Delphi Community School Corporation
High Ability Handbook

K-5 Elevate Program-Guiding Students to their Highest Potential
6-7-8 Bridges
9-12 Honors, Advanced Placement (AP),
Advanced College Project (ACP),
and other Dual Credit Opportunities

(Indiana Code 20-36-1-3).
At the elementary level identified students are served through flexible grouping practices or full-time self-contained classrooms housed within each school. These classrooms offer rigorous curricula while meeting the affective needs of high ability students. At the middle level, identified students are grouped for advanced language arts, world language instruction, and Pre-algebra/Algebra I. The high school offers open enrollment in honors and Advanced Placement courses in business, art, English, math, music, science, and social studies. Highly able high school students are also provided dual credit opportunities and further challenges through Advanced Placement courses.

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Mission Statement
The Delphi Community School Corporation's High Ability program fosters creativity through differentiated curriculum and learning experiences to inspire higher-level thinking which ensures that students reach their full potential.

Elementary Goals
- To foster a learning environment which values and enhances intellectual abilities and interaction among intellectual peers so that students may become self-reflective learners.
- To expose students to cultural experiences.
- To integrate the content areas through key concepts, issues, and themes by building on the basic knowledge and skills required by the Common Core State Standards.
- To assist in meeting the unique social/emotional needs of high ability students and encourage students to model excellence to achieve their highest potential.

Middle and High School Goals
- To challenge and stimulate students of high ability.
- To provide accelerated and differentiated academic opportunities for students of high intellectual and academic achievement.
- To offer a rigorous academic curriculum which will prepare students for learning opportunities at the secondary level and beyond.
- To afford students with opportunity to learn how to learn, which requires study skills and persistence in the face of difficulty.
- To create an environment where high ability students are encouraged to reach their full potential.

Broad-Based Planning Committee

The Indiana Department of Education requires the establishment of a broad-based planning committee that meets periodically to review the local education plan for high ability students. The committee must have representatives from diverse groups representing the school and community. The committee must include at least one educator, student, parent, community/business representative, and other stakeholder. Each BBPC must include at least five members. This district-wide committee meets at least one time a year to discuss programming for highly able students in DCSC. The committee is an advisory group making recommendations to the district administration.

CONTINUUM OF SERVICES

Delphi Community School Corporation offers a continuum of services for high ability students K-12. Below is a description of many of the options available to high ability students.

Level One: Services for ALL Students

Learning Workstations	Guided Reading
Learning Contracts	IXL K-5
Cross-age Grouping	Aleks 6-9
Differentiated Instruction	Individual Instruction/SRT
Enrichment Clusters	Reading Counts
Flexible Grouping	Tiered Assignments

Level Two: Services for MANY Students

Academic teams	Battle of the Books 6-12
Math Bowl 4-8	Quiz Bowl 9-12
Spell Bowl 4-8	Super Bowl 6-12
Associates Degree Program	School Clubs (Chess, National Honor Society,
Solo and Ensemble	Jr. National Honor Society, Drama, Entertainers, Elementary NHS etc..,)

Level Three: Services for SOME Students

High Ability Clusters 1-5 (must qualify through identification process)

Academic Honors	Early Entrance
Advanced Placement (AP)	Cluster Grouping
High Ability Classes 6-8	Early Graduation

Advance College Project and other dual credit opportunities

Level Four: Services for a FEW Students

Independent Study
8th graders taking Algebra
College classes

DCSC High Ability Services

The Elementary Program is designed to meet the needs of intellectually gifted students in grades 1-5. Cluster classrooms are provided at each grade level. The cluster classrooms have teachers who are trained in differentiating the instruction to meet the needs of the high ability students.

The Delphi Community Middle School offers vertical articulation to their High Ability students to advanced grade levels for acceleration in designated academic areas.   The Delphi Community High School offers honors classes, Advanced Placement (AP) classes, Dual Enrollment, Tech Honors, and the opportunity for Early Graduation.

