

Centerville-Abington Community School Corporation



EXCEL with Advanced Placement/Honors Programs and Services for High Ability Students

Handbook for Parents, Students and Staff
...Resources used to access
Centerville-Abington Schools
High Ability Programs.

(Revised Spring, 2023)

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The “Level of Services Plan” as defined by the Department of Education is printed on pages 3-11.

Vision for our Students:

“Educated for Success”

Overview:

The EXCEL program in the Centerville-Abington Community Schools has a menu of services for students in grade K-12. Various components of the program have a specific emphasis based upon the age of the student and the appropriate service level for that age group.

The EXCEL program at Rose Hamilton Elementary school, with students in Grade K-2, offers programs and services by identifying students and placing them in appropriate small cluster groups with advanced skill instruction and expectations. In reading and language arts high ability students are identified and placed in advanced guided reading groups for instruction. In mathematics, identified students are grouped in clusters of high ability students who receive advanced math instruction in the IXL program and/or are placed in the on-line IXL Math program for more individualized instruction in mathematics so that students can be challenged at the highest level they can achieve on a math continuum.

The EXCEL program at Centerville-Abington Elementary for students in grade 3-6 consists of self-contained classrooms where high ability students are grouped together for the majority of the day with all subject areas accelerated and more in-depth and complex thinking skills and content. All teachers are licensed in gifted education and plan interdisciplinary units of study for students based on thematic instruction.

The EXCEL program at the Centerville-Abington Junior High School for grades 7-8 allows students to be identified and participate in Honors classes in English/Language Arts and/or mathematics. Honors Math students can gain high school credit in Algebra I before entering Centerville High School.

The EXCEL program at Centerville High School offers a menu of course work on an elective basis. Students can elect to take AP classes in English Language Arts, advanced Math classes, the arts, and science offerings. Counselors assist students with information from the PSAT test to determine potential to enroll in the courses that will challenge them. To achieve at high levels, there are summer assignments to prepare students for advanced coursework in interest areas. Other students may elect to enroll in Honors Classes at Centerville High School in English/Language Arts, mathematics, sciences and social students. Talented students may also wish to enroll in the many fine arts offerings where advanced coursework is available for students who elect to complete the coursework. Students may earn college credit in dual credit courses designated in the Course Selection Guide available each year on-line. Most AP classes offer elective dual credit options for successful completion.

District Mission Statement:

Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens.

Philosophy for EXCEL and Honors Classes for High Ability Programs and Services:

Students are unique individuals deserving of appropriate programming. Students who possess the capability to excel academically require a program of services offering a variety of differentiated provisions which challenge, accelerate, and enrich beyond the core curriculum. The training of teachers, development of curriculum, and other efforts channeled toward academically talented programming will benefit the entire student population.

Definition of High Ability:

In Centerville-Abington Community Schools a high ability student is one who:

- (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in a least one domain when compared to other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, or talents....

Reflective of the Indiana State Definition IC 20-10.1-5.1-2

District-Wide Goals for EXCEL and AP/Honors Class students:

The program goals for students in the high ability programs of the Centerville-Abington Community School Corporation are as follows:

The program will:

- Accelerate the mastery of curriculum skills beyond the grade-specific curriculum,
- Differentiate the curriculum and instructional strategies qualitatively for identified students
- Provide for more in-depth and more complex thinking skills
- Develop respect in the students for self and others
- Encourage social responsibility as a citizen
- Utilize technology for student projects and products
- Plan for advanced study skills through application of independence, self-direction, and self-evaluation.
- Promote analysis, evaluation, and application in research to create high-quality products from class assignments.

Curricular & Instructional Strategies

Through thematic and standards-based curriculum maps, curriculum writing, and/or course syllabi, Centerville-Abington Schools has established a wide range of course offerings for high ability students in grades K-12.

At Rose Hamilton Primary School, expectations within grades K-2 involve reading and writing at higher levels than the grade level core curriculum in literacy groups within the regular classroom. In mathematics, students are identified for enrichment and accelerated math instruction in individualized IXL lessons in on-line programs to accelerate math skills beyond grade level.

At Centerville-Abington Elementary School, self-contained classes in grades 3-6, establish expectations for achievement above the typical grade level standards and are shared with students and parents at the beginning of the school year. Expectations are one or more years beyond the grade level curriculum by the end of the year. (See Appendix A-1 on page 12.)

At the Junior High level, course content is differentiated through (a) Honors English classes, and (b) accelerated coursework in Algebra in both 7th and 8th grade.

At the high school, both Honors classes and a range of Advanced Placement course offerings can lead to a Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Dual credit coursework is offered for college credit and high school credit when students complete the course and tests required at successful pass rates.

All course offerings include the Indiana state standards as required by Indiana Code. EXCEL and Honors/AP courses are taught at advanced levels and students are expected to achieve above grade level standards through differentiated instructional strategies unique to each instructor. Anchoring activities, compacting, flexible grouping, acceleration and tiering are among those areas of differentiation most commonly used by teachers.

Multi-Faceted Student Assessment for Identification:

Students are assessed for possible identification and EXCEL program placement through the use of standardized tests, teacher recommendations, checklists, writing samples and rubrics, grades and prerequisite courses. *See Appendix A pages 14-16* for a complete list of assessments used in the EXCEL programs and services.

Program Descriptions and Identification Process

K-2 Rose Hamilton Elementary:

High ability students in grade K-2 participate in accelerated language arts activities designed in connection with the building-level differentiated reading and language arts block. Students are identified for placement in advanced guided reading groups based upon their achievement on the Cognitive Abilities Test (CogAT) in Kindergarten, NWEA scores, and the text level from the TRC test. Students identified for advanced literacy lessons proceed in a continuous

improvement model in grades 1 and 2 unless they are not making adequate advanced progress. If a student needs to be flexibly grouped in a typical grade level reading group rather than the advanced guided reading group; students will be placed where they are challenged and successful. Students who qualify at the 85th%ile and above on the NWEA math subtest will be identified for IXL enrichment and advanced math challenges.

3-6 Centerville-Abington Elementary

At Centerville-Abington Elementary students in grades 3-6 are identified through the Cognitive Abilities Test (CogAT) as well as results from the NWEA reading, math and language arts portion of the test. Teachers are asked to complete the Scale for Identifying Gifted Students (SIGS) and submit a student writing sample to the identification committee. (See Chart in Appendix A- page 14)

Identified students in grades 3-6 are placed in self-contained classes for Language Arts, Math, Science, and Social Studies. Students may be scheduled in related arts of music, art, Physical Education and library with other students in their grade level. Problem-solving activities and higher levels of thinking are promoted through hands-on activities and research projects. The curriculum is rigorous and requires additional readings and more advanced project-based homework. Some of the curriculum is “looped” for use in grades 3-4 and in grades 5-6.

