

FINDLAY CITY SCHOOLS

GIFTED EDUCATION UPDATE

2020-21



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PHILOSOPHY

Mission

*The philosophy of the **Findlay City Schools** is captured in its Mission Statement, adopted as part of an overall strategic plan.*

Educating and Empowering for Life

This is accomplished through a passion for knowledge, discovery and vision shared by the students, families, staff and community.

Findlay City Schools is committed to excellence in education. We believe that each child is an individual with unique potential and needs, and our overall objective is to meet those needs. Providing services and programs for gifted students is an integral part of this commitment to excellence and individuality.

For gifted students to develop their exceptional range of creative and intellectual ability, differentiated services and programs have been developed. The services and programs emphasize the development of critical and creative thinking, higher thought processes, personal and social awareness, and the ability to make judgments. This takes place through the gifted students' interaction with their peers, their community, their teachers, and their studies.

The purpose of gifted and talented services is to develop the lifelong learning processes of the individuals. Enhancing the self as a learner and a producer is a central focus. Gifted students should be challenged to develop their abilities for both personal fulfillment and for the benefit of society.

RATIONALE FOR GIFTED SERVICES

1. Gifted children, as a group, differ from others in learning ability; they learn faster and remember more, and they tend to think more deeply about what they learn, utilizing the highest level of thought processes.
2. The regular school curriculum cannot always fulfill all the needs of the gifted child. Gifted children need more than enrichment.
3. An educational program designed to meet these basic needs is qualitatively different from the regular curriculum. It incorporates curriculum and modifications in the areas of content, process methods, product, and learning environment. It does not duplicate the regular classroom curriculum.
4. Peer interactions are essential for gifted children. In this respect, it is important that gifted students have the opportunity to interact with both their age and intellectual peers.
5. The services and programs supply a support system to help the classroom teacher further extend the greater learning capacity and anticipated social/emotional roles of gifted students.

GOALS OF GIFTED EDUCATION SERVICES

Findlay City Schools, through its gifted services, is working to provide:

- programs and services that consider many possible ways of meeting students' needs.
- resource rooms for students in grades 3-5 identified as most in need of a differentiated curriculum in STEAM.
- language arts regular classroom with a gifted intervention specialist for students in grades 6-8.
- a long-term plan that will meet the needs of G/T students throughout their entire public school careers.
- programs that use the insights of research on learning and on the needs of G/T students.
- a school staff able to plan differentiated curriculum as needed.
- a setting which emphasizes the joy of learning and competence.
- an atmosphere in which schools and parents can work cooperatively.

DIFFERENTIATED CURRICULUM

The academically gifted curriculum strives to provide the following:

- an interdisciplinary approach to learning.
- school time which is different in pacing and depth from a regular classroom.
- focus on both affective and cognitive growth.
- focus on individual strengths and progress.
- a process-oriented curriculum emphasizing higher-level thought, open-endedness, discovery, proof-reasoning, freedom of choice, group interaction, and variety.
- content modified for more abstractness, complexity, variety, organization, economy, and the study of people.
- encouragement to develop products dealing with real problems and audience.
- a learning environment that is student centered and that encourages openness, independence, acceptance, complexity, and mobility.

STATE MANDATED IDENTIFICATION of Gifted Students

What You Need to Know

"The Board of Education of each city, local, and exempted village school district shall formulate a written policy detailing procedures for the identification of gifted children as defined by rule of the State Board of Education. Annually, in accordance with the policy, the school district shall identify those students enrolled in the district who are gifted children."

—*Section 3313.21 O.R.C.*

"GIFTED" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

State law requires schools to identify gifted children in grades Kindergarten through twelve according to standards set by the Ohio Department of Education using assessment instruments from the list approved by the Department.

The state recognizes four areas of giftedness:

Superior Cognitive Ability

Specific Academic Ability

Reading, Writing or a combination of these skills

Mathematics

Social Studies

Science

Creative Thinking Ability

Visual and/or Performing Arts Ability

Visual Art

Music, Dance, Drama

HOUSE BILL 282 POLICY AND PROCEDURES FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

During the 1999-2000 school year, the Ohio State Legislature passed House Bill 282 regarding the identification of gifted children. There were three main school district requirements from HB 282. The first required the Findlay City School Board to adopt a policy stating that the school district would comply with the law. The second requirement was to develop procedures to implement the policy. The third requirement of HB 272 was to develop a Service Plan for gifted children with estimated costs for implementation which was submitted to the state in December 2000. The School Board policy is available to the public through the Gifted Services Department or the Office of the Superintendent.