HIGH ABILITY PROGRAM SERVICES OVERVIEW
PROGRAM SERVICES

K	Differentiation within the Full-day Classroom Leveled Reading & Flexible Grouping for Math
1	Cluster Grouping, Differentiation within the Classroom for Reading: Leveled Reading & Flexible Grouping for Math
2	Cluster Grouping-Differentiation within the Classroom for Reading: Use of Leveled Text & Flexible Grouping- Advanced Math: Regrouping
3	Cluster Grouping-Differentiation within the Classroom for Reading: Use of Leveled Text & Flexible Grouping- Advanced Math: Regrouping
4	Cluster Grouping-Differentiation within the Classroom for Reading: Use of Leveled Text & Flexible Grouping- Advanced Math: Regrouping
5	Cluster Grouping-Differentiation within the Classroom for Reading: Use of Leveled Text & Flexible Grouping- Advanced Math: Regrouping
6	High Ability English/Language Arts, High Ability Math, High Ability Social Studies, and High Ability Science

7	High Ability Pre-algebra, High Ability Language Arts, High Ability Social Studies, and High Ability Science
8	High Ability Algebra, High Ability Language Arts, High Ability Social Studies, and High Ability Science

Delphi Community High School 9-12

English	Mathematics	Science	Foreign Language
English 9- Honors	Algebra II-Honors	Biology-AP	Spanish 3- HA
English 10- Honors	Pre-Calculus-Honors	Chemistry-AP	Spanish 4- HA
English Literature/Comp- AP	Calculus-AP	Physics 1- Honors	French 3- HA
English Composition- ACP			French 4- HA

AP- Advanced Placement

ACP- Advanced College Project and other dual credit opportunities

HA- High Ability

Identification Timeline

August	Meet with High Ability Middle School Parents following Meet Your Teacher Night

December	Nominations due prior to Winter Break
January	Assessments completed for identification
February/March/April	Identification Process
May	Invitee Letters/Retention letters sent home
May	Appeal Process/Placement
June	Complete Grant and End of the Year Report

Characteristics of Students with High Abilities

A child of high abilities may exhibit some or most of these characteristics; these characteristics are found more frequently among those later identified as students with high abilities. The characteristic may or may not be manifested in problematic behavior.

Characteristic	Possible Problematic Classroom Behavior
Early reading and/or quick mastery of reading	May be impatient with reading instruction, resist doing worksheets, and insist on reading own material which is years above grade level.
Learns new things quickly and easily	May exhibit boredom and frustration with repetition and not being allowed to move on or do something else.
Has extensive vocabulary, background knowledge or memory	May dominate discussions and refuse to listen to others' contributions. May argue in a sophisticated way.
Grasps math concepts quickly; solves problems involving critical thinking; enjoys logic and puzzles	May resist doing repetitive computation drill needed by others. May correctly or incorrectly jump to an answer without careful attention to detail. May make careless errors, be sloppy out of boredom, refuse to do homework, and incorrectly assume all will be too easy. May work problems in unconventional ways.
Has a more intense energy level, activity level, or ability to concentrate; may talk	May seek active inquiry or be so completely involved with a task that he/she becomes frustrated with having to change tasks. Could seem overactive, stubborn or uncooperative with poor self-regulation.
Extremely sensitive and/or introverted	May cry easily, prefer to work alone, may not readily participate orally, and may (incorrectly) appear to be immature in social development. May be upset by student cruelty to others or to teacher becoming upset.
Thinks differently; is creative	May appear different and/or rebellious or may experience social isolation. May be a daydreamer. May ask tangential questions and seem off track. May question authority.
Great sense of humor	May be the class clown or use humor sarcastically
Curious, observant	May be off task and have difficulty disengaging to change activities

Perfectionist	May set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple choice questions frustrating in their lack of precision; may be argumentative and correct every small error made by others.
Displays interest in complex games, fantasy, non-fiction	May prefer to play with older children or adults. (May also prefer to play with younger children whom he/she can organize into activities.)
Sensitive to environment	May object to loud noises, bright lights, odors, or have many allergies.