Grades 7 and 8 at Centerville-Abington Junior High School:

Academically talented students who have successfully completed the sixth grade EXCEL program are placed in English Honors 7 Language Arts. Any other 6th grade student whose scores on the NWEA MAP tests indicate that an additional challenge is needed, may be placed in the English 7 Honors class after teacher or parent recommendation for possible identification. (See Appendix A-3, page 15-16)

In math, all sixth grade students are assessed with the Orleans Hanna Algebra Prognosis test. Students in grades 6 who qualify through standardized test scores, grades, and teacher recommendation will be placed in 7th Grade Algebra I-A. They will complete Algebra I as an eighth grader and receive high school credit for successful completion of the Core 40 standards and End-of-Course test. Students must maintain expectations and grades in order to progress from one level to the next.

Centerville Senior High School grades 9-12 Honors and Advanced Placement Courses:

All students enrolled in Honors English 8 and all students who have potential for success in the advanced Language Arts English classes at CHS are also encouraged to enroll in English Honors 9. Counselors will assist students and their parents in making appropriate course selections.

Advanced Placement Courses and Dual Credit Classes

Selected courses are available at Centerville Senior High School which require significantly higher academic achievement and work levels. The grades earned in Advanced Placement courses are weighted for the purpose of determining Grade Point Average (GPA) and class rank;

therefore students are encouraged to enroll in more challenging courses without being penalized for possible lower grades.

Through The College Board, students may earn Advanced Placement credit at many colleges or universities of their choice by taking Advanced Placement courses in English, Math, Art, World Languages and Science as well as other honors classes in preparation for advanced placement testing. Students can earn college credit from Dual Credit classes taught by teachers with additional college training. If students score at the 3, 4, or 5 level on AP exams, selected colleges and universities may granted college credit by the college admission office. All students enrolled in Advanced Placement classes are expected to complete the AP test for that content area.

Identification and Selection Process:

Secondary Identification and Selection Process:

A chart of the identification measures are listed in the Appendix (pages 15-16).

PSAT Potential Scores
Standardized Test Scores
Grades earned
GPA for high school

Honors classes in grades 7 and 8 utilize self-contained classes with a differentiated curriculum that is advanced in content and expectations. Differentiated instructional strategies are used and student products are varied with interest. This program reflects the research which indicates that advanced students should spend time learning together. Once he/she is enrolled in an Honors class, he/she must maintain a minimum of a B average at the end of each grading period in order to remain in the classes.

Guidance counselors assist students and parents in making course and program choices at Centerville High School. For students who are identified and enrolled in the EXCEL/Honors/AP programs and have successfully completed the classes qualify for Honors and AP classes. However, if a student has not been identified for EXCEL/Honors classes by 9th grade, the student or parent may request an appeal (form in Appendix C) for placement in the EXCEL/Honors/AP or request a teacher to complete a recommendation form (page 24) about task commitment. In order for parents and students to know the rigor for the coursework, a counselor may be consulted for PSAT scores for “potential” success in an AP class.

Counselors may review ILEARN Pass results and NWEA scores for grade 8 students who wish to enroll in Grade 9 Honors classes. *Individual student GPA (grade point average) may be used for reference.

Prerequisites are required for placement in upper level Honors and AP classes and the prerequisites may be found in the Course Selection Guide, available on the high school website.

Secondary School Career Planning:

Since many students are college-bound, school counselors in the middle school and high school work with students and parents to develop a six-year educational plan based on academic strengths and career interests. Many high ability students choose to pursue the Indiana Academic Honors diploma, which has a set of course requirements (see the following pages). Within this set of requirements are many Honors and/or Advanced Placement courses. See the course catalog available in the high school counseling office or on the website.

CORE40 with Academic Honors (minimum 48 credits)

For the Core 40 with Academic Honors diploma, students must:

Complete all Core 40 requirements	<input type="checkbox"/>
Earn a C- or higher in all required courses	<input type="checkbox"/>
Graduate with an overall B- average (8.0 GPA)	<input type="checkbox"/>
Mathematics	2 Credits <input type="checkbox"/> Pre-Calculus & Trigonometry or <input type="checkbox"/> Finite Math
World Languages	6-8 Credits <input type="checkbox"/> 6 credits in one language or <input type="checkbox"/> 4 credits: French and <input type="checkbox"/> 4 credits : Spanish
Fine Arts	2 Credits <input type="checkbox"/>
Complete ONE of the following (A-E):	
<input type="checkbox"/> A. Earn 4 credits: 2 AP courses and take corresponding AP exams	<input type="checkbox"/> B. Earn 6 transcribed college credits in dual credit courses
<input type="checkbox"/> C. Earn both of the following: 2 credits: AP courses and take corresponding AP exam and 3 transcribed college credits in dual credit course	<input type="checkbox"/> D. SAT Earn a combined score of 1250 (560 on the math/590 on the evidence based reading and writing).
<input type="checkbox"/> E. ACT composite score of 26 or higher & complete written section	College entrance exam scores are subject to change

CORE40 with Technical Honors (minimum 48 credits)

For the Core 40 with Technical Honors diploma, students must:

Complete all Core 40 Requirements	<input type="checkbox"/>
Earn a C- or higher in all required courses	<input type="checkbox"/>
Graduate with an overall B- average (8.0 GPA)	<input type="checkbox"/>
Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:	<input type="checkbox"/> State approved, industry recognized certification or credential or <input type="checkbox"/> Pathway dual resulting in 6 transcribed college credits.
Complete ONE of the following:	
<input type="checkbox"/> Any of one of the options (A-E) of the Core 40 with Academic Honors	<input type="checkbox"/> Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 76, Math 75
<input type="checkbox"/> Earn the following scores on WorkKeys: Reading for Information- Level 6, Applied Mathematics – Level 6, and Locating Information – Level 5	<input type="checkbox"/> Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

Teacher or Parent Appeals:

Teachers may recommend students for the High Ability programs and services at any time. Teachers may elect to complete a recommendation packet for a student who moves in or may request additional testing for a student, if the student does not meet identification requirements. A teacher may complete a checklist of attributes (see Appendix C, Form C-2 and C-3) for each student to be considered for further assessments and possible placement.

At any time, parents may appeal the committee's decision by completing an appropriate appeal form (see appendix C and Form C-1) to have their children participate in the second level of screening should they not be selected in the first level of screening. This appeal must be in writing and include reasons why the student should be reconsidered.