The purpose of HB 282 was to determine an accurate gifted child count and to consider service options and costs for educating gifted children within Ohio's public schools. **At the present time, school districts are not mandated to serve the identified gifted students.** When and if additional funding is received, Findlay City Schools will implement additional services where deemed appropriate.

The following is a brief summary of the Findlay City Schools identification procedures:

DEFINITION

"Gifted" means students who demonstrate or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of Section 3324.03 of the Revised Code.

REFERRING, SCREENING, AND ASSESSING

The district uses a three-part approach to screen students who demonstrate or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts. Individual and group testing for identification must be from an approved list of tests designated by the Ohio Department of Education. A brochure is available listing the approved tests and required scores from the Gifted Services Department.

The pre-assessment stage of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are reviewed during the pre-assessment state.

The screening state examines the data gathered from the pre-assessment state and determines if additional assessment is necessary. Students are screened using testing data. The majority of gifted students are identified in this stage.

Sometimes students need further assessment. The assessment stage includes strategies to provide additional data necessary for an identification decision and the delivery of services. Once additional assessment has been completed, the data obtained throughout the stages of identification is evaluated, the identification decision is made and student's educational needs are determined.

ADDITIONAL PROCEDURES

Procedures are in place for transfer of students from other Ohio school districts, use of outside testing information, public information dissemination, the appeal process, and withdrawal from services.

For further information concerning HB 282 and the Findlay City Schools, please call the Gifted Services Department at 427-5495 or 425-8296.

TYPES OF GIFTED STUDENTS

Eligibility Criteria

(as determined by the State Department of Education)

SUPERIOR COGNITIVE ABILITY	SPECIFIC ACADEMIC ABILITY	CREATIVE THINKING ABILITY	VISUAL and/or PERFORMING ARTS ABILITY
Qualifying Ability Test Score (127 and above) or Qualifying Achievement Test Score (95% and above)	Qualifying Achievement Test Score (95% and above)	Qualifying Ability Test Score (112 and above) and Checklist of Creative Behaviors	Checklist of Behaviors related to specific Music, Art, Dance, Drama area and Demonstrated Superior Ability (audition or display)

RECOMMENDED CORRESPONDING PROGRAMS AND SERVICES

- STEAM
- Enrichment Clusters (PETS)
- Enrichment & Extension of Regular Classroom Content by Classroom Teacher
- General Enrichment
- Grade Acceleration
- Junior Scholars
- Meeting of the Minds
- College Planning Series
- College Credit Plus
- PSAT/SAT/ACT
- Honors Career Mentorship Program
- Enrichment Clusters (reading, math and social studies)
- Enrichment & Extension of Regular Classroom Content by Classroom Teacher
- Subject Acceleration
- Space Club
- Japanese Class
- Engineering I and II, Robotics I and II
- Computer Programming
- Camp Discovery/ Camp World
- REACH
- Middle School Advanced Math/ Science
- Northwestern University's Midwest Academic Talent Search (SAT only)
- Power of the Pen
- AP & Honors Classes
- College Credit Plus/ Credit Flex
- Junior Statesmen of America
- Books and Brownies
- Summer Academic Camps
- Creativity Clubs
- School Clubs
- Media Classes Interest Groups
- Creative Master Class
- AP Art Class
- Summer Arts Camp
- Findlay Youtheatre
- Band
- Orchestra
- Pantasia
- VIP/FFE
- Drama Productions
- Interest Groups

Service: **Gifted Resource Materials Library and Loan Service**

Grade Levels: K-12
Type of Program: Inservice
Number of Students: Open to all
Teachers Involved: Open to all
Parents Involved: Open to all
Summary:

Resource materials are made available to classroom teachers and parents for use in working with those gifted children in their care. Classroom materials, parent guides and student books are available through the Gifted Office and the STEAM and REACH classrooms.

