

# LCSC High Ability Newsletter

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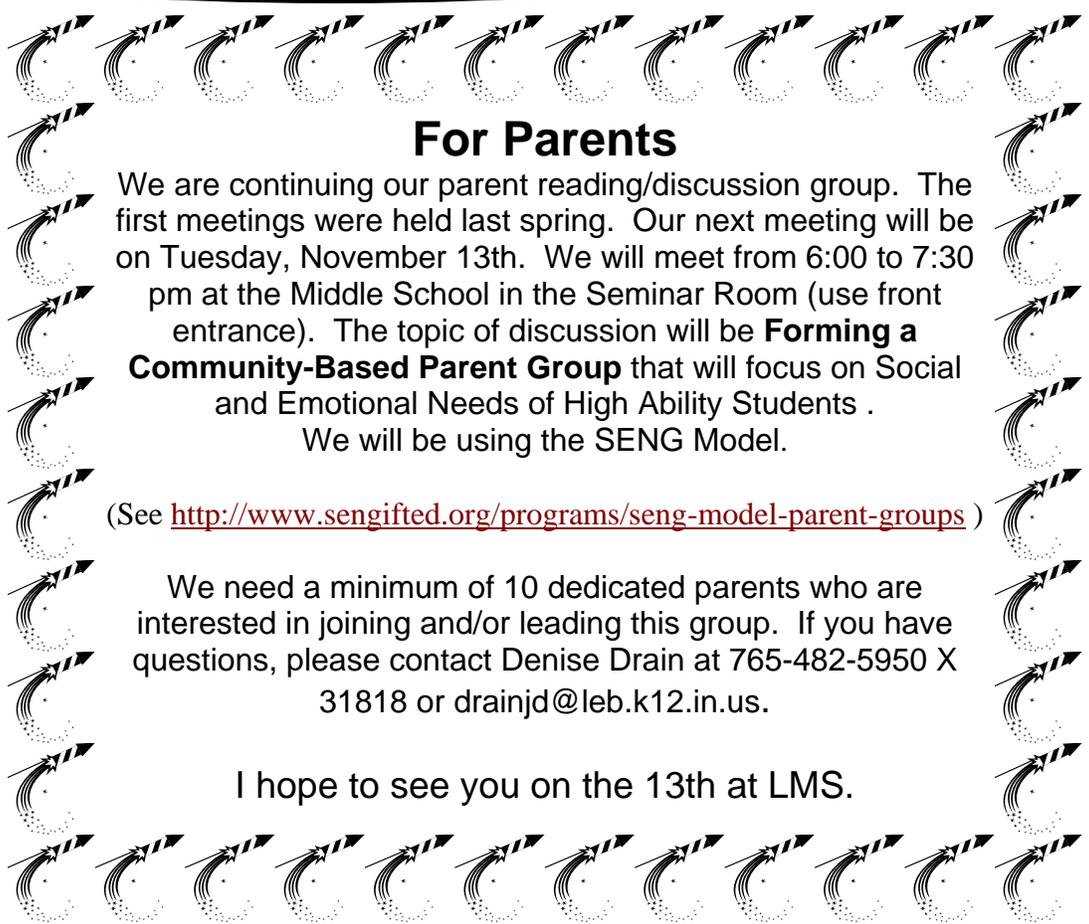
“To repeat what others have said, requires education; to challenge it, requires brains.”

– Mary Pettibone Poole

**Must See Web Site!**  
<http://www.davidsongifted.org/>  
*Supporting the Nation's Brightest People*

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## For Parents

We are continuing our parent reading/discussion group. The first meetings were held last spring. Our next meeting will be on Tuesday, November 13th. We will meet from 6:00 to 7:30 pm at the Middle School in the Seminar Room (use front entrance). The topic of discussion will be **Forming a Community-Based Parent Group** that will focus on Social and Emotional Needs of High Ability Students . We will be using the SENG Model.

(See <http://www.sengifted.org/programs/seng-model-parent-groups> )

We need a minimum of 10 dedicated parents who are interested in joining and/or leading this group. If you have questions, please contact Denise Drain at 765-482-5950 X 31818 or [drainjd@leb.k12.in.us](mailto:drainjd@leb.k12.in.us).

I hope to see you on the 13th at LMS.

## Testing and Identification Time Line for Students Attending LCSC

SAVE THE DATE: DECEMBER 14, 2012

Parents or guardians who would like their child considered for high ability services should submit a PARENT form of The Kingore Observation Inventory (KOI) for the appropriate level: Grades K-3, Grades 4-8, or High School **NO LATER THAN DECEMBER 14, 2012**. These forms are available on the website and at each school office.

