

Welcome to the Gifted Education Program at Hesse K-8 School!

Your child recently qualified for the gifted program by achieving qualifying scores in three of the four areas the state of Georgia requires us to evaluate students in. Congratulations to you and your child on a job well done!

We are delighted to have the opportunity to work with you and your child. We strive to provide meaningful enrichment and challenging work for your child. We want to help all of our students reach their full potential. We'd like to take this opportunity to familiarize you with our program.

Local systems are required to provide at least five segments a week (or the yearly equivalent) of gifted education services for all eligible students whose participation in the Gifted program has received parental permission. - Ga Department of Education

Meet the Gifted Resource Teachers at Hesse

One of the services your elementary and middle grade child will receive at Hesse includes a Resource pull-out. The Gifted Specialist and the grade level he/she works with is listed below.

Mrs. Megan Coomer: First and Second Grades

Mrs. Regina DeWalt: Kindergarten and Third Grade

Mrs. Myra Chisholm: Third and Fifth Grades

Mrs. Lindsay Buck: Fourth Grade

Mrs. Lila Duke: Seventh Grade

Mrs. Angela Shiver: Sixth and Eighth Grades and a 6th grade Accelerated Math

Mrs. Becky Bethel: Fifth Grades and a 7th grade Accelerated Math

Your child will be pulled out of his/her class for one segment daily or for four out of five days of the week. The segments last for different lengths of time depending on the grade level. Your child's Resource teacher will provide you with her schedule. At some grade levels, we have more than one resource teacher.

Students do not have to make up work that is missed during resource time. It is generally FLEX time for the specific grade level and all students are receiving enrichment or remediation. Classroom teachers plan carefully so that our gifted students do not miss instruction that is critical for them, center time, special area or recess time.

Resource teachers (grade 1-5) will send home a newsletter once per marking period to let you know the course of study they will be embarking on for that marking period. Middle grades Resource teachers will send home a newsletter once a semester to let you know the course of study they will be working on for that semester.

Gifted students are placed in gifted certified teachers' classes whenever this is possible. If it isn't possible, a resource teacher will collaborate with the non-gifted certified teacher to provide appropriate enrichment. Students will receive Cluster Contracts or Collaborative Contracts in the subject areas indicated as strengths during their evaluation process. This means your child will receive differentiation in these subject areas.

Middle grades gifted students may also be served in an Advanced Content model by enrolling in Accelerated curriculum courses in Math, ELA and Spanish.

Your child will receive a Progress Report at the end of each marking period that will provide you with information about your child's progress in achieving the goals of our program. Middle grades students will receive a numerical grade on their report card for resource.

Visit our Gifted Website at <http://hessek8gep.weebly.com/>

What opportunities are provided for enrichment at Hesse K-8 for gifted education students?

- Interaction with Technology
- Long-term projects
- Plan, Research, Gather Information, and Put it all together in a Final Product – Cluster Class and Resource Class
- Webquests
- Writing stories and publishing them
- Enrichment activities (Anchor Activities) to do upon completion of classwork – puzzles, computer, read, free draw, math manipulatives, logical thinking puzzles, vocabulary
- Choices – Tic-Tac-Toe boards (spelling, unit activities, etc)
- Learning how to play chess
- Playing Chess
- Answering questions beyond the knowledge level of Bloom's taxonomy.
- Using Pre-Test information to drive lessons for students.
- Compacting the Curriculum
- Enrichment activities in areas of strengths
- Differentiation within Curriculum
- Enrollment in Accelerated Curriculum courses in Math, ELA and/or Spanish in middle grades

In the Resource Classes

- Learn to Play Chess, Play Chess, and Compete in chess tournaments
- Hands- On Equations – Algebraic Equations
- Plan, Create, and Produce a Visual Presentation
- Read Georgia Books, complete activities, and try out for Reading Bowl or Quiz Bowl team
- Interaction with Technology
- Kinesthetic learning
- Enrichment of the basics of the Curriculum Standards
- Long-term projects
- Plan, Research, Gather Information, and Put it all together in a Final Product
- Investigate and solve problems
- Plan, prepare, and produce a live news program – BTV
- Webquests
- Writing stories and publishing them
- Gain organizational skills
- Explore possibilities
- Peer Mentors to younger grade levels for middle grades students

Enrichment - Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.