Service: **Coordinator Consultations**

Grade Levels: K-12
Type of Service: Individual
Number of Students: Open to all
Teachers Involved: Open to all
Parents Involved: Open to all
Summary:

The Coordinator of Gifted Services is available for consultation with teachers and parents concerning individual students. Depending upon the needs of the student, many alternatives are considered: acceleration, differentiated curriculum, special projects, small group clustering, and high school students attending college classes or working in AP classes to earn college credit. Whatever is required and available to provide for the needs of the gifted child can be considered.

Service: **F.E.P. Newsletter**

Grade Levels: K-12
Audience: Parents, Teachers, Community Members
Summary:

A newsletter highlighting enrichment opportunities and gifted services is distributed every other month to interested parties.

Service: **Teacher Inservice Programs**

Grade Levels: K-12
Type of Service: Inservice Training
Summary:

In 2014-15 Susan Winebrenner talked about "Teaching Gifted Children." In 2017-18 Ian Byrd presented a seminar on "Preparing Tomorrow's Innovators."

FCS gifted staff have also provided numerous inservice presentations as requested by individual building staffs. The current topic of interest is differentiating curriculum for gifted students in the regular classroom.

Additionally, FCS is providing thirty hours of inservice on gifted topics to all regular education teachers of gifted children in 2017-18 and thirty hours in 2018-2020.

Service: **Accelerated Educational Experiences**

Grade Levels: K-12
Type of Service: Educational Option
Summary:

Acceleration is a state-mandated option to be explored when circumstances of high student ability, achievement and motivation warrant it. Recommendations are made after a professional team evaluates the student. The acceleration option is pursued when students, parents, and school personnel are in agreement.

Types of Acceleration

1. **Whole Grade Acceleration:** The practice of assigning a student a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

2. **Individual Subject Acceleration:** The practice of assigning a student to a higher grade level than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

3. **Early Admission to Kindergarten/First Grade:** The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten for the purpose of providing access to appropriately challenging learning opportunities. Also a student can skip kindergarten and go to first grade.

4. **Early High School Graduation:** The practice of facilitating completion of the high school program in fewer than four years for the purpose of providing earlier than typical access to post-secondary educational opportunities.

Service:

Grade Levels:

Type of Service

Number of Students:

Teachers Involved:

Parents Involved:

Summary:

Academic Enrichment Clusters

K-5

One time per week, pull-out program

4-6 per cluster

Open to All

Academic Enrichment Clusters is a program for primary and intermediate students. The program involves a trained volunteer from the community who works with students in a small cluster (4-6 students) weekly for approximately 40 minutes. The Academic Enrichment Clusters offered are Junior Great Books and book series, which provide reading enrichment, Primary Enrichment Thinking Skills (PETS), based on Blooms Taxonomy, that provide Critical Thinking enrichment, and math enrichment. Social Studies enrichment is offered for grades 4 and 5. The Enrichment Clusters are a pull-out program, risk-free opportunity for students. Some clusters for grades 3-5 are taught by a Gifted Intervention Specialist.

Service:

Grade Levels:

Type of Service:

Number of Students:

Teachers Involved:

Summary:

STEAM (Science, Technology, Engineering, Art, Math)

3-5

Pull-Out Program one day a week

114

Stacy Douglas and Kristin Woodhull (GISs)

The STEAM Program serves intermediate elementary students, grades 3-5. Students are identified in accordance with Ohio administrative Code 3301-51-15 "Identification and Services for Children Who Are Gifted." The Findlay identification matrix emphasizes academic achievement (95%) and potential in math, science and cognitive abilities.

The resource room teacher's background in gifted education matches or exceeds the state rule requirement. The teacher serves as a facilitator, an empathetic guide and a model of "scholar in search." The teacher does not attempt to be an expert in every field. She does model and teach inquiry methods that transcend disciplines and matches students with resource materials and resource people as needed.

The STEAM differentiated curriculum is designed to provide cognitive and affective experiences not normally provided in the regular classroom. Specific subject content in science, technology, engineering and math is emphasized.

STEAM students are expected to show mastery of regular classroom concepts introduced in their absence. Make-up assignments are dependent on this degree of mastery.

Service:

Grade Levels:

Number of Students:

Type of Service:

Summary:

Japanese Class

3-5

15 per class

After school enrichment

A Japanese class is offered after school at an elementary building. Students are invited to attend who are gifted cognitively and/or in reading and language in grades 3-5. The Japanese culture: language, customs, music, et cetera is studied.