*Things parents new to the program might want to know…
- If your child has been a straight "A" student, that may change. The goal is to provide new challenges and learning which are more important than maintaining all "A's".

High Ability Identification Process

Research supports a set of specific procedures for identifying students with high abilities in an equitable, fair, valid, and defensible way. High ability manifests itself in different ways in different cultures or socioeconomic groups. Multiple criteria are used including student achievement, student ability, and parent and teacher observations.

Definition of a High Ability Student

A high ability student is one who: "performs at, or shows the potential for performing at, an outstanding level of accomplishment in either or both verbal and quantitative domains when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum."

Step One: Initial Screening for High Ability

All students in Kindergarten, identified 2nd, and identified 4th are screened using the Cogat. and 8th grades are screened using the Otis Lennon (OLSAT) test.

Step Two: Formation of Talent Pool

Students in grades K through 5 who meet 4 out of the 6 of the following criteria are placed in the talent pool. Information will be on a data sheet, numbers will be assigned and names taken off.
- OLSAT/Cogat score above 120
- iReady diagnostic testing data above grade level
- Pass + score on Math/English Language Arts on ISTEP+
- Teacher referral using the SIGS - Click here for copy
- Parent recommendation using the Kingore Inventory
- Lexile/Reading level

Step Three: Determinations by the Identification Committee

The identification committee will include two teachers, school principal, guidance counselor, and high ability coordinator will review all students in talent pool for consideration. Placement determinations are made with final approval of the school principal.

Step Five: Parent Notification
Parents receive notification of placement. Parent information meetings are held for parents of NEWLY identified students. Parents accept/decline placement.

Step Six: Final Placement and Building Notification
Placements are finalized. Teachers receive all of the testing information on their students.

Step Seven: Appeal Process
If either party (parents/student or teacher/administrator) disagrees
with the placement decision, the party may appeal the decision in writing to the high ability program coordinator.

Testing Instruments

Instrument	Measurement of	Purpose	Instructional Implications	Grades
ISTEP+	Criterion Referenced: Achievement of academic standards	Determine mastery of grade level standards in math, LA, reading, and science	Identification of students for remediation, talent development, high ability programming	Grades 3,4,5,6,8
Kingore Observation Inventory (KOI) (Parents)	Assesses students learning needs and responses	Observation inventory completed by grade 2 classroom teachers	Implementation of appropriate levels of instruction through differentiation	Grades K-3
SIGS (Teachers)	Norm referenced: characteristics of general intellect, math, and language arts	Analysis of gifted students' characteristics	Identify students in need of gifted services	Grades 1-5
CoGat	Verbal/ non-verbal reasoning skills	Determine IQ	Identification of students for remediation, talent development, high ability programming	Grades K and 5
SRI	Reading Lexile	Determine reading lexile	Identification of students for remediation, talent development, high ability programming	Grades 1-5
i-Ready Diagnostic	Criterion Referenced: Achievement of academic standards	Determine mastery of grade level standards in math and ELA	Identification of students for remediation, talent development, high ability programming	Grades 3,4,5

*Other materials used for identification as needed: Running Records, Grade Level Assessments, and F&P Benchmark

Move-Ins

If there is no IQ score on record, students should be given the COGAT test.

Change of Program Procedures

Who may initiate exiting or withdrawing from the high ability program?
The parent or teacher may initiate a possible change of program for the student.

What steps are included in the process?
1. Phone calls, parent-teacher conferences, and written communications regarding concerns should be used first to resolve any issues on the parent, student, or teacher's part.
2. If after the above means of communication have been tried with no satisfactory result being accomplished, then a formal conference should be called.
3. Teacher or parent should contact the High Ability Coordinator to inform them of the issue.
4. Teacher or parent will fill out the High Ability Case Conference In-Take form.
5. The High Ability Coordinator contacts either the teacher or parents to set-up a conference.
6. The high ability teacher, parent, student (if believed advisable by the teacher and/or parent), building principal, and high ability coordinator should attend this conference. If desired, the school's counselor may be invited to attend the conference.
7. At this conference, all issues should be examined and resolution sought. A period of "probation" will take place. Documentation of this probation period will be signed by all involved parties.
8. If after the probationary period a decision is made to exit or withdraw the student from the program, the initiating party (parent or teacher) should complete the Change of Program Form. The form should then be sent to the school principal and high ability coordinator.
9. The school principal and high ability coordinator will consult with those who were in attendance at the probationary conference. The school principal and high ability coordinator will then approve the withdrawal or recommend other options be explored.