At the Junior High school, the criteria for appeal for placement in the English Honors classes will include:

1. Teacher Recommendation (Appendix B-5)
2. Test Results from ILEARN or equivalent and NWEA or equivalent
3. Writing prompt from state released writing prompts and selected by the teacher

A committee of school administrators and teachers will review the appeal and any additional pertinent information to make a final decision for further testing. A reply will be mailed or a parent contact made after the committee considers the appeal for possible placement.

Students identified for the EXCEL programs and their parents are invited to attend a parent orientation meeting at the end of the school year for elementary students in grades 3-6 new to the EXCEL program. The meeting is focused on discussing about program expectations and requesting parents to ask questions regarding the curriculum, the materials and the expectations of the program.

Program Placement and Withdrawal

It is expected that students will continue in the EXCEL Program for the entire year. If, however, the program is found to be an inappropriate educational placement for the child and the child returns to the regular classroom, a withdrawal form will be completed. (See Appendix D).

Students may be recommended for possible placement in the EXCEL program at any time. However, students are normally placed, if they qualify, at the beginning of a semester. Students new to the district will be tested prior to placement if the parent requests placement. Students who have been identified for gifted programming in another school district will be considered for placement only after completing similar testing protocols to those assessments required by students locally enrolled in the high ability classes.

At the high school level, parents and students are notified in written about the advanced level of requirements and study that are required for college level equivalent coursework at the high

school level and following the national Advanced Placement curriculum. A letter similar to the one in Appendix B-3 will be sent to parents of students entering the AP classes the following semester.

Exiting Procedures

Exiting Procedure for the High Ability Program at Elementary and Junior High

Occasionally, students are placed in programs and services that do not serve their needs. As a result, parents, teachers and/or students can request reconsideration for continuation in the EXCEL programs and services.

A procedure for withdrawal from Elementary EXCEL will include:

1. Communication (phone calls, parent-teacher conferences, and written statements) regarding concerns of student placement in the high ability program should occur first at the building level. The student, parent, and/or school personnel may initiate this communication.
2. See EXCEL Expectations list in the Appendix A-2
3. If the above means of communication has not produced a satisfactory resolution to the stated concern(s), a formal exit conference will be scheduled. The teacher, parent, student (if believed advisable by the teacher and/or parent), and a school administrator will attend this conference. If desired, the school's High Ability Coordinator or counselor may be invited to attend this conference.
4. At this conference, all issues will be examined and resolution sought. A period of "probation" may be considered, if needed. This probation period will extend through an agreed-upon time frame. At the conclusion of the pre-stated time frame, a determination will be made to continue or exit the student from the program or class. The parent will be notified.

A procedure for withdrawal from the Junior High Honors classes will include:

1. 7th grade students in Honors English/Language Arts (Honors 7) and/or Honors Math class (Algebra 1A) must achieve a grade of B- (80%) or higher at the end of the 1st semester in order to continue in that honors class the following semester. Also, 7th grade honors students must achieve a grade of B- (80%) or higher for the 2nd semester in order to be placed into the corresponding 8th grade honors class.
2. 8th grade students in Honors English/Language Arts (Honors 8) and/or Honors Math class (Algebra 1) must achieve a grade of B- (80%) or higher at the end of the 1st semester in order to continue in that honors class the following semester. High school scheduling procedures will take precedent for student placement after 2nd semester of their 8th grade year."

Exiting Procedure for High School

See the Centerville Senior High School Schedule Change Policy.

Guidance and Counseling:

Middle and high school counselors assist students in making their course selections as well as with other academic issues. Elementary students are provided with guidance and counseling support through their teachers and/or their part time school counselors. In all cases, staff is committed to assisting students as they engage in challenging activities with confidence and success.

Affective Curriculum:

An Affective curriculum has been developed for students in grades 3-8 with an emphasis on:
Understanding Self and Other
Intensities (Overexcitability) of Mind and Body
Perfectionism/Underachievement, and
Peer Relationships like Peer Pressure and Bullying.

Professional Development:

Professional development is offered to staff members who work with high-ability students. The teacher evaluation system has identified differentiation as an area of concentration. Training is accomplished in a variety of ways:

- (a) Elementary teachers in K-2 receive training through the Literacy Coach for the reading program including differentiation of reading assignments that challenge students.
- (b) Elementary teachers in the EXCEL classes in grades 3-6, meet periodically throughout the year to share ideas and write curriculum.
- (c) Junior High school and Senior High school teachers meet both separately and together to collaborate and/or receive training in higher order questioning strategies.
- (d) All teachers receive training in differentiation continually and other topics in the AP Vertical Team meetings.
- (e) Teachers and administrators are encouraged to attend the Indiana Association for Gifted conference when it is announced to staff.
- (f) Advanced Placement training is offered to secondary teachers.
- (g) Multiple other professional opportunities are also available for staff to attend, as needed, at state meetings and workshops

Program Assessment Plan:

A variety of methods are used to assess Centerville-Abington school programs and services for high-ability students. One of the responsibilities of the Broad Based Planning Committee

(BBPC), in collaboration with additional stakeholders, is the assessment of programs and services for high ability students. Annually the NWEA scores are disaggregated for identified students and are used to assess programming. It is expected that all of the programs and services will yield a full year of growth over time in grades K-12 in Reading, Language Arts and Mathematics. An annual program evaluation report for assessing student achievement is shared with the School Board each summer and each school Change Committee.

Appendix A-1

Test Definitions and Descriptions

Cognitive Abilities Test (CogAT) (Measure of Potential to Learn at High Levels.)

The cognitive abilities test has reliability measures of thinking skills and abilities. There are five subtests: Verbal Comprehension, Verbal Reasoning, Pictorial Reasoning, Figural Reasoning and Quantitative Reasoning. The scores can measure above grade level ability. This test is used as a wide screening instrument from grade K-2 and above with appeals.

Northwest Evaluation Assessment (Measures of Academic Progress) Tests

These are achievement tests administered to students in grades K-12 that can range to off-grade level items, depending upon the students' achievement level. They measure achievement in reading, math and language. (In grades 9-12, only the Reading test is used for Lexile ranges.) The test is administered to groups of students in computer labs in scheduled test sessions two or three times a year.

Scale for Identifying Gifted Children (SIGS) (Teacher Recommendation checklist)

A subjective, but standardized checklist completed by a student's teacher using a rubric that includes some or all of the areas in class: General Intellectual Ability; Study characteristics in Language Arts, Mathematics, Social Studies, Science, as well as characteristics of the students' Leadership and Creativity.