Service: **Creativity Clubs**
Grade Levels: 3-5
Number of Students: no limit
Type of Service: After school enrichment
Summary: Creativity Clubs are for students in grades 3-5 identified creatively gifted. A letter is sent to the child/parents telling about the program. Clubs are staffed by volunteers, Creativity Clubs meet during the school year and end with a Creativity Showcase in the spring.

Service: **Creative Master Class**
Grade Levels: 3-5
Number of Students: 15
Type of Service: Saturday morning enrichment
Summary: Students in grades 3-5 who are identified creatively gifted are invited to attend a Saturday morning class focusing on art. Cost is minimal.

Service: **Space Club**
Grade Levels: 5
Number of Students: 64
Type of Service: After school enrichment
Summary: Sixteen fifth grade students per intermediate school are chosen for the Space Clubs based on their science test scores, teacher recommendations and interest in science. These sixty-four students meet with their advisor after school to study Space. The curriculum for Space comes from the Challenger Space Center of Lucas County. The teachers are trained at the Center, and students participate in a space simulation in May for which they have prepared for months.

Service: **Elementary Engineers I & II**
Grade Levels: 3-5
Number of Students: 20 per semester
Type of Service: Saturday morning enrichment
Summary: Elementary Engineers I is a program offered to students in grades 3-5 who are identified gifted in science or show an interest/proclivity in this field. Elementary Engineers II is an extension of Elementary Engineers I. Cost to the student for the ten-week Saturday morning program is \$100. Need-based scholarships are available.

Service: **Computer Programming**
Grade Levels: 6-8
Number of Students: 20 per semester
Type of Service: Ten days after school enrichment
Summary: Computer programming teaches students the building blocks of computer programming in a "fun" format with students creating video games, puzzles, et cetera. This class is offered to students identified gifted in math/science or showing an interest/proclivity in these disciplines.

Service: **Robotics I & II**
Grade Levels: 6-8 and 9-12
Number of Students: 20 per semester
Type of Service: Ten days after school enrichment
Summary: Robotics I and II are robot kit programs offered to students in grades 6-8 and 9-12 who are identified gifted in science/math or show an interest/proclivity in this field.

Service: **REACH**
Grade Level: 6 -8
Number of Students : Number varies yearly
Teachers Involved: Kate Murray and Jenna Potteiger (GISs)
Type of Service: Differentiated/Accelerated

Summary:	<p>Reading and Language Arts</p> <p>Middle school students grades 6 through 8 identified as verbally (reading (95%), 90% in language) and/or cognitively gifted are given the opportunity to participate in an accelerated Reading and Language Arts block in each of the middle school buildings. REACH takes the place of the students' regular Reading and Language classes and requires accelerated reading and advanced writing skills. The course work encompasses the following process skills that are crucial for gifted adolescents: creative problem solving, logical and critical thinking, research, and oral and written communication. The REACH program offers an extended and involved curriculum, product alternatives, open-ended tasks, conceptual/abstract ideas, complex levels of reading and writing, and analysis/interpretation of literature. Along with enriching and enhancing curriculum, the program focuses on meeting the social/emotional needs of gifted adolescents. Students learn social skills strategies and how to deal with issues such as perfectionism, underachievement, and isolationism.</p> <p>Conceptual themes are used as tools for increasing the complexity of the content. Students will be given opportunities throughout the school year to examine the relationships between and among different genres related to themes. REACH content and activities will include creative problem-solving activities, problem-based learning, photography, children's book writing and simulations.</p>
Service: Grade Levels: Type of Service: Summary:	<p><u>Middle School Advanced Math Subject Matter</u> 6, 7 & 8 Advanced Level Course Work</p> <p>The middle schools offer math enrichment and extension for grade 6. This class presents the material covered in a regular math class in a compacted, faster-paced, more in-depth format.</p> <p>The middle schools offer an accelerated seventh grade pre-algebra class and eighth grade students take Algebra I.</p> <p>The goal of these math classes is to provide a qualitatively and quantitatively different program designed to develop, in a positive direction, the recognized characteristics of the gifted learner in math.</p> <p>Selection is based on math achievement and IQ scores.</p>
Service: Grade Levels: Type of Service: Summary:	<p><u>Middle School Advanced Science Subject Matter</u> 6, 7 & 8 Advanced Level Course Work</p> <p>The middle schools offer science enrichment and extension for grades 6, 7 and 8. This class presents the material covered in a regular science class in a compacted, faster-paced, more in-depth format. Selection is based on science achievement and IQ scores.</p>
Service: Grade Levels: Number of Students: Type of Service: Summary:	<p><u>Women in STEM</u> 7-8 (every two years) approximately 75 Enrichment</p> <p>Girls in grades 7 and 8 who are identified high achievers in math and/or science attend a one-day workshop led by women who are successful in male-dominated professions. Presenters in 2019 included a physician, a director of the Blanchard Valley Watershed Project, a veterinarian, a computer programming professional, and a process engineer.</p>
Service: Grade Levels: Type of Service: Number of Students: Summary:	<p><u>Northwestern University Midwest Academic Talent Search (NUMATS) (SAT)</u> 7 & 8 Talent Demonstration Number varies yearly</p> <p>NUMATS, conducted out of Northwestern University, is a program designed to identify talented youth at the 7th and 8th grade</p>

