, principal, students).

**Leadership Award:**

Presented to any person who has demonstrated leadership or made an outstanding contribution to gifted education in the state of Georgia.

Nomination must include:

- 1) Information about the nominee: name, school system, address, phone number.
- 2) One single-page letter supporting the nomination.

**Nicholas Greene Award (for the State of Georgia):**

The Nicholas Green Foundation was established by Maggie and Reg Green to honor the memory of their son Nicholas, whom they lost at age seven. The Foundation has made this award available to one student in every state who is in grades 3 through 6 and who has distinguished him or herself in academics, leadership, or the arts. Students may self-nominate or be nominated by another individual. The award will consist of a certificate and a \$500 savings bond. (This award is sponsored by the National Association for Gifted Children)

Nomination must include:

1. Signed release allowing use of name, photo, and composition for announcements related to the award.
2. Student composition describing:
  - (a) the activity or interest area for which the student is being nominated
  - (b) how the student got interested/involved in the activity
  - (c) what impact the activity has had on the student and others
  - (d) how the student's future goals and plans have been affected for this activity or area of interest
3. Letter of nomination from someone other than a nominee's family member.

**Mini-Grant Program:**

GAGC encourages its member and affiliates to undertake new and exciting challenges that enhance education for Georgia's gifted students. The mini-grant application (See Appendix) requests information about the rationale, goals, procedures, evaluation, and cost of the proposed activities. Mini-grant recipients must agree to present the project and its results at the next GAGC Annual Conference.

Applications will be evaluated on the following criteria:

- 1) Innovation and creativity.
- 2) Projected long-term effect(s) and objectives of the project/activity.
- 3) Support the goals and objectives of GAGC.
- 4) Replicability of the project/activity.
- 5) Number of students to be affected.
- 6) Reasonableness of the grant budget.
- 7) Enhancement to the gifted program in the affected areas.
- 8) Appearance of the application.

# APPENDIX



GEORGIA ASSOCIATION FOR GIFTED CHILDREN

*Local Chapter Affiliate Application*

\_\_\_\_\_  
**Name of Chapter**

\_\_\_\_\_  
**Date of Application**

**Elected Officers**

**President** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**Vice-President** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**Secretary** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**Treasurer** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**Attach:**

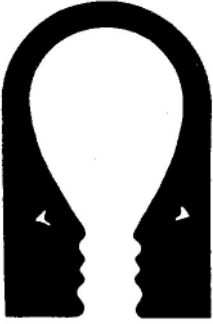
- list any other officers that are a part of your organization
- membership roster (see below)
- copy of your organization's By-Laws

**Note:** A local chapter can affiliate with the state association at any time during the year. However, if you affiliate mid-year, follow the end of year requirements when that year is over.

**Local Chapters that forward their affiliate membership rosters by December 6, 2005 will receive one complimentary registration for GAGC's annual conference.**

**Roster format:** If possible, please send the roster on a disk or as an e-mail attachment to the GAGC Executive Assistant (see GAGC roster) using **Microsoft Excel or Microsoft Access** formatting. To be sure that we have all the necessary information to contact your membership (newsletters, special mailings, etc.), please include the following fields/data:

<i>Title</i>	Dr.	<i>City</i>	Anywhere
<i>Last Name</i>	Doe	<i>State</i>	GA
<i>First Name</i>	John	<i>Zip</i>	XXXXX
<i>Street Address</i>	1234 Some Street	<i>Phone</i>	(XXX) YYY- ZZZZ



Georgia Association for Gifted Children

*Local Chapter Annual Report*

Year 20\_\_\_\_ - 20\_\_\_\_

**A) Elected Officers (for next year)**

**President** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**Vice-President** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**Secretary** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**Treasurer** \_\_\_\_\_  
Address \_\_\_\_\_  
Phone(s)/e-mail \_\_\_\_\_  
Day Evening e-mail

**B. Committee Chairs (for next year):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. Projected Goals (use back of page if necessary):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D. Attach:** A narrative report of the activities of your chapter for the past school year