Orleans-Hanna Algebra Prognosis Test

This test indicates a student's ability to study and understand algebra. A student does not need to have taken pre-algebra or algebra to score well on this test. The test is administered to all students in grade 6.

Writing Samples from classroom assignments

Locally developed writing prompts are used to determine students' skills in writing development and grammar and usage. The Indiana Writing Rubrics for writing development and language conventions are used to score the writing samples in grades 2-8. In addition, at the high school level former Advanced Placement writing prompts and AP rubrics are used to score come writing samples.

Student Expectations for Elementary EXCEL program:

For Grade 3 through Grade 6

By the end of Grade 3, 4, 5 and 6 grades the EXCEL student will:

1. Achieve an average of 85% accuracy on Math tests.
2. Receive all report card grades at the average of a “B” or higher.
3. Demonstrate Proficiency in each of the three topics on the ILEARN Writing rubrics
4. Complete all assignments and projects by the due dates.
5. Achieve Accelerated Reader (AR) grade level goals
6. Demonstrate the positive traits of the Character Education Skills taught during the school year.

*Failure to maintain one or more of these expectations may result in a formal Exit Conference.

I have read and understand these expectations throughout the year:

Student Signature:

Parent Signature:

*Date:*_____

*Grade Level:*_____

The EXCEL program is based upon an accelerated curriculum, which is rigorous and challenging and requires student commitment and discipline to ensure academic success. Please read over the above expectations and discuss them with your parents. You may wish to make a copy of this form to keep on file at home.

Centerville-Abington Community Schools
Identification Processes in Place – Elementary
Identification Measures to Review and Include

Measures for Identification	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Ability Tests	CogAT screening	CogAT screening	CogAT Full Battery	CogAT in spring of grade 2 110 and above for the “Identification pool” for further assessments	Successful completion of prior year	Successful completion of prior year	Successful completion of prior year
Achievement Tests	NWEA Reading and Math	NWEA Reading and math	NWEA Reading, math	NWEA – reading, math, and language arts 85%til and above	NWEA – reading, math, and language arts 85%til and above	NWEA – reading, math, and language arts 85%til and above	NWEA – reading, math, and language arts 85%til and above
Other:				STAR Reading scores and ILEARN results are used to inform at all grades 3-6			
Teacher Recommendation and/or checklist				SIGS 120 and above	SIGS 120 and above	SIGS 120 and above	SIGS 120 and above
Student products	Text Level from Obs. Survey	Text Level from Obs. Survey	Text Level from Obs. Survey	Writing Prompt	Writing Prompt	Writing Prompt	Writing Prompt

CogAT = Cognitive Abilities Test

NWEA = Northwest Educational Association tests with Measures of Academic Progress (MAP testing)

SIGS = Scales for Identifying Gifted Children

Centerville-Abington Community Schools
 Identification Processes in Place – Secondary - Math
 Identification Measures to Review and Include

Measures for Identification	Grade 7 Algebra	Grade 8 Algebra I For HS credit	Grade 9 Honors Geometry	Grade 10 Algebra II	Grade 11 Pre-Calculus	Grade 12 Calculus AP	Comments: Students may also take:
Ability		Successful completion of prior grade	Successful completion of Algebra I in Grade 8	Successful completion of pre-requisites	Successful completion of prerequisites	Successful completion of prerequisites	Statistics and Probability and Discrete Math after successful completion of Algebra II
Achievement Tests	NWEA Total Math and Orleans Hanna given to all 6 th graders by 7 th grade math teacher in the spring semester		Students must pass the state Core 40 Algebra I ECA* for high school credit				
Teacher Recommendation and/or checklist	Teacher Recommendation about Task Commitment						
Grades as prescribed in pre-requisite classes	Grades in Math		Grade of B or better in Algebra I		Grade of C or better in Algebra II		

Orleans Hanna = Orleans Hanna Algebra Prognosis Test

*End Of Course Assessment

Centerville-Abington Community Schools
 Identification Processes in Place – Secondary – English Honors
 Identification Measures to Review and Include

Measures for Identification	Grade 7 English Honors 7	Grade 8 English Honors 8	Grade 9 English Honors 9	Grade 10 English Honors 10	Grade 11 or 12 English AP Literature or Language	Grade 11 or 12 English AP Literature or Language	Comments: Students or parents may appeal at any time.
Ability	Successful completion of prior year EXCEL class	Successful completion prior Honors 7 class	Successful completion of prior Honors 8 class	Successful completion of Grade 9 Honors	PSAT Potential Score in Grade 10	Successful completion of English AP identification criteria (prerequisites)	
Achievement Tests	NWEA review		NWEA Reading scores				
Other:							
Teacher Recommendation and/or checklist	Teacher Recommendation about Task Commitment		Task Commitment Checklist		Task Commitment Checklist	Task Commitment Checklist	
Grades as prescribed by pre-requisite classes.	Passing Grades						

PSAT = Preliminary Scholastic Aptitude Test (College Readiness Test)

NWEA = Northwest Educational Association tests with Measures of Academic Progress (MAP testing)

Elementary Identification Continuum for EXCEL Programs**Centerville-Abington Community Schools**

<u>When:</u>	<u>What:</u>	<u>Who:</u>
Spring/Fall	Screening of standardized test results for all grade levels	Administrators
Anytime	Student name is referred to Building Principal	Parent, Teacher or Student
Within 2 weeks	Teacher requests ID Packet	With approval of Principal
Within 1 week	Referral forms sent to teacher(s)	High Ability Programs Dir.
Within 2 weeks	Teacher referral sent back to High Ability Programs Director	Teachers
Data to be collected	<ol style="list-style-type: none"> Standardized Tests of Achievement <ol style="list-style-type: none"> Reading 85 %tile or higher Math 85 %tile or higher Language Arts 85%tile or higher Ability Test <ol style="list-style-type: none"> CogAT (Group test) at 120 or above Naglieri for appeals (culture free or back up for appeals) WISC -IV (for appeals, --administered by School Psychologist) Scale for Identifying Gifted Students (SIGS) <p>Standard Score for all areas Identified with Percentile Rank</p> <ol style="list-style-type: none"> Sample of Student Writing Writing Develop (5 or 6) Writing Conventions (3 or 4) 	<p>NWEA MAP tests</p> <p>CogAT</p> <p>SIGS</p> <p>Writing Prompt</p>
Within 1 week	All student data entered on summary data sheet and coded for I.D. committee	High Ability Programs Dir.
Within 1 month	High Ability Identification Committee meets to consider student placement or waiting list status	I.D. Committee, Staff and Administrative Rep
Within 1 week	Parent, teacher and child notified of Status	Director of High Ability or Principal

Identification for EXCEL Programs for High Ability Students

Dear Teacher,

We need your help. The identification committee for the EXCEL program for High Ability students would like for you to help us identify potential candidates from your class who would benefit from the EXCEL Program or Honors Classes in Grades 3, 4, 5, 6 or 7 next year.