All decisions regarding placement for High Ability Services are made by a central selection committee using KOI data, and other artifacts and data. All LCSC students take the OLSAT in grades K and 5. Students who are new to LCSC are given the OLSAT during their entry year. The committee also looks at ISTEP scores; NWEA scores in reading, language, and math; writing samples; and other data submitted by teachers and parents to determine eligibility, which is based on the need for services not ordinarily provided by the general education classroom teacher.



In November, 2013, which seems to be far away, the National Association for Gifted Children will hold their annual conference in Indianapolis. The event runs from November 7-10. Parent day is always held on Saturday of the Convention.

REMEMBER THIS DATE: NOVEMBER 9, 2013

There is a fee for Parent Day, however, it has not yet been determined for 2013. The day includes a number of sessions of interest to parents as well as access to the general sessions and exhibitor workshops and booths. Please plan to attend.

### A Thought to Ponder

"Failure to help the gifted child reach his potential is a societal tragedy, the extent of which is difficult to measure but which is surely great.

How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society."

--James J. Gallagher, 1975

### JOIN IAG!



Joining IAG is easy to do! A one-year membership is \$25, two-years is \$45, and an institutional membership is \$100. An institutional membership grants membership privileges to up to five people in your school. A membership allows you to receive a discounted rate for IAG Conferences, bi-monthly issues of Images sent to your e-mail, and advocacy updates in Indiana.

Go to <http://iag-online.org/>

### So Your Gifted Child Gets All A's... So What? By Christopher Taibbi

<http://www.psychologytoday.com/blog/gifted-ed-guru/201209/so-your-gifted-child-gets-all-so-what>

Elementary parents have recently received their child's NEW report card. This article goes a long way toward explaining the benefits for students with high ability of using a standards-based report card. As parents and teachers, we need to focus on student learning and growth as opposed to making A's. A's are supposed to be good, but what, really, does an "A" mean? Could it mean your child has mastered all of the skills presented during the quarter? Could your child have gotten an A if she had taken the final test on Day One? Indiana has begun calculating growth as well as academic performance. To be successful, students must be proficient in their academics, but they must also show a year's growth for every year spent in school. Student growth data is available along with your child's ISTEP scores (for grades 4-8). For other grades, you can find your child's growth data by looking at the NWEA results. If you do not have the NWEA results, you can contact me and I will see that you get a copy. Let's be sure our students are mastering the material but also that they are showing appropriate growth. —Dr. Denise Drain

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## FRACTURED FAIRY TALES: A Great Family Activity!

Research has shown that fewer and fewer children are familiar with fairy tales and nursery rhymes. Parents are encouraged to read and tell these traditional stories to children to give them a foundation for classical reading. One of the activities you can do is to create "fractured" Fairy Tales. You can read some fairy tales. Next, you can engage your children with a discussion of fairy tales, then used divergent thinking processes to think of ways the story could have been different.

An example might be to look at stories from different point of view (such as the Wolf's side of the 3 Little Pigs story) and different perspectives (what if Snow White was really bad). Finally, you work with your children to created story lines representing different ways of thinking about the fairy tales. Children might write their tales, others might tell them orally. Parents might want to go to the library to check out *The True Story of the Three Little Pigs* by Jon Scieszka.

One of my former students wrote the following:

"Once upon a time, four wolves went for an airplane ride while they were waiting for their ice cream to melt. While they were gone, Cinderella came through the window! The first bowl of ice cream was too hard, the second bowl of ice cream was too soft, the third bowl of ice cream was too runny the fourth bowl of ice cream was just right." --Ben, Age 6

**Lebanon Community  
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**High Ability Services  
Mission Statement**

The Lebanon Community School Corporation  
will create and nurture an  
environment that challenges high ability  
students to meet their full potential as  
lifelong learners.

We're on the Web!  
[http://www.leb.k12.in.us/  
highability.asp](http://www.leb.k12.in.us/highability.asp)

Dr. J. Denise Drain is the LCSC Director of High Ability Education. She has more than 20 years experience as a teacher and Coordinator of Gifted/High Ability Education. She has two grown daughters who have attended high ability programs, has a master's degree from Ball State University in Educational Psychology with the High Ability Endorsement, and completed a doctoral degree in Educational Policy, Planning, and Leadership with an emphasis in Gifted/High Ability Education from College of William and Mary in Williamsburg, Virginia. She can be reached at Hattie B. Stokes Elementary School in Room 400 or by calling 765-482-5950, Extension 31818.

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To begin receiving this newsletter electronically, send your name, student's name and email address to :  
[drainjd@leb.k12.in.us](mailto:drainjd@leb.k12.in.us). Put the word "SUBSCRIBE" in the subject line.