

(General Statement- center of page)

“Our greatest natural resource is the minds of our children.”

-Walter Elias Disney

One may ask, “Who is a gifted student and why are gifted programs needed?” Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings, and enrichment and accelerated programs to enable them to make continuous progress in school. It is more than just giving students a challenge in classrooms: Gifted programming positively influences students’ futures.

Ohio Revised Code for education states that students are identified as gifted when he or she “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under superior cognitive ability, specific academic ability (mathematics, science, reading, or social studies), creative thinking ability and or visual or performing arts ability.”

At Highland, our program is designed to be flexible, allowing us to best meet the needs of students who are identified as gifted. Our Highland teachers continually receive high-quality professional development in gifted education to ensure that rigor is embedded within their work in the classroom, and students’ needs are being met. In grades two, three, four and five, we provide the opportunity for clustering of gifted students, allowing teachers to provide differentiated instruction and enrichment. Teachers in grades K-1 work collaboratively with the gifted coordinator to provide enrichment to gifted students in the primary grades.

Highland Middle School offers clustered ELA classes to students in grades six, seven and eight, as well as accelerated math opportunities. Likewise, Highland High School has increased enrichment opportunities with advanced courses as well as Advanced Placement courses and College Credit Plus courses taught at Highland High School by qualified Highland teachers.

Highland students participate in many extra-curricular enrichment opportunities such as Math Club, Academic Challenge, National Honor Society, Robotics, and the arts through Art Club and Performing Arts at the high school level. Middle school students are participating in Spelling Bee as well as Science Fair, and Robotics. Elementary students enjoy critical thinking activities by participating in Spelling Bee and Lego Club.

Highland Local School District is committed to serving the gifted population of its schools and has made great strides recently to increase gifted opportunities to students.

(Frequently Asked Questions)

### **How are students identified as gifted?**

For a student to be identified as gifted he/she must meet the following criteria as defined by the State of Ohio:

Superior Cognitive Ability- achieving a cognitive score of 128 or higher on a State approved norm-referenced, standardized cognitive abilities test.

Specific Academic Ability- Scoring in the 95<sup>th</sup>ile or higher in any academic total area (reading and/or writing, math, science, or social studies) on a State approved norm-referenced, standardized achievement test.

Creative Thinking Ability- Scoring a CSI of 112 or higher on a State approved norm-referenced, standardized cognitive abilities test; as well as achieving a qualifying score on a State approved behavioral checklist of creative thinking abilities.

Visual and Performing Arts- Achieving a qualifying score on an approved checklist of behaviors related to a specific arts area; as well as demonstrate to a trained individual through a display of work, an audition, or other performance, superior ability in a visual or performing arts area.

Please note that all assessments utilized for gifted screening and identification are selected from the **Chart of Approved Assessments** through the Ohio Department of Education. [Chart of Approved Assessments for Gifted Identification](#)

### **How are students assessed?**

Highland Local Schools uses several avenues to identify potentially gifted students which include:

- Whole grade national standardized testing in reading and math in grades 2-8. (NWEA)
- Whole grade national standardized testing for superior cognitive ability and creative thinking ability at the 2<sup>nd</sup> and 6<sup>th</sup> grade level (CogAt).
- Individually administered assessments
- Audition, performance
- Display of work, exhibition
- Mastery/ competency checklists

In addition, students may be referred for further testing by the Gifted Coordinator in several ways:

- Teacher recommendations
- Parent/ guardian request
- Self-referral
- Peer (student) referral
- Other (psychologist, community members, principal etc.)

### **How will I know if my student was assessed and what their scores are?**

Prior to any formal non-whole grade testing by the Gifted Coordinator, permission to test will be gained from the parent or guardian. In addition, parents/ guardians will be notified within thirty days, usually by letter, of the results of any testing.

Although permission to test is not required for whole grade screening (testing), a letter is sent home notifying parents/ guardians of the dates of whole grade testing for gifted identification for cognitive ability/ creative thinking ability.