Please submit the following information for us and return it to the district's High Ability Program Coordinator at the Administration Building. Feel free to call and discuss the EXCEL Program or the information requested with the coordinator at 855-3475. Thank you for your cooperation.

Teachers are asked to submit a completed Scale for Identifying Gifted Students checklist. In addition, please send a copy of the student's NWEA results for Reading Math and Language Arts.

Also submit the student's latest writing sample from the grade level district prompts or use the enclosed prompt for submitting the student writing performance.

	1. SIGS (Scale for Identifying Gifted Students)
	2. NWEA testing -- RIT report for Reading, Math and Language Arts (percentile data)
	3. Student 30-minute writing sample

All data will be transferred to an Identification Scale. Student names will not appear on the Scale; only a number will be assigned to the student.

Please use the list of the following characteristics when you are considering recommendation of a student for possible placement.

Potential students may not exhibit all characteristics, but many of those listed.

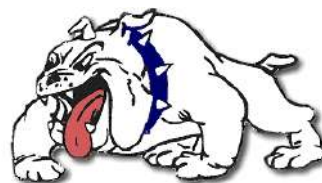
Thank you.

CHARACTERISTICS OF HIGH ABILITY STUDENTS

1. Has unusually advanced vocabulary.
2. Has ideas which are often very original and imaginative in one or more areas.
3. Has an unusually good memory.
4. Is alert and keenly observant; responds quickly.
5. Has a long attention span when interested in the topic.
6. Uses longer sentences than peers.
7. Reasons things out; thinks clearly; recognizes relationships; comprehends meanings.
8. Is curious about places outside immediate environment.
9. Is informed about a variety of areas.
10. Shows a high level of sensitivity and empathy.
11. Has a keen sense of humor.
12. Is an independent worker when interested in the topic.
13. Has a variety of interests.
14. Is a leader in several kinds of activities; is able to influence others toward favorable goals.
15. Has outstanding talent in a specific area.

Centerville High School
AP English
Sample letter to Parents and Students
Identification Process:

Centerville Senior High School
“Educated For Success”



507 Willow Grove Road, Centerville, Indiana 47330
Phone (765) 855-3481 Fax (765) 855-3484

To: Parents and Students

From: English Honors and Advanced Placement (AP) Teachers

Re: English Honors and AP English Expectations

Centerville High School’s English Honors program is an extremely rigorous course of study, designed for students who are capable of higher level thinking skills and who possess advanced reading and writing skills. The students in English Honors welcome the challenge and excitement of learning more complex and in-depth material. The expectations for students in this program are extremely high. The profile of an Honors and/or AP student is multi-dimensional. The student’s work ethic is demonstrated by timely, consistent, complete, and high quality response to homework assignments, along with consistent, active participation in classroom discussion and presentations. The successful completion of the Honors program in grades 9 and 10 will help prepare students for the Advanced Placement program in grades 11 and 12.

All students in Honors or AP are expected to complete assigned summer readings and pass comprehension tests and accompanying assignments. Failure to do so will result in a student’s immediate removal from the program.

We have read and understand the rigorous demands of the high school Honors program:

Parent Signature _____ Date _____

Student Signature _____ Date _____

Centerville-Abington Community Schools

EXCEL programs for High Ability Students
(See the High School Counselor for application)

The *Honors English and AP (Advanced Placement) English* have been developed for grades 7-12. The program has been specifically designed to fit the needs of students who are academically able in language arts.

Major goals are:

1. To enhance the quantity, quality, and variety of materials read.
2. To promote writing skills as well as ease of fluency of writing.
3. To improve vocabulary and word skills.
4. To increase comprehension of materials.
5. To advance perception of thought and form in literature.

Other goals are to help students:

1. Develop critical taste in reference to what is heard, read, and viewed.
2. Learn to express one's views in both oral and written form.
3. Recognize that knowledge is a necessary basis for expressing one's opinion.
4. Learn the tools for gathering, analyzing, synthesizing and evaluating knowledge and information
5. Gain effectiveness in independent study and work.

These goals apply to all levels of *Honors and AP English*

Current Teacher Recommendation

Student Name: _____

Date: _____

Trait:	Rating:
<u>Quality of Work</u> (0 is low quality of work to +5 of high quality) Self-reflective in own assignments or student products and works cooperatively in a group	Rating: Poss. +5
<u>Overall Work Ethic</u> (0 is for poor work ethic to +5 for excellent work ethic) Shows task commitment, perseveres on difficult assignments, works through to finish a project, completes homework on time, works independently, produces quality work, and keeps on task in groups	Rating: Poss. +5
<u>Enthusiasm toward Subject Matter:</u> (0 for low level of interest to +5 for demonstrating a high level of enthusiasm) Appears to enjoy reading, voluntarily talks to others about books read, appears to enjoy writing, and enjoys interaction with other students in this class about current class topics.	Rating: Poss. +5
Teacher Overall Recommendations: (0 points for low level ability to succeed in Advanced classes, to +3 for possible candidate to succeed, to +5 points for students who are predicted to be a good candidates to succeed in Advanced classes) Based upon teacher judgment as observed in classes.	Rating: Poss. +5
Total Score: (Add points in each rating box) Possible 20 points	

Centerville-Abington Community Schools
EXCEL Program (Grades 3-12)

Parent Appeal/Review Request Guidelines:

At times a student does not qualify for placement in High Ability Programs and Services by the standard criteria. If a parent or student feels that they need to be considered for placement by alternate assessments, they need to formally alert teachers and administrators that they want to be considered for advanced coursework.

Parents and students should fill out the following forms and return them immediately to the appropriate administrator:

Student Name: _____

School: _____ Teacher: _____

Name of individual making appeal: _____

Relationship to student: _____ Phone: _____

Best time to reach: _____

Address: _____

Parent Appeal/Review Request Form

Grade Level: _____ Teacher to Contact: _____

Subject Area: * _____

* Applicable to Junior High and High School

The following items are possible reasons for requesting an additional review of this student's application file for the EXCEL program or Honors and A.P. class offerings. Read these carefully and indicate which reasons you believe apply in this situation. Explain why the choice(s) selected are applicable. Include a copy of any additional information.