levels. The students qualify for the Northwestern program by attaining outstanding academic achievement in the math and/or verbal areas on the Iowa Assessments (95% in 2019-20). Once identification selection has taken place, students have the option to take the SAT test along with juniors and seniors in high school. The test results are then used to develop appropriate programming for the students. Each spring students are recognized at school honors assemblies. Those who scored exceptionally high receive special recognition. The NUMATS participants are also provided with information about a number of talent search summer seminar programs.

Service:

Grade Levels:
Type of Service:
Summary:

PSAT Preparation Sessions

10 and 11
Special Classes

Volunteer teachers provide practice and test-taking strategies after school for students preparing for advanced testing programs. Students in the 10th and 11th grades prepare for the PSAT. Only 11th grade students' scores, however, qualify them for National Merit honors and scholarships.

Service:

Grade Level:
Type of Service:
Subjects:

Honors Courses

9-12
Advanced Level Course Work
Honors English (9, 10), Pre-calculus, Calculus, Geometry, Algebra I, Algebra II, Physical Science, Chemistry I and Spanish III.

Honors courses are offered at the high school to provide in-depth, faster-paced course work for capable students.

Service:

Grade Levels:
Type of Service:
Teacher Sponsors:
Summary:

Junior Scholars

9-12
Seminars and Workshops
Vary every year

The Junior Scholars program is for selected members of grades 9-12. The Junior Scholars Lecture Series is a high school seminar program for Findlay City School students. The series became open to selected students in February 1986. These lectures are presented by faculty members of the University of Findlay, Bowling Green State University and University of Toledo who expose students to the latest research results in studies through the university. Group involvement is frequently a part of the presentation and follow-up discussions are implemented as well. Topics covered last year included: "Genocide Lecture Series," "Forensics at the University of Findlay," and "Spanish Immersion."

Service:

Grade Levels:
Type of Service:
Number of Students:
Summary:

Honors Career Mentorship Program

11 & 12
Mentorship
55

Juniors and seniors may earn credit and test career realities in a community-based, overall, after-school mentor program. Interested students complete an application process and are selected on the basis of grades and personal characteristics necessary for success. Students accepted into the program are matched with community professionals in the students' selected interest areas to explore potential career paths.

Service:

Grade Levels:
Type of Service:
Number of Students:
Summary:

College Credit Plus Program

7-12
Educational Option
Number varies yearly

College Credit Plus Program replaces Post-Secondary Options and Dual Enrollment Programs in Ohio public schools. Students in grades 7-12 who are college ready and get admitted to colleges and universities in Ohio can earn up to 30 college credit hours per year with a

maximum of 120 credit hours while still attending middle/high school. If college courses are taken at public institutions of higher learning, there are no costs to the student for fees or textbooks. If courses are taken at participating private colleges or universities, there may be some costs to students. All credits earned are transcribed credits that will, in most cases, transfer to any Ohio college or university.

Service:
Grade Level:
Subjects:

AP Classes & AP Online Classes

9-12

Findlay High School offers AP Art, AP Literature (grade 12), AP Composition (grade 11), AP Latin, AP Spanish, AP American History, AP Government, AP Micro Economics, AP Chemistry, AP Calculus and AP Statistics.

Summary:

A variety of advanced placement course offerings as well as advanced placement online classes are available through high school guidance counselors. AP classes provide college level course work in high school to college-bound students. After completing the rigorous course work, the student can take an exam to determine whether college credit will be granted for the course work completed. Students have found this program very helpful in getting a head start on college requirements.

Service:
Grade Levels:
Type of Service:
Teacher Sponsors:
Summary:

High School Meeting of the Minds

9-12

Seminars and Workshops

Vary every year

The High School Meeting of the Minds Program is a series of hands-on workshops designed for gifted students. The purpose of these daylong seminars is to introduce groups of gifted high school students to a field of study not covered in their regular curriculum and to enable these bright scholars to meet and work with similar students from other school districts. Students also explore potential career paths. Participating districts include Findlay and Oregon.

Service:
Grade Levels:
Type of Service:
Teacher Sponsors:
Summary:

College Planning Series

9-12

Seminar

Vary every year

The College Planning Seminars are designed to help gifted students with career and college planning. Each of the three seminars is targeted for a specific grade level. The seminars held last year were: "College Comes Sooner Than You Think," held at Ohio Northern University, for freshmen only; "Twenty-First Century Careers," held at University of Findlay, for sophomores only; "Competitive Colleges," held at Findlay High School, for juniors only.

Selective College Panel is for students in grades 9-12. This program is held during an evening over Christmas break at Coffee Amici.

Service:
Grade Levels:
Type of Service:
Teacher Involved:
Parents Involved:

Credit Flexibility

9-12

Individual

Open to all

Open to all

Findlay City Schools' (FCS) plan for Credit Flex is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject and allow tailoring of learning time and/or conditions. Credit Flex will focus on performance, not counting seat hours. Credit Flex will acknowledge and address students' differing learning styles, places and interests, offering students the opportunity to demonstrate creativity, explore academic and career interests, and practice critical thinking.

All students in grades 9-12 can earn credit towards graduation four ways: by completing traditional coursework, by testing out or

otherwise demonstrating mastery of the course content, by pursuing one or more educational options through Credit Flex and by any combination of the before-mentioned ways. A student may apply for Credit Flexibility on an on-going basis.

Service:

Grade Levels:
Type of Service:
Summary:

FEP Sponsored Enrichment Opportunities

K-12
Regular Classroom Enrichment

Findlay Enrichment Programs (FEP) is a parent support group that works in conjunction with the schools to provide enrichment opportunities for students. Past projects have included bringing COSI on Wheels to each of the Intermediate Schools every three years and Toledo Zoo's Outreach Program for Primary buildings every three years. Furthermore, every three years FEP brings in an author/illustrator for the middle schools. In addition, Family Science Night, a hands-on science program, has been offered in the evening for K-6 students and their families for many years.

Service:

Grade Levels:
Number of Students:
Type of Service:
Summary:

Camp Discovery

1-5 (current)
120
Summer Enrichment

Camp Discovery is a weeklong science and technology camp where students engage in hands-on building and discovery activities. Activities in the summer of 2019 centered around the science curriculum theme of "Take Apart, Create, Build" and included these classes: "Build Something to Last," "Incredible Inventions," "Snap Circuits," "Lego Land," "Amazing Art Sculptures," and "Grab Your Tools. The 2020 camp was cancelled due to Covid 19"

Service:

Grade Levels:
Number of Students:
Type of Service:
Summary:

Camp WORLD

K-5 (current)
100
Summer Enrichment

At Camp WORLD campers engage in reflection, enrichment, adventure, and dramatic activities. Learning and fun go hand in hand.

Summer 2019 Camp WORLD centered around the theme of "South of the Border" and countries studied were: Argentina: "In Unity and Freedom," Brazil: "Order and Progress," Chile: "By Right or by Might," Peru: "Firm and Happy for the Union," and Venezuela: "God and Federation." The 2020 camp was cancelled due to Covid 19.

Service:

Grade Levels:
Type of Service:
Summary:

Summer Opportunities

1-12
Summer Enrichment

Information collected from local colleges in Ohio is shared with gifted teachers and building principals and is also posted on the Findlay City Schools Gifted website at www.findlaycityschools.org/gifted.