Continuation Policy

Good Standing

A student is considered in Good Standing when they are maintaining an 80% average or above in all courses where they are receiving gifted services (i.e. have a differentiation contract for that subject or gifted resource)

Probation for K-8 Schools (1st-8th Grades)

Identified gifted students must have an 80% average or above in all gifted courses to continue in good standing each semester. (The first and second marking period grades will be averaged for each individual gifted course.) For purposes of continuation in the elementary gifted resource class, gifted resource progress reports will be averaged in all areas for the first and second marking periods. This one average must be at least 80% for the student to remain in good standing. For continuation purposes, excellent = 95%, meeting = 85% and below = 75%.

Annually student performance in classes identified as gifted by the addition of the .2 to course numbers will be reviewed by gifted teachers to ensure that all gifted students have an 80% average or above in gifted courses. A student who does not have an 80% average in a gifted course will be put on gifted academic probation. This will result in the site gifted teacher writing an improvement plan in collaboration with the teacher of the gifted course in which the student has not maintained an 80% average. Each marking period thereafter the student's grades in the probationary gifted content area will be monitored and the improvement plan adjusted as necessary. Parents will be contacted for a conference and receive a copy of improvement plans each marking period the student is on probation.

Once the student enters the probationary process they continue in the process in that content area of probation until the student meets the requirements to be removed from probation or is terminated. The probationary process is not impacted by summer vacation, change of schools, change of courses, or grade levels.

Termination

When a student has maintained probation status for four consecutive marking periods, termination from the gifted program of services will be initiated. Prior to termination, parents must be contacted for a conference and a termination form filed with the district gifted office. Students may reapply for gifted services one year from their termination date by entering the gifted nomination process.

All probation and termination letters must be signed by the parent. **With approval** of your site administrator, a hold may be put on a report card until the probation/termination form has been signed by the parent.

Gifted Education Make-Up Work Policy

Gifted program students are to be held responsible for mastery of all standard curriculum objectives. However, due to the unique nature of the Gifted Program and the workload that these students are expected to carry, they will, in most cases, be excused from daily and related homework assignments given while participating in Gifted resource classes. While all classroom assignments are important, requiring Gifted Program students to make up all work is actually a penalty to the gifted student. The following are guidelines to be used when making decisions regarding work missed while attending Gifted Program classes:

- Students attending Gifted Program classes will be excused from daily/homework assigned during the class period(s) missed. Student will be excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of any classroom privileges.
- Mastery of standard curriculum objectives may be determined by oral review, teacher observations, pretest, quizzes, modified assignments, and/or a few selected problems. It is the responsibility of the regular classroom teacher and student to determine mastery of objectives reflected in daily/homework assignments missed while participating in the Gifted Program.
- If mastery of standard grade appropriate objectives becomes a problem for any Gifted Program student, the classroom teacher and the Gifted Specialist should work together to find a solution to the problem. Plans of Improvement through active and inactive probation are available options.
- Test, science labs, and other major or long-range assignments should not be made up before or after school. It is the responsibility of the student and classroom teacher to make alternative arrangements to ensure that the assignment is completed in a reasonable time period agreed upon by the teacher and the student.

Gifted Education in the State of Georgia

Georgia is one of the 8 states that currently recognizes the importance of identification and services for the gifted and mandates programming and total funding for them. We are very fortunate!



What is the definition of Giftedness in Georgia?

The definition of students eligible for gifted education services in Georgia may be found in State Board of Education (SBOE) [160-4-2-.38](#) EDUCATION PROGRAM FOR GIFTED STUDENTS [Code IDDD(2)]:

Gifted Student - a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Georgia educators are committed to the belief that education is a means by which every individual has the opportunity to reach his/her fullest potential. We believe that all students have a right to educational experiences that challenge their individual development whether it is at, below, or beyond the level of their age peers.