1. We have additional test information.

Comments: _____

2. This student has recently received special recognition.

Comments: _____

3. The previous test results are invalid.

Comments: _____

4. Special circumstances exist which cause this student to (a) test poorly, (b) receive an inappropriate score, (c) rate a low recommendation, (d) have low grades.

Comments: _____

5. An area of learning or extra-curricular activities absorb most of this student's time.

Comments: _____

ELEMENTARY TEACHER APPEALS ASSESSMENT RUBRIC

Student Name: _____ Grade Level: _____

Teacher/Team(s) name: _____

	5	4	3	2	1
General Intellectual Ability	Almost always displays curiosity about objects, situations, or events and a willingness to accept complexity	Frequently displays curiosity about objects, situations, or events and a willingness to accept complexity	Occasionally displays curiosity about objects, situations, or events and a willingness to accept complexity	Rarely displays curiosity about objects, situations, or events and a willingness to accept complexity	Never displays curiosity about objects, situations, or events and a willingness to accept complexity
Specific Academic Aptitude	Almost always learns rapidly and easily with little repetition and additional prompting	Frequently learns rapidly and easily with little repetition and additional prompting	Learns at a moderate pace with some repetition and additional prompting	Learns at a slower pace with needed repetition and additional prompting	Learns very slowly with needed repetition and a great deal of additional prompting
Creative Thinking and Production	Almost always produces and elaborates on ideas and asks higher level questions	Frequently produces and elaborates on ideas and asks higher level questions	Occasionally produces and elaborates on ideas and asks higher level questions	Rarely produces and elaborates on ideas and asks higher level questions	Never produces and elaborates on ideas and asks higher level questions
Team Work	Almost always works well with others and assumes an organizational role within the group	Frequently works well with others and can assume an organizational role within the group	Occasionally works well with others and receives input from their peers	Rarely works well with others or receives input from their peers	Never works well with others.

Please return this rubric to the High Ability Program Coordinator immediately.

Thank you.

Appeal for Honors or AP Class Placement -- Teacher Checklist:

Form: C-3

Name of Student: _____ Grade Level Now: _____ Responding Teacher/Team _____

Please mark the appropriate response to each of the identifying characteristics.

4=Frequently

3=Occasionally 2=Seldom

1=Never

Characteristic	4	3	2	1
GENERAL INTELLECTUAL ABILITY				
Is an avid reader				
Reveals originality in oral and written expression				
Has a wide range of interests				
Is secure emotionally				
Needs little outside control – applies self-discipline				
Is creative in new ideas, seeing associations, pursuing innovations				
Displays a great curiosity about objects, situations, or events				
Displays a willingness to accept complexity				
Has the capacity to use knowledge and information other than through memorization and recitation.				
Makes good grades in most subjects				
Uses a lot of common sense				
Retains and uses information which has been heard or read				
Uses a large number of words easily and accurately				
Has an interest in cause-effect relationships				
Has a liking for structure, order, and consistency				
Has a power of concentration that excludes all else if doing something of extreme interest				
Has a high energy level and can be, on occasion, disruptive				
Is independent				
Is friendly and outgoing				
TOTALS				
SPECIFIC ACADEMIC APTITUDE				
Learns rapidly, easily and with less repetition in one or a few specific areas (probably not all subject areas)				
Like to study some subjects more than others				
Is able to show broad perspective on one or more subject areas				
Seeks assistance of others beyond age peers in extending knowledge in areas of interest				
TOTALS				
CREATIVE THINKING AND PRODUCTION				
Is fluent in producing and elaborating on ideas				
Senses when problems exist				
Acts spontaneously, intuitively				
Tolerates ambiguity and uncertainty				
Senses inconsistencies and discontinuities				
Provides multiple solutions or responses to problems				
Is uninhibited in expression, sometimes radical				
Is intellectually playful, interested in fantasy, imagination				
Has a keen sense of humor, seeing humor in situation others don't				
Asks provocative questions, challenges adults				
Questions authority				
Is impatient with repetition				
TOTALS				
LEADERSHIP				
Can stimulate and organize others into action				
Recognizes others' abilities and skills				
Recognizes and can articulate the goals of a group				
Listens to others empathetically				
Understands how people feel and how groups function				
Can give directions clearly and effectively				
Can adopt non-leadership roles within a group				
Can establish the mood of a group				
Supports others in a group when appropriate				
Can coordinate the work of several individuals				
Is often asked for ideas and suggestions				
Is looked to by others when something must be decided				
TOTALS				

Return this checklist to the High Ability Coordinator immediately upon appeal:

General Intellectual Ability: _____

Specific Academic Aptitude: _____

Creative Thinking and Production: _____

Leadership: _____

EXCEL Elementary Student Withdrawal Guidelines

1. Either the teacher or parent may request a conference at any time if there appears to be a concern with the student's ability to function in the class or program.
2. If the student is performing below average for the EXCEL classes K-6, the teacher will notify the parent so that a progress conference can be arranged.
3. An exit conference may then be requested by the student, the parent(s) or the teacher if the student's performance continues to be below expectations.
 - a. The exit conference will be attended by the teacher, the parent(s), a general education teacher (when appropriate) and an administrator.
 - b. In the exit conference, a formal contract will be made with the expectations and timelines for student improvement. If the contract is not fulfilled, the student will be exited in the best interest of the student.
 - c. If the parent does not choose to attend the exit conference, the student's educational placement will be made in the best interest of the student.
 - d. The parent will be notified of the decision in writing.

Parent Withdrawal or Probationary Contract for Improvement Request Form

After reviewing the "Student Withdrawal Guidelines" for the EXCEL program and conferencing with the teacher, I wish to:

_____ withdraw _____ from the G/T program.
Child's Name

_____ keep _____ in the program after completing the
Child's Name
 following recommendations:

Task commitment: _____

Grades below expected standard: _____

Other: (i.e. project completion, homework, etc.) _____

Date

Teacher's Signature

Parent's Signature

Date:

Principal

High Ability Coordinator's Signature

Websites for Information about High Ability and Gifted:

The following sites are all recommended at [Http://www.iag-online.org/weblinks.htm](http://www.iag-online.org/weblinks.htm)

Hoagies' Gifted Education Page

Lots of information about gifted kids and gifted education. Links to a variety of other sites.

<http://www.hoagiesgifted.org>

Kidsource.com

Another site with a great deal of helpful information about gifted children.

<http://www.kidsource.com>

GT-World

An on-line support community for parents of Gifted and Talented children.