Identification Appeals Process Grades 1-8

Identification appeals allow parents the opportunity to request a review of his/her child's academic performance and identification criteria for reconsideration of placement within the high ability program. The steps for appeal process are as follows:

Step 1 Appeals should be made within one week of the parent receiving the letter stating their child did not gain admittance to the program.

Step 2 Parent completes the Appeal of Placement Decision Form.

Step 3 The teacher completes a Teacher Narrative Form.

Step 4 The Appeal of Placement Decision Form, Teacher Narrative Form, all tests used for identification, and the student's grades from the previous years are provided for the Appeals Committee.

Step 5 The Appeals Committee (made up of teachers and the high ability coordinator) considers each student's appeal on a case-by-case basis. Appeals are allowed at all levels.

Step 6 A formal letter is mailed to the parent indicating either acceptance with probation or denial of program services.

Delphi Middle School and High School Appeals Process

Students who wish to enroll in a High Ability (HA) course for the following school year may petition in by completing the High Ability Program Appeal of Placement Decision Form. The student must also submit a graded and substantial writing sample. The application and writing sample should be submitted to the student's scheduling counselor, who will discuss the situation with the teacher of the course. Students who petition into a HA course should have standardized test scores in the top 25% range. They should also have an "A" English grade in each of the preceding two semesters.

Selection Criteria (9th grade)
- Top students ranked by combined NWEA and ISTEP+ Language Arts scores.
- Cap enrollment at 20 students for 9th grade

Move-In Students
- Students who relocate to Delphi from other school systems should be coming from an "honors" English class in order to be enrolled in a High Ability class mid-year.
- A student who has been enrolled in a non-weighted or non-honors English class will be enrolled in a regular class at DCHS. The teacher of that course should counsel the student about HA opportunities if the student subsequently demonstrates especially high ability in Language Arts.

Inclusion Criteria (9th, 10th, 11th, 12th grades)
- An attempt will be made to keep enrollment for grades 10, 11, and 12 near the 20 student mark.
- Any student who has a semester grade below 80% will enter a probationary period. With lack of improvement at the end of the following semester, the student will be rescheduled into a regular English class.
- Immature behavior or poor attitude that results in disruption for the other students in the class may also be ground for removal from the HA program.

- Students who are removed from a HA class may petition to re-enter the program for subsequent grades.
- Teachers of HA classes will ensure that their students are aware of the retention criteria.
- Teachers will initiate a student's removal from the course by, first counseling the student and, second, informing the guidance department of the need for the schedule change.
- Failure to complete summer reading and writing requirements will be grounds for rescheduling a student into a regular English class at the beginning of the following year.

Delphi Community School Corporation
High Ability PROGRAM DOCUMENTS

Change of Program- EXIT REQUEST
From the DCSC High Ability Program

Date_____

Name of Student_____

Grade_____

School_____

Person initiating request
___Student ____Parent ____Teacher

Reason(s) for requesting exit from program:

_____

_____

Please check which steps have been completed prior to this request:
____Phone Calls
____Parent-Teacher Conference(s)
____Written Communication
____Other (specify): _____

Other comments or relevant information:

Signature of person making request:

_____

Principal's signature:

_____

High Ability Coordinator's signature:

_____

HIGH ABILITY PROGRAM
APPEAL OF PLACEMENT DECISION FORM

Child's Name _____

Current School _____

Current Grade _____

Parent/Guardian Name _____

Address _____

_____

Home Phone _____Work Phone _____

I wish to appeal the placement decision made regarding my child for the following reasons:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed _____

