

Quarterly Parent Meeting

Our second quarterly parent meeting is **Wednesday, November 10, 2021 from 6:00 – 7:00 p.m.** This meeting will be virtual again. First, information will be presented about nonverbal giftedness and the social-emotional needs of gifted learners. We will have a guest speaker from an organization called “Kid in a Corner” who will share her story about her gifted son and spreading kindness. Then, we will have a digital escape room for Tom the Turkey! LINK: <https://bit.ly/3idKnUv>



WESD Parent Gifted Committee?

Would you like to be involved?

We are still looking for more parents and family members who have expressed an interest in forming a gifted parent group for WESD. Would you like to be involved or even lead this group? By forming an informal Affiliate for AAGT, supporters of gifted education can educate themselves and other gifted parents about the needs of gifted learners and advocate for gifted learners’ needs at the school and district level. Contact: rowe.vanmeter@wesdschools.org for more information on meetings.

Recording from parent night- September 15, 2021

Couldn’t make it to the last meeting? It’s recorded! [Link here.](#)

It’s also on the district website: Department-Academic Services- Gifted- Family Nights

Gifted Testing If you would like to refer a child for testing, talk to the gifted teacher on your campus or complete the screening form and permission located on the [Gifted Services webpage.](#)

Social Connections for Gifted Children

*Some gifted children find it difficult to
Social Connections and Gifted Children*



Experts believe that a gifted child’s friendship pattern and social concept is more related to their mental age rather than their chronological age. This means a gifted 6-year-old boy may be 6 years old chronologically but have the mental age of an 11-year-old. As a result, gifted children tend to look to other gifted children, older children, or even adults to make social connections.

Gifted children may have different sets of friends— ideal peers and age peers—based on intellectual ability, interests, intensities, maturity, and temperament. Finding like-minded peers (those who share similar interests) is sometimes more important to them than socializing with age mates, although many gifted children enjoy playing sports, or music, or other activities with others their age. It’s important to find other families like yours, so that parents have support and your child can connect with those who are like-minded.

Look out for programs/classes through museums, orchestras, universities, and enrichment programs tailored to high-ability children to stimulate curiosity in areas of interest. You might do an internet search for “programs for high-ability young children” or “gifted children meet ups” to see what comes up in your local area.

[Source: Parenting for High Potential](#)

Grades and Gifted Learners

It's time for parent teacher conferences and report cards for the first quarter. Remember many gifted students are often high-ability learners, but giftedness especially in nonverbal, may not correlate to academic success. In addition, a student can be gifted in an area such as verbal and have a weakness in another area such as math. Gifted students should not be expected to have all A's simply because of a gifted label in one or more areas. The Cognitive Abilities Test which provides the gifted label measures POTENTIAL. It is up to the student to determine what to do with their abilities once recognized.

Here's one viewpoint from a blog called the Gifted Guru:

Grades are not important. They aren't. They are arbitrary ways of measuring information that, in all reality, your child has often already mastered OR- and here's a big one- they may not even need. Your child may be gifted, but believe me when I say that the highest honor is not achieving straight As. Because for gifted kids, achieving straight As is often effortless and means nothing. It means they can play the game. It doesn't mean they have mastered the subject, and it doesn't mean that meaningful learning has occurred.

Conversely, a low grade does not mean that they fail to grasp the subject, or that they are incapable of doing so. Often it means they lack organization, or study skills, or time management. Those ARE skills that they will need throughout life, so if that is the case work with them to develop those skills. NOT so that they can get the A, but so that they can learn the necessary executive functioning skills.

Encourage your child to look beyond the letter grade. This is truly freeing. For one, it gives them a chance to fail, which means that they have tried something new. Secondly, it encourages them to measure themselves not in relation to a predetermined level of achievement but rather in relation to their own abilities... did they really push themselves, or did they simply do the work. It gives the student ownership, lets them know we all mess up, and encourages them to want to do better.



So often our gifted kids are so afraid to fail that they actually fail to push themselves. Don't let settling, even if it's settling for an easy A, be an option. Failure to try is the only true failure!