<http://www.gtworld.org>

TAG Families of the Talented & Gifted

One of the original great sites to establish a community for gifted families.

<http://www.tagfam.org>

Gifted Development Center

Dr. Linda Silverman's center in Denver, Colorado.

<http://www.gifteddevelopment.com>

Davidson Institute for Talented Development

This institute supports profoundly gifted young people.

<http://www.davidson-institute.org>

PARENTING TIPS

Handling questions

1. Do you answer your child's questions with patience and good humor?
2. Do you take advantage of the child's questions and expressions of interest to guide him into further learning and exploration?

Developing Physical and Social Skills

1. Do you help your child develop physical and social skills as carefully as you encourage mental growth?
2. Do you help him to learn how to get along with children of all levels of intellectual ability?
3. Do you avoid over-stressing intellectual achievement?
4. Do you avoid pushing him/her by not being unreasonably demanding about after school lessons and activities?
5. Do you teach him to use his gifts for the benefit of society as well as for himself?

Teaching Decision Making

1. Do you set reasonable standards of behavior for your child and then see that he/she meets them?
2. Do you provide early opportunities for decision making by your child, with follow-up of learning to evaluate decisions after carrying out whatever action was taken?
3. Do you teach your child how to budget time, organize his work, and improve on study habits?
4. Do you help your child make his own plans and decisions?
5. Do you give your child increasing independence as his/her ability to handle responsibility increases?
6. Do you encourage your child to set high educational and vocational goals?
7. Do you refrain from trying to pick a vocation for your child, but try to help him learn about as many occupations as possible?
8. Do you allow your child to fail? Do you then help your child learn to handle failure when it occurs?

Encouraging Activities

1. Do you help your child find worthwhile and challenging reading materials and television programs?
2. Do you provide hobby materials and books?
3. Do you find places where the child can study and work at hobbies?
4. Do you provide a place to display his work?
5. Do you let the child learn about and share in some of your hobbies and interests?
6. Do you take the child on trips to points of interest?
7. Do you enable your child to take advantage of lessons and activities offered by private groups or community organizations?

Being A Model

1. Do your expressions of attitude and your behavior set the example you want your child to follow?
2. Do you model correct speech patterns?
3. Do you as parents, read and demonstrate an interest in continued learning?

Facing Giftedness

1. Do you try to find something specific to praise when your child shows you his work? (A generalized compliment means little to gifted children.)
2. Do you resist the impulse to show the child off?
3. Do you resist any temptation to exploit your child?
4. Do you avoid comparing him with his brothers, sisters, or friends?
5. Do you deal effectively with the perfectionism that *your* child may exhibit?

SUGGESTIONS FOR PARENTS

- They are children. They need love, but controls; attention but discipline; parental involvement, yet training in self-dependence and responsibility.
- Consistency of parental value systems is important for a child's optimum development. This means that there should not be wide disagreements over values between parents.
- Parental involvement in early task demands, such as training the child to perform tasks themselves, to count, tell time use correct vocabulary and pronunciation, locate themselves and get around their neighborhood, do errands, and be responsible are all important.
- Emphasis on early verbal expression, reading, discussing ideas in the presence of children, poetry, and music are all valuable. Parents should read to children. There should be an emphasis by parents on doing well in school.
- Growing up in a happy, healthy home is an important factor in a child's emotional stability. Undue tension, unhappiness, and stress should be consciously eliminated.
- Since G/T children often have vague awareness of adult problems, such as death, sickness, finances, war, etc., which their lack of experience makes them unable to solve, they may need reassurance in these areas.
- The role of good books, magazines and other aids to home learning, such as encyclopedias, charts, collections, etc., is important.
- There's a difference between pushing and intellectual stimulation. Parents should avoid "pushing" a child into reading, "exhibiting" him before others, or courting undue publicity about him. On the other hand, parents should seek in every way to stimulate and widen the child's mind, through suitable experiences in books, recreation, travel, and arts.
- The gifted child usually has a wide and versatile range of interests, but he may be somewhat less able to concentrate on one area for a long time. Parents should encourage children who have hobbies to follow through on them, to plan and strive for creditable performance and for real master, rather than "going through" a lot of hobbies or collections in a short time.
- Parents should avoid direct, indirect, or unspoken attitudes that fantasy, originality, unusual questions, imaginary playmates, or out-of-the-ordinary mental process on the part of the child are bad, "different" or to be discouraged. Instead of laughing at the child, laugh with him and seek to develop the child's sense of humor.
- Parents can avoid over structuring children's lives so that they don't have any free time.
- Don't expect your gifted child to live up to your unfulfilled aspirations. You may dream of "my son or daughter, the doctor" but he or she may have other heroes.

- Don't compare your gifted child to other children. It places on the gifted one the responsibility to be gifted all the time, and it certainly is not fair to whoever comes off second best. Every child is unique and special in some way.
- Enjoy your child. Of all the problems children have, giftedness is the best one. Your gifted child may try your stamina and endurance at times, but enthusiasm and lust for learning will more than make up for the pace. Your argumentative youngster may be practicing to become a great trial lawyer, and the artwork taped to your refrigerator may promise competition to Rembrandt in spite of the fact that you cannot tell which way is "up". Relax and enjoy the excitement.

ASSOCIATIONS for Gifted and Talented/High Ability Students:

AMERICAN ASSOCIATION FOR GIFTED CHILDREN

The American Association for Gifted Children, the first voluntary non-profit organization in the United States devoted exclusively to the needs of gifted, talented, and creative children, was founded in 1946 by Dr. Ruth Strang and Miss Pauline Williamson. The Association assists in developing special materials' for parents and community leaders and in encouraging studies, conferences, scholarships, and other services related to the development of the gifted. There are annual membership dues.

Contact:

American Association for Gifted Children

Duke University

Box 90359

Durham, North Carolina, 27708-0270

919-783-6152

megayle@aol.com

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

National Association for Gifted Children is an organization of educators, parents, and community people interested in the development of gifted people. The Association serves as a communication network for people seeking information related to giftedness. The Association publishes several books and pamphlets as well as a quarterly journal and newsletter. There is an annual subscription.

Address:

1707 L Street, N. W., Suite 550

Washington, D.C. 20036

202-785-4268

ASSOCIATION FOR THE GIFTED (TAG)

The Association for the Gifted (TAG) is a division of the Council for Exceptional Children (CEG). For membership information write:

Address: The Association for the Gifted Council for Exceptional Children
 1920 Association Drive Reston, VA 22091
 (703 620-3660)

WORLD COUNCIL FOR GIFTED & TALENTED CHILDREN

The World Council for gifted and Talented Children is an international organization designed to promote the educational and developmental wellbeing of gifted and talented children throughout the world. It serves as a medium of exchange of ideas, program plans, research, curriculum, and publications. It publishes a quarterly newsletter and a semi-annual journal. There are annual dues.