In accordance with this philosophy, Georgia schools provide educational programs that recognize and make provisions for the special needs of gifted students.



A Gifted Child can be:

- Verbally Proficient
- Curious
- Creative
- Inquisitive
- A Problem Solver
- Focused, Passionate, and Intense
- A Perfectionist
- Sensitive
- Funny
- A Storehouse of knowledge
- A wild imagination



But a gifted child can also be:

- Full of energy
- Stubborn
- A Daydreamer
- A Poor listener
- A Talker
- Impatient
- Obnoxious with questions
- The class clown
- A Doodler
- Critical of others



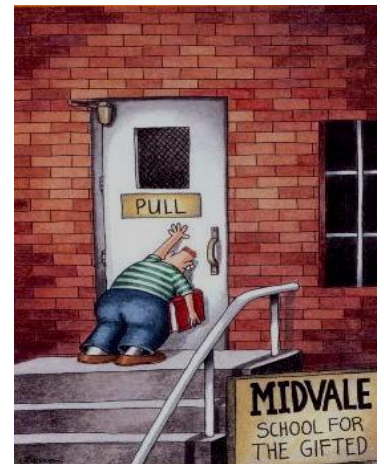
So, you say my child's gifted...now what!?

There will be moments when you say to yourself, "Wow, what a terrific kid. How was I so blessed to have him/her?"

Then there will be other moments when you just shake your head and wonder, "Why me? Will this child ever make it out of high school/college?"

It's good to be smart, intelligent. Being able to learn, understand, and remember many things is a definite advantage. Intelligent children are good problem solvers and seek new challenges.

The bad side of being smart is that intelligent children can be easily bored. Smart mind sometimes equals a smart mouth. He might act like a "know-it-all" or a show-off. Getting along with others is often difficult. Rapid learning can lead to sloppiness and careless mistakes when little hands cannot keep up with speedy thoughts.



Gifted kids are **not** gifted at *everything*.

Why is perfectionism a problem?

Perfectionists often:

- Set impossible goals for themselves
- Limit their options and avoid taking risks
- Underachieve
- Aren't satisfied with their successes
- Can't enjoy the moment because they are worried about the future
- Are super-critical of themselves and others
- Are highly competitive
- Are actually afraid of making mistakes
- Are afraid of showing weakness or imperfection
- Procrastinate
- Feel sad, scared, and stressed much of the time
- Expect too much of themselves
- Expect too much of other people making it difficult to have relationships



What you want your child to strive for *instead of Perfectionism is The Pursuit of Excellence!*

BAD - Perfectionism mean that you can never fail, you always need approval, and if you come in second, you're a loser.

GOOD - The pursuit of excellence means taking risks, trying new things, growing, changing...and sometime failing!

What You Can Do To Help Your Child Strive for Excellence

- Accept your child as she is – complete with imperfections.
- Keep your own expectations in check. Make sure they are realistic and humane!
- Create a safe environment for failure. Don't do everything for her. This implies she can do nothing right.
- Praise your child for taking risks, even when they don't turn out the way she planned.
- Don't overdo the everyday praise. This can encourage perfectionism.
- Tell your child, "nobody's perfect," and "mistakes are for learning".



Ways to help your Gifted Child

Because *you* have to feed that hungry mind also...

Make **lots** of books **and** magazines available.
Take frequent trips to the library or book store.



Encourage verbal gifts by reading challenging books aloud together.

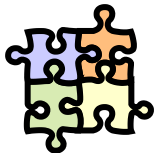


Find family-friendly websites and surf together.

Visit museums,
go to concerts, and
go to movies.



Explore together at the beach, in the forest, or in the backyard.



Do a puzzle together!
Jigsaw, Crossword, Word Search, Sudoku - just to name a few.
Puzzles help develop visual acuity and patience!

TALK.TALK.TALK . But also... Build Quiet Time into Your Day –
Sit side by side reading, coloring, thinking, or whatever – but NO talking!

Encourage and support your child's creativity.

Provide them with art materials, building blocks, and costumes to exercise their imagination.