Date _____

Please submit to the High Ability Coordinator
Probationary Status Form

Student's Name: _____

Teacher: _____

Grade: _____ School: _____

Conference Date #1: _____

Conference Date #2: _____

A student's admission as well as his or her continued participation in the corporation's high-ability program is based on several factors. Some of those important components include test scores, classroom performance/grades, task commitment, participation, teacher/parent input, and overall academic progress and benefit for the student. High-ability programs are designed to meet the needs of high performing students. Sometimes it becomes necessary to reevaluate a student's success and placement within the program. At this time, an initial conference is being scheduled to discuss your child's progress in the program. At the initial conference, a formal written plan will be put into place to monitor your child's progress **over the next six weeks**. At the end of this probationary period, the student will be re-evaluated based on classroom performance. In the event that withdrawal is recommended, an additional conference will be scheduled with teachers, parent(s), high ability coordinator, and the building principal who will be responsible for making the final placement decision.   I understand that my child's progress will be monitored over the next six weeks, ending_____. At that time, another conference will be scheduled to discuss his or her progress and future academic services.

Parent's Signature:

_____

Teacher's Signature:

_____

Principal's Signature:

_____

High Ability Coordinator's Signature:

_____

(Comments may be written on the back of this page.)

Probationary Status Action Plan

Student's Name: _____

Teacher: _____

Grade: _____ School: _____

Identify academic and/or behavioral areas where progress is needed:_____

_____

List the interventions that will be implemented by the school to support the student's success in the areas identified above.

_____

_____

_____

List the interventions to be implemented at home to support the student's success in the areas identified above.

_____

_____

_____

<u>Probationary Status Progress Report</u>
<u>Midterm High Ability Teacher Report</u>

In the space below, describe the extent to which progress is being made by the student toward the concerns listed in the action plan.

_____

_____

_____

_____

_____

_____

List further recommendations that will assist the child in making the needed progress to be successful within the program.

_____

_____

_____

_____

_____

_____

Parent's Signature

_____

_____

Date

Principal's Signature

_____

_____

Date

Teacher's Signature

_____

_____

Date

Student Signature

_____

_____

Date

Change of Program Request

Date _____

Name of Student_____

Grade _____

School _____

Person initiating request
_____ Student _____ Parent _____ Teacher

Reason(s) for requesting exit from program:

Please check which steps have been completed prior to this request:

_____ Phone Calls

_____ Parent-teacher conference(s)

_____ Written communication

_____ Other (specify)

Other comments or relevant information:
_____

_____

Signature of Person Making Request:

_____

Principal's Signature:

_____

High Ability Coordinator's Signature:

_____

Opt-Out of Placement Decision Form

Child's Name

_____

Current Grade _____or Grade Last Completed _____

Parent/Guardian_____
Address_____
        (Street/P.O. Box)

_____
(City, State, Zip Code)

Home Phone _____ Cell Phone _____

Email_____

I wish to decline the decision made regarding my child's academic program placement for the following reasons (use back of form if necessary):

_____

_____

_____

_____

_____

_____   _____
Parent/Guardian Signature   Date

Glossary of Terms

The following glossary is adapted from the Indiana Association for the Gifted (IAG)

Resource Guide for Indiana Parents and Teachers, 2nd Edition.

Accelerated Learning - Pacing students through the curriculum at a rate appropriate to their advanced ability. Students may or may not be formally identified as high ability to participate in some forms of accelerated learning.

Advanced Placement - Any of 33 classes endorsed by the College Board in which a secondary student can earn college credit by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s).

At-Risk - Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

Authentic Assessment - Process of evaluating student learning using student products or performance instead of traditional standardized tests. It allows students to be evaluated with regard to their individuality and creativity.

Core Curriculum - The essential knowledge and skills to be learned by all students as designated by Common Core State Standards.

Curriculum Compacting - A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned

curriculum, or to move more quickly through curriculum that would be typical. Students are thus able to "buy time" which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

Differentiation - Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students. In Indiana Administrative Code, "Differentiated" means providing tiered levels of services for all educational needs.