Contact: World Council for Gifted & Talented Children Box 218
Teachers College
Columbia University
New York, NY 10027
(212 678-3866)

INDIANA ASSOCIATION FOR THE GIFTED

The Indiana Association for Gifted is our state organization. It publishes a quarterly newsletter and holds an annual convention for parents, teachers, and administrators. There are annual dues.

Address: Indiana Association for the Gifted
10421 Fall Creek Road
Indianapolis, Indiana 46256

SUPPORTING EMOTIONAL NEEDS OF GIFTED (SENG)

This group holds a national convention each August for parents and teachers. It is a support group for interested parents. It is compiling a nationwide list of qualified psychologists and psychiatrists interested in working with gifted children and their families.

Contact: SENG-WRIGHT State University
P.O. Box 1102
Dayton, Ohio 45401

PUBLICATIONS FOR PARENTS

Useful Websites for the Affective Development of High Ability Students

- www.hoagiesgifted.org This resource has articles, information on distance learning/ summer/ Saturday programs, reading lists, products, contests, scholarships, links for kids and teens, and much more. It is an award-winning site, and the author was recognized with the National Association for Gifted Children 2005 Community Service Award.
- www.kidsource.com/kidsource/pages/ed.gifted.html for articles relating to specific topics within gifted education, e.g. ADHD and gifted, career planning for gifted, mathematical talent, etc.
- www.iag-online.org The Indiana Association for the Gifted.
- www.nagc.org National Association of Gifted Children.
- <http://www.davidson-institute.org> The Davidson Institute for Talent Development provides resources for supporting the needs of highly gifted individuals.
- http://www.sengifted.org/articles_social/index.shtml Full text articles on parenting gifted children and the social and emotional needs of gifted children are available on-line.
- <http://www.gifted.uconn.edu/nrcgt> National Research Center for Gifted and Talented.
- www.prufrock.com for a blog, articles, books and other materials for parents and kids.
- www.freespirit.com for the Gifted Kids Survival Guides and other publications relating to gifted kids.

College Planning Websites

- <http://www.bsu.edu/academy/> The Indiana Academy for Science, Mathematics and Humanities, a public residential high school open to Indiana high school students of high ability.
- <http://www.learnmoreindiana.org/> Learn More Resource Center, Indiana's Pre-K to College Connection, helps Indiana residents learn about college in Indiana, preparing for college, getting to college, student financial aid, Indiana career information and other essential information for lifelong success.
- <http://www.ctd.northwestern.edu/> Articles about college planning for gifted students.
- <http://doe.state.in.us/octe/facs/CrrClstrGrid.html> Use this site to build the 4-year course plan to meet the Indiana Academic Honors Diploma requirements.
- <http://www.gifted.uconn.edu/nrcgt/reports/rm93201/rm93201.html#colsearch> This is a link to an online handbook written by gifted education experts specifically for assisting economically disadvantaged and first generation college attendees.
- ACT www.act.org
- The College Board www.collegeboard.com
- National Association of College Admission Counselors www.nacac.com
- Petersons www.petersons.com
- The Sallie Mae Foundation www.salliemae.com
- <http://www.ctd.northwestern.edu/numats/> Midwest Academic Talent Search (NUMATS), a program that offers above-level testing to bright students. In addition, NUMATS provides students and parents with assessment and counseling tools that enable them to make wiser academic decisions about courses to take and paths to choose. The website offers many links to resources for gifted students.

Appendix J

Useful Articles and Books on Social and Emotional Development (alphabetical by author)

- Cohen, L.M. & Frydenberg, E. (1996). *Coping for capable kids*. Waco, TX: Prufrock Press.
- Cross, Tracy L. (2004). *On the social and emotional lives of gifted children* (2nd ed.). Waco, TX: Prufrock Press.
- Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis, MN: Free Spirit.
- Ford, D. Y. & Grantham, T.C. (2003). Providing access for culturally diverse gifted students: From deficit to dynamic thinking. *Theory into Practice*, 42 (3), 217-225.
- Galbraith, J. & Delisle, J. (1996). *The gifted kids' survival guide: A teen handbook*. Minneapolis, MN: Free Spirit.
- Greenspon, T.S. (2002). *Freeing our families from perfectionism*. Minneapolis, MN: Free Spirit.
- Hennenfent, M. (2005). *Learning to be a durable person: An affective needs curriculum for K-5 gifted and talented children addressing social and emotional needs*. Plano, TX: McGee-Keiser.
- Lewis, B.A. (2005). *What do you stand for? For teens: A guide to building character*. Minneapolis, MN: Free Spirit.
- Mendaglio, S. & Peterson, J. (2007). (Eds.) *Models of counseling gifted children, adolescents, and young adults*. Waco, TX: Prufrock.
- Neihart, M., Reis, S.M., Robinson, N.M. & Moon, S.M. (2002). *The Social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.
- Peterson, J. S. (2008). *The essential guide to talking with gifted teens*. Minneapolis, MN: Free Spirit.
- Piechowski, Michael (1991). Emotional development and emotional giftedness. In N. Colangelo & G. Davis (Eds.), *Handbook of gifted education* (pp. 285-306). Boston, MA: Allyn and Bacon.
- Reis, S.M. & Colbert, R. (2004). Counseling needs of academically talented students with learning disabilities. *Professional School Counseling*, 8, 156-167.
- Rimm, Sylvia (1996). *Smart parenting: How to raise a happy, achieving child*. New York, NY: Crown Publishing.
- Silverman, Linda (1993). *Counseling the gifted and talented*. Denver, CO: Love Publishing.
- Van Tassel-Baska, J., Cross, T., & Olenchak, F.R. (Eds.) (2009). *Social-Emotional Curriculum with Gifted and Talented Students*. Waco, TX: Prufrock.
- Webb, J. T.; Amend, E.R.; Webb, N.E.; Goerss, J.; Beljan, P.; & Olenchak, F. R. (2005). *Misdiagnosis and dual diagnoses of gifted children and adults: ADHD, bipolar, OCD, Asperger's, depression, and other disorders*. Scottsdale, AZ: Great Potential Press.

Webb, J., Gore, J., Amend, E. & DeVries, A. (2007). *A Parent's Guide to Gifted Children*, pp. 11-29.
Scottsdale, AZ: Gifted Potential Press.