



JEFFERSON COUNTY ASSOCIATION
FOR GIFTED CHILDREN

Questions from Jeffco GT Parent Seminar JAGC “Ask Us Anything”

February 25, 2019

This Jeffco Gifted & Talented (GT) Parent Seminar offered a panel of Jeffco GT Resource Teachers, high school students, and JAGC parents to answer questions from the audience. Since we ran out of time to answer them all, parents in attendance wrote down the questions they didn't have an opportunity to ask during the seminar. Below are the questions, followed by answers we have gathered from those on the panel and others. Many questions have multiple answers from different perspectives.

If after going through this document you have further questions, please feel free to [contact JAGC](#). If we can't answer your question, we will get it to someone who can.

Note from the Jeffco GT Department: Every gifted student's situation is unique. The GT Department hesitates to give specific answers to individual situations in a format like this without knowing the full context of the situation. [GT Resource Teachers](#) can help students and families understand the range of GT characteristics and programming options available at individual schools. The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions.

Written Questions from the Audience:

1. I was told two of my children were on an Advanced Learning Plan (ALP). I have never seen any written plan. How do I get a copy of it? Is there an ALP roadmap for parents to follow starting in Kindergarten?

GT Dept Response:

For elementary age students, please contact the classroom teacher/school first. If you need further support, please contact the GT Resource Teacher that works with your student's school. You can find your Resource Teacher [here](#).

In secondary schools (middle school and high school), most students are involved in the goal setting process. If your student has not engaged in that process, please contact the GT Resource Teacher that works with your student's school. You can find your Resource Teacher [here](#).

Parent Response:

- As far as a "roadmap" of the ALP, the process is outlined in this [document](#) and this [presentation](#), which are available on Jeffco's [GT ALP website](#). Most students receive their ALP in 3rd grade, after taking the CogAT cognitive test in 2nd grade. Some students test earlier if their parents apply for [ID Referral or Center Placement](#).

2. Is there an outline of a standard ALP that I can access?

GT Dept Response:

For current information about Advanced Learning Plans in Jeffco, please visit the [Advanced Learning Plan](#) section of our public website that includes the [ALP Lifecycle](#). For specific questions and support, please contact your student's school and/or teacher. In addition, all schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools. The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions.

Parent Responses:

- ALPs don't necessarily look the same as IEPs or 504s, which outline standard categories and have sets of responsibilities listed for student/teacher/parent. The goal setting is done using SMART goal format and, ideally, the student would meet with their teacher at least 3 times per year (once to set a goal, once to check progress, and once to close out goal and assess achievement).

- The Colorado Dept. of Education has ALP guidelines and worksheets [here](#).

3. What is the plan going forward for course offerings through Jeffco's Online GT Academy? Future grades served?

GT Dept Response:

- We are currently piloting this program to gauge interest level. Our pilot is just at 7th grade this year and we will expand to 8th grade next year, after which we will reassess expanding to lower grade levels. More information on Jeffco's Online GT Academy can be found [here](#).

4. I know the GT Resource Teachers are busy. My school didn't want to share my Resource Teacher's name until they try more things first. Will our Resource Teacher be able to help with a kid who tests well but won't do his school work? The teachers said he can't stay in honors classes if he can't complete his work.

GT Dept Response:

- Please see [Jeffco's GT web page](#) or [click here](#) for the list of GT Resource Teachers and GT Social-Emotional Learning Counselors (GT SELC). GT Resource Teachers and GT SELCs work in partnership with schools, families, and students to help support gifted learners. GT Resource Teachers do not work directly with students on an ongoing basis. GT SELCs work in our GT Center Schools, and can help with specific student concerns at those schools.

[JAGC](#) and [Jeffco GT](#) have twice-exceptional (2e – gifted with a disability) webpages to help support students with dual diagnoses. Please contact your [GT Resource Teacher](#) for more information.

Parent Response:

- In my experience, some schools have made accommodations for students who show they know the material (high test scores) by requiring half the homework.

- a. He says the work is "pointless" and hates showing work he's doing in his head.

Parent Response:

- Possibly approach the teacher to explain the situation and ask if she could assign half of the problems. He'll likely need to do very well on these problems (showing work, etc.) and tests to continue this agreement.

- b. He doesn't like to write.

Parent Response:

- Consider more outside testing for learning disabilities and research resources for tools to help with learning disabilities that impact writing. [JAGC](#) and [Jeffco GT](#) have twice-exceptional (2e – gifted with a disability) webpages that might be helpful.

5. How do I balance the teacher's expectations of work (completed and turned in) with my son's aversion to doing it? Our relationship is suffering because we're fighting about work and expectations. I don't know how to balance teacher expectations, time, work habits, classroom work, catch-up work, and focus issues. Can Resource Teachers help with these problems?

GT Dept Response:

- Parents are encouraged to advocate for their student and should begin this process with their current classroom teacher/school first. If further support is needed, families are encouraged to reach out to their school's GT Resource Teacher. A list of schools and their GT Resource Teachers can be found [here](#). The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions.

Parent Response:

- Yes, your GT Resource Teacher should be able to help with this. You can find your Resource Teacher [here](#).

6. I would like to have a twice-exceptional (2e – gifted with a disability) book study group. Any recommendation of books for twice-exceptional?

GT Dept Response:

Our SENG Parent Group uses James Webb's [A Parent's Guide to Gifted Children](#), which addresses the needs of twice-exceptional students. There are also a variety of supports and resources regarding twice-exceptional students on our [GT Department Parent 2E Website](#).

Parent Responses:

Websites:

- