

Welcome to Gifted Family Night



November 24, 2025
6:00pm

Gifted Education at
Canal Winchester Local
Schools

Agenda Items

- 1 What is Gifted?
- 2 Gifted Identification
- 3 What is the Structure of Service?
- 4 A Typical Day at School
- 5 WEP's
- 6 Parental Partnership
- 7 Resources & Local Opportunities
- 8 Four Corners Q&A

What is Gifted?



- Children whose aptitude is deemed significantly above their age level
- Manifests in many domains--intellectual, creative, artistic, leadership, or in specific academic content areas
- Students who think differently about the world around them in speed, worldliness, perhaps more creatively or abstractly. Others are more literal.
- Students who question and/or look for challenges; need more rigor.
- Many are precocious, march to the beat of their own drum, or are intrinsically motivated to make sense of things in the world.

What is The Structure of Service?

The basic structure of Gifted Services in Ohio is overseen by the Ohio Revised Code (ORC). This is revisited every five years so that important updates can occur.

The ORC states that schools are mandated to identify Gifted students but are not required to service them in any specific way.



What is The Structure of Service?

The ORC oversees who can be responsible for services of Gifted students in Ohio schools.

GIS (Gifted Intervention Specialist)–is a teacher with an additional licensure and training in Gifted specific coursework. They can directly instruct students or indirectly support behind the scenes working with teachers on instruction.

Classroom Teacher–can be trained by a Gifted specialist 15 hours a year for 4 years in Gifted specific topics and training to make them experts in working with gifted students.



How Did My Child Get Here: Gifted Identification

Children are identified Gifted in one of two ways:

Scoring "Superior Cognitive" in grades 2 or 6 on a Cognitive test (InView, CogAt, Iowa, etc)

Scoring at the 95th percentile or higher on one of our MAP (reading) or iReady (math) administrations

State of Ohio=Once Gifted Always Gifted Rule



These Identifications Qualify Them for Service:

Children are placed for service in the FOLLOWING school year so as not to disrupt their current setting.

Superior Cognitive ID = service in both math and reading.

MAP identification = service in reading

iReady identification = service in math



Visual Performing Arts Identification:

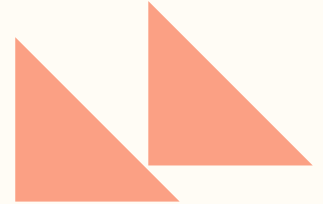
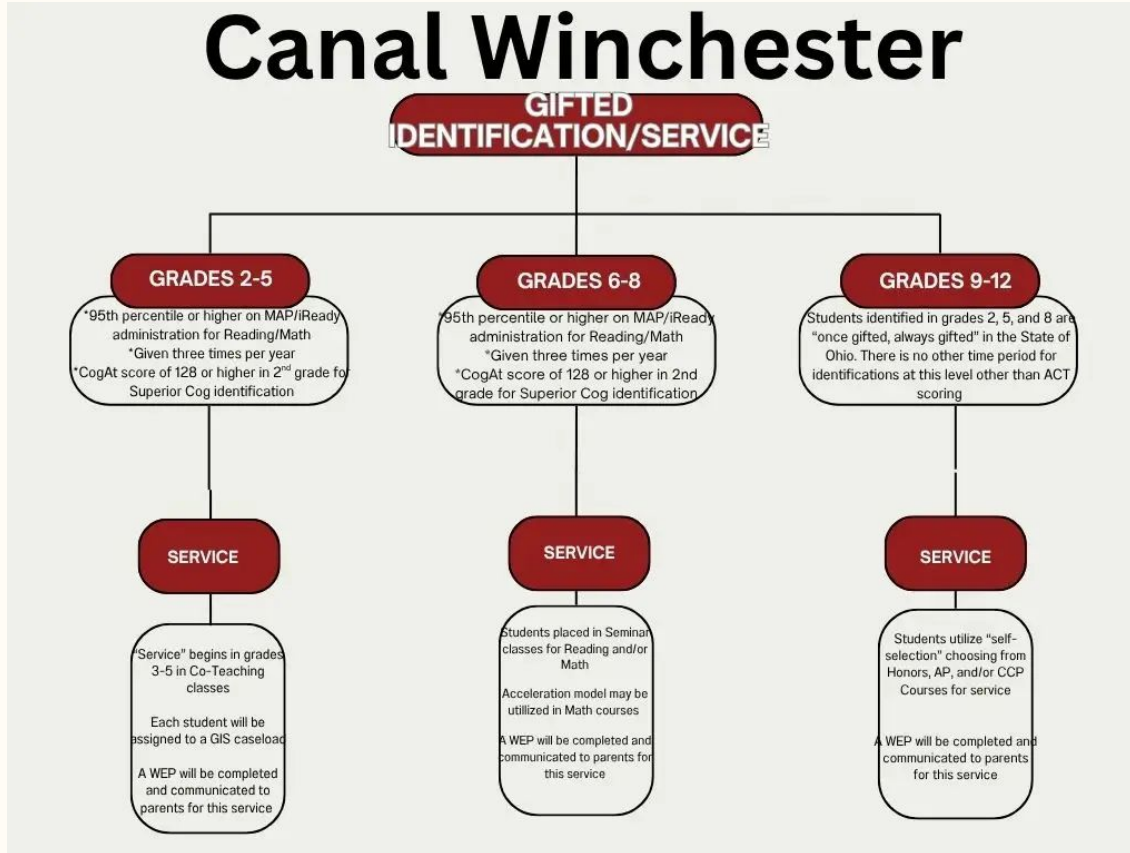
We are also mandated to screen and identify in the areas of music, drama, visual arts, and dance.

We complete these in grades 2, 5, and 8. Students can be recommended for a performance based assessment by a teacher or a parent can submit a referral request on our website.



What is The Structure of Service?

How we serve in Canal Winchester is known as a "Continuum of Service"



A Typical Day

At Winchester Trail we focus on a modern, dual model that makes co-teaching classrooms the primary service and pull out times during "Power Up" a service when needed.

Each grade level operates slightly different.



A Typical Day –3rd Grade

- Teachers and GIS plan and consult to elevate and differentiate curriculum for the gifted students whether one or both teachers are in the room.
- During pull out lessons, Mrs. Logsdon utilizes the “eight mathematical processes” to help students with problem solving approaches and we’re working on the “30 Book Club Challenge” in Reading.
- During other lessons, gifted students are challenged through differentiation of content, process, or product; and supplemented by enrichment activities (e.g., in-depth class discussion and choice-based learning).

A Typical Day –4th Grade

- Mrs. Boise spends one full day in each classroom and works with 2 different pods; planning with each teacher weekly.
- Pulls students based on skills/need during Power-Ups each day;
- Provides enrichment activities on Mrs. Boise's Google classroom to enrich daily lessons; and
- Pairs students to support social emotional learning needs of all students

A Typical Day –5th Grade

- Teachers and GIS plan and consult together to elevate and differentiate curriculum for the gifted students whether one or both are in the classroom.
- GIS co-teaches 2 - 3 days a week.
- GIS Pull out/Power up 2 - 3 days a week.

What is a WEP?

- A Written Education Plan (**WEP**) is a document that outlines the goals of service for students who are gifted. It may include both academic and affective goals.
- Developed through collaboration with the teacher, and/or a gifted intervention specialist and NEW this year—parent input!
- Provide teachers and parents with a snapshot of the child's service(s), goals, measures of progress, responsible staff, and dates for revision; reevaluated on an annual basis.
- Currently, our easiest form of communication for this document once complete is through Parent Square. Look for this starting in January. We utilize passive consent signatures at this time.

Parental Partnership: How Can I Support Them at Home?

Compliment—your child for his or her abilities and efforts, not their intelligence. Recognize real accomplishments.

Demonstrate—Assist your child in learning how to pick and choose activities. Demonstrate and stress the importance of downtime and balance. Work with your child on coping with failure and its importance in taking academic risks to challenge themselves

Share Relevant Data—If a child takes an assessment, he should be told the results and what they mean. It is really important that your children understand who they are. This includes their abilities and needs as gifted kids.



Enjoy—As challenging as it is to have a child that is different from the norm, some of the hallmarks of giftedness are a sense of humor, an excellent vocabulary, and high levels of perceptivity. No matter what your child's level of giftedness do your best to end most days looking at the positives and saying to yourself, "Wow! Am I ever lucky!"

The Magic of Mistakes—help them to feel it is appropriate to take risks or not always know the answers. Sometimes our greatest successes come when failure is felt first.

Productive Struggle—let them grapple with perplexing problems or challenging ideas.

What Resources are Available to Me?



Some of the most common names in the Gifted world have great parental resources:

<https://education.ohio.gov/Topics/Other-Resources/Gifted-Education> (ODEW Informational Page)

<https://www.hoagiesgifted.org/parents.htm> (Hoagies has been around for years in Gifted Advocacy)

https://gifted.uconn.edu/websites_parents/ (Links to many Gifted organizations and topics)

<https://www.byrdseed.com/parents/> (Ian Byrd is a modern day Gifted Guru)

<https://neurodiversitypodcast.com/> (Emily Kircher-Morris is a personal favorite)

<https://sengifted.org/> (Advocacy Group)

<https://giftedchallenges.blogspot.com/2013/08/top-blogs-about-gifted-children-gifted.html> (List of informative blogs if that's your preference for information)

What Resources are Available to Me?



Math and Reading Resources: (Teachers—below is what we've used in the past)

Math

- Math Pickle <http://mathpickle.com/>
- Virtual Math Club <https://virtualmathclub.wordpress.com/>
- Virtual Nerd <http://virtualnerd.com/middle-math/all/>
- Khan Academy <http://www.khanacademy.org>
- Prodigy Math Game <https://www.prodigygame.com/>

Reading

- Good Reads www.goodreads.com app (Young Readers Books)
- Scholastic www.scholastic.com
- Watch Connect Read <http://mrschureads.blogspot.com/>
- Some of My Best Friends Are Books by Judith Wynn Halsted

Growth Mindset

- Mindset: The New Psychology of Success by Carol Dweck



Local Opportunities

Encourage your child to get involved in Academic Extracurriculars in our school district!
These are more MS/HS oriented, but could potentially include:

*Battle of the Books

*Thurber House--focus on writing

*Ohio Model United Nations

*Columbus Metropolitan Museum of Art/Square Canvas/House of Therapy--creative/visual/artistic

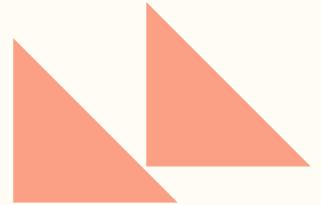
*Science Olympiad

*HOSA

*Engineering for Kids via OSU--classes emphasizing in STEM oriented activities

*CWPA

*Kids in College Ohio University - Lancaster



Questions?

Four Corners Q&A

1. Mr. Lautenschleger and Mrs. Bartos
2. Dr. Dyer and Mrs. Fries
3. Mr. Brennick, Mrs. Erlich, and Mr. Farmer
4. Mrs. Logsdon, Mrs. Boise, and Mrs. Hewitt



Thank you for attending!