That means that we as parents have to look beyond the letter grade, too. This can be hard, especially because we are used to our children being at the top. But when our children miss an assignment, or fail to study, or actually come across content that they don't immediately understand for the first time, it's ok to let them bear the consequences. Don't rush to "save" them, particularly at a younger age. Remember, elementary and middle school report cards aren't part of the college or job application process. Let your

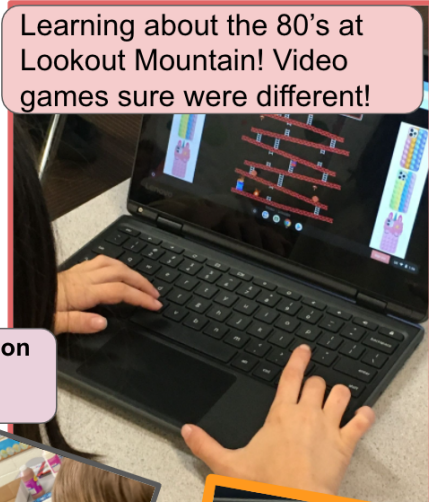
children learn from their mistakes and help them to develop the tools to avoid repeating them- that will go farther than blaming a teacher for not preparing them for a test or reminding you that your child has missing work. It gives the student ownership, lets them know we all mess up, and encourages them to want to do better.

October 2021 Gifted Education

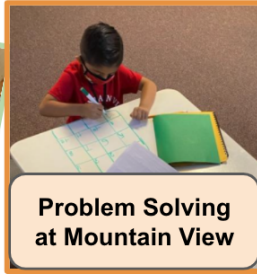
Exploring Velocity and Acceleration at the GLC



Learning about the 80's at Lookout Mountain! Video games sure were different!



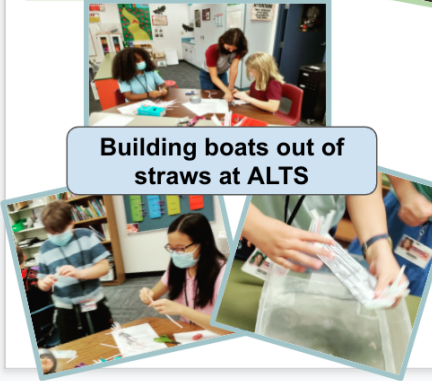
Problem Solving at Mountain View



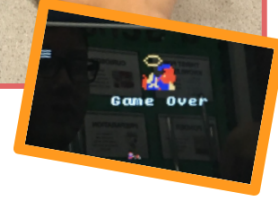
Researching dehydration while learning about ancient Egypt



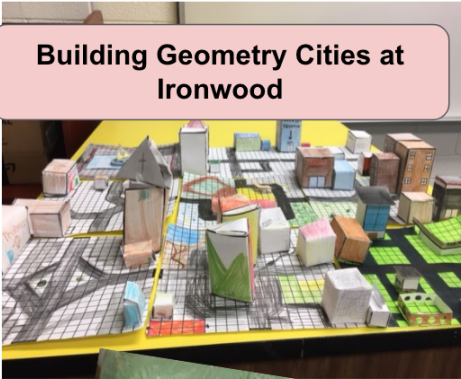
Building boats out of straws at ALTS



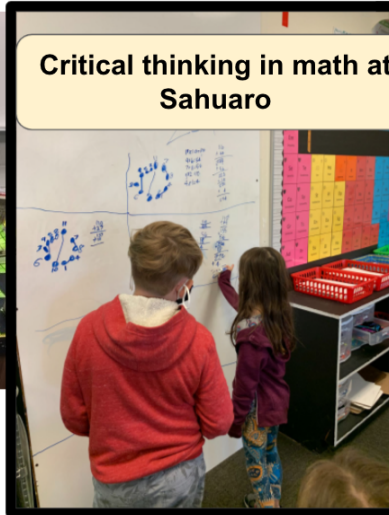
Game Over



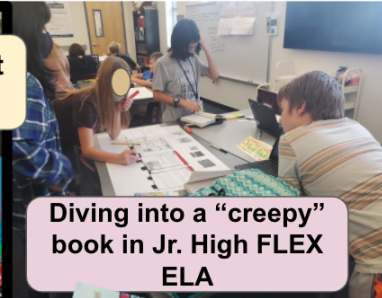
Building Geometry Cities at Ironwood



Critical thinking in math at Sahuaro



Diving into a "creepy" book in Jr. High FLEX ELA



Soap Sculptures for a study of the Renaissance at Cholla



Taking a picture and enlarging it to scale using measurement in GLC math