Domain - As used in Indiana Code, "domain" includes the following areas of aptitude and talent, general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, interpersonal. Definitions for each domain are included in this glossary.

Dual/Concurrent Enrollment - Students earn credit at two levels while enrolled on one course. Why this is usually college credit and high school credit while enrolled in a course of study, it could also apply to receive high school credit for a course taken while in an earlier grade.

Early Entrance - Students begin their elementary school or college education prior to the designated chronological age of entrance.

Enrichment - Activities that supplement the core curriculum. Such activities are generally not specified in the curriculum and are selected by the teacher and/or students in a given classroom.

Flexible Grouping - Grouping students by ability or readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is not synonymous with "tracking."

General Intellectual - One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines

Gifted and Talented - There is no single definition of "gifted" or "talented." In Indiana, each school corporation may determine the identification criteria used to determine who will participate in programs it designs to serve students of high ability.

Grade Skipping - Students progress through grade level instruction skipping one or more grades.

Heterogeneous/Homogeneous Grouping - Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students, their learning styles, or their interests. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

High Ability Student - In Indiana Code "high ability student" means a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment, and is characterized by exceptional gifts, talents, motivation, or interests.

Honors Class - *Classes at the middle school/junior high or high school level in which content, pace, or depth of instruction is accelerated. Traditionally, students who meet prerequisite criteria are accepted into these courses.*

Independent Study or Self-Directed Study – Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans.   Close monitoring by teachers is an essential component of independent study.

Indiana Code – The state statutes created by the Indiana General Assembly. After passing a statute, the legislature may delegate authority to a state agency (such as the DOE) or board to develop further rules (regulations) to carry out and implement the law. IC citation references are for the Indiana Code.

Individualization - Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience. It does not mean, however, that every child is working in isolation on a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

Intelligence Quotient (I.Q.) - A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities. Originally, it was considered to be the sole way of measuring students

International Baccalaureate— The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. International Baccalaureate Mission Statement.

Performance-Based Assessment – Evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as
(1) Standardized intelligence tests
(2) Standardized achievement tests
(3) Behavior rating scales

Program for High Ability Students – According to Indiana Administrative Code, "Program" means educational services differentiated in depth and breadth designed to meet the needs of one (1) or more high ability students through activities, such as compacting, acceleration, enrichment, problem solving, and creative thinking.

Self Contained Classroom – A programmatic term defining a homogeneous setting of students with common needs and/or abilities. The class can include multiple grades or ages.

Specific Academic – One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, "Specific academic" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as English language arts, social studies, foreign languages, mathematics, and sciences.

Underachieving – A discrepancy between recognized potential and actual academic performance. The causes of underachievement may be social, emotional, physical, and/ or academic.

WEBSITES OF INTEREST

Indiana Association for the Gifted
  www.iag-online.org

Indiana Department of Education GT Division
  http://doe.state.in.us/exceptional

Mensa
  www.mensa.org

National Association for Gifted Children
  www.nagc.org

Northwestern Center for Talent Development
  www.ctd.northwestern.edu

Parenting for High Potential e-zone
  www.nagc.org

Purdue Gifted Education Resource Institute
  www.geri.soe.purdue.edu

Shared Information Services Library
  www.bsu.edu/sis

Supporting Emotional Needs of Gifted Children
 www.sengifted.com

Need More Information?

High Ability Program Director
Mr. Bill Shidler..765-564-3895

School Personnel
Camden Early Childhood Center
Mr. Bill Shidler,
Principal...574-686-2362

Delphi Community Elementary School
Mr. Bill Shidler, Principal.. 564-3895
Mrs. Melissa Gill,
Dean..564-3895

Delphi Community Middle School
Mrs. Sarah Gustin, Principal.. 564-3414
Mr. Jake Rettig, Associate Principal.. 564-3414

Delphi Community High School
Mrs. Ann-Marie Circle, Principal.. 564-3414
Mr. Al Brannon, Assistant Principal... 564-3414