Indulge yourself in your own creative impulses
and bring your child along!
Pottery, Photography, Art, Gardening, Cooking

Teach Your Child to be A Good Listener!

- ❖ Look at the speaker.
- ❖ Sit up or stand up straight.
- ❖ Don't fidget or act bored.
- ❖ Show that you are paying attention. Nod and respond verbally. -
- ❖ "Really?", "That's great!", "What happened next?" "Awesome!"



Educate yourself. Learn as much as possible about gifted and talented children and the educational opportunities that are appropriate for them. Each gifted child is different and should be treated as individuals.

Become an accomplished listener.

- ❖ Practice listening to each and every word your child says, remaining interested, caring, and nonjudgmental.
- ❖ Use non-verbal signals that allow your child to know you are listening.
- ❖ Don't dismiss challenging questions. Explain that you need research that or think about how best to answer that question.



Communicate with your child. Discover your child's weaknesses and strengths. Provide an environment for your child to share the good, the bad and the ugly.

Remember your gifted child is still a child.

The gifted and talented child will typically behave like most children same age in almost all respects. Not every statement or product profound or insightful. They will have days that they don't seem interested in anything that used to dominate their thoughts!



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Tight halos give everyone a bad headache!



Even if you *are* raising the next Mia Hamm or George Washington Carver, do not expect your child to perform perfectly all of the time. We learn from our mistakes! Down time/staring off into space can be productive creativity time! ☺

Set clear and consistent expectations. Gifted children must be taught at home that they are not exempt from family or community rules.

Most important: Enjoy every moment you have with your child!



On-line Resources:

<http://www.hoagiesgifted.org/index.htm>

Hoagies' Gifted Education Page - A Wonderful On-Line Resource for Parent of Gifted Children

Here you can find the latest research and experience on parenting and educating these marvelous children, plus the best Internet and print resources to be found on every aspect of giftedness. You'll find people "just like you" with children "just like yours." An exciting discovery! And you'll find ideas, things to try, solutions you may not have thought of.

<http://www.nagc.org/>

<http://www.pbs.org/merrow/tv/newshour/gifted.html>

<http://www.prufrock.com>

<http://www.gifted.uconn.edu/>

<http://www.kidsource.com/kidsource/pages/ed.gifted.html>

<http://www.gt-cybersource.org/>

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

<http://www.nfgcc.org/>

http://www.tip.duke.edu/talent_searches/grades_4-6/

<http://www.coe.unt.edu/gifted/parents/index.htm>

Encouraging creative thinking in children is easy to do if you incorporate these 5 simple tips.

Allow Them Free Time - One of the easiest things for promoting creative thinking in children is to allow them to have down time where they have time for thinking and exploring. It is important to allow this by not requiring them to participate in too many structured activities.

Limit Computer and Television Time - Limiting time on the computer and television allows for more time to pursue creative activities, like imaginative play. And when they are on the computer there are creative games and websites that can be utilized that allow for creativity, such as ones where they create art or design things like roller coasters or cities.

Provide Them with Tools for Creativity - Some examples of tools for encouraging creative thinking in children are blank drawing pads with markers and crayons, blocks for building with (ie, Legos, Lincoln Logs), ink pads for making finger print art, a camera, or any art set (ie, jewelry making, woodworking, pottery).

Allow Them to Follow Their Own Creative Path - Creativity is different for each person. One person may find sewing a creative outlet, while another might find writing a story a creative outlet. Let your children dictate their own path towards creativity, while you facilitate it with encouraging words and support.

Set An Example - There is nothing like a good example for passing our values on to the children in our lives. If we want to encourage creativity in them, why not show them that creativity is important to us as well. By making time for creative pursuits ourselves, and taking some down time of our own, we show them that creativity is an important part of life.

Encouraging creative thinking in children is a valuable way for them to explore who they are and find talents and areas of interest that they can share with the world.

Sarah Holt writes for IncreaseBrainpower.com. For more on Creative Thinking, and to get the Brain Power Newsletter, visit: <http://www.IncreaseBrainPower.com> Article Source: http://EzineArticles.com/?expert=Sarah_J_Holt