### **My student was tested in a new area and was not identified. Does that mean that he is no longer gifted?**

The State of Ohio recognizes a student as “once identified, always identified.” In Ohio, a student continues to be identified as gifted for the duration of his or her K-12 career, regardless of future testing or performance.

### **What is a WEP (WRITTEN EDUCATION PLAN)?**

A WEP or Written Education Plan is a description of services provided for a gifted student which includes goals for each area served, curricular interventions to assist in achieving the goals specified, methods for evaluating progress, appropriate personnel responsible for providing services, assignment waiver policy, and schedule for reviewing and reporting progress to students and parents.

### **What is a WAP (Written Acceleration Plans)?**

A WAP or Written Acceleration Plan describes the transition plan and supports for successful implementation of an acceleration. After the successful completion of the transition period established in the WAP, an acceleration becomes a permanent placement. Please note that an acceleration plan does not indicate a gifted identification. At Highland, acceleration typically becomes an option for middle school math classes (i.e.. 7<sup>th</sup> graders taking pre-algebra or algebra 1) Above-level testing and data collection are utilized for placement in accelerated classes.

### **My child transferred from another school. Will his/her gifted identification transfer also?**

Highland Local School District will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the list approved by the department of education under section 3324.02 of the Revised Code.

Furthermore, any student transferring into the district will be assessed within ninety days of the transfer at the request of a parent.

## **I received a “No Service” letter. What does that mean?**

In some cases, the district is unable to report service in all areas and grade levels that meets the full expectations required by the state to report formal gifted service. This can happen for assorted reasons, for example, the student is taking a standard rather than advanced level course in their area of identification, or they are not taking a course in their identified area at all. This letter often serves as confirmation if the parent has opted for their child to be removed from gifted services. This does not necessarily mean that your child is not being challenged; it means that the district is unable to report the class placement as service.

(Resources)

### **Websites and Organizations**

NAGC- National Association for Gifted Children, <https://www.nagc.org/>

OAGC- Ohio Association for Gifted Children, <http://oagc.com/>

SENG- Supporting Emotional Needs of the Gifted, <http://sengifted.org/>

Byrdseed, <http://www.byrdseed.com/>

### **Scholarship and Camp Resources**

[Cooke Young Scholars Program](#)

[Notify Me About Cooke Scholarships](#)

### **Additional Education and Scholarship Resources**

<file:///C:/Users/pennell.jennifer/Documents/Directory-of-Resources-JKCF-2021.pdf>

### **Articles**

[The Young Gifted Child: A Guide for Families](#)

[Gifted Learners and Executive Functioning](#)

[Executive Functioning: What Is It, Why We Need It, and How We As Parents Can Support Our Children's Development](#)

[NAGC \(National Association for Gifted Children\) Resources for Parents](#)

[Parenting Gifted Children: Challenges and Tips](#)

[Talking to Your Child About Giftedness](#)

[Ohio Department of Education Resources for Parents of Gifted Children](#)

## **Books**

***Make Your Worrier a Warrior: A Guide to Conquering Your Child's Fears***, by Dan Peters.

***The Warrior Workbook: A Guide for Conquering Your Worry Monster***, by Dan Peters.

***Parenting Gifted Children 101: An Introduction to Gifted Kids and Their Needs***, by Tracy Ford Inman and Jana Kirchner.

***Doing Poorly on Purpose: Strategies to Reverse Underachievement and Respect Student Dignity***  
by James Delisle

***Emotional Intensity in Gifted Students: Helping Kids Cope with Explosive Feelings***  
by Christine Fonseca

***Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential***  
by Peg Dawson and Richard Guare

***Smart Kids With Learning Difficulties: Overcoming Obstacles and Realizing Potential***  
by Rich Weinfeld, Linda Barnes-Robinson, Sue Jeweler, and Betty Roffman Shevitz

***Smart Parenting for Smart Kids: Nurturing Your Child's True Potential***  
by Eileen Kennedy-Moore and Mark Lowenthal

***The Gifted Teen Survival Guide: Smart, Sharp, and Ready for (Almost) Anything***  
by Judy Galbraith and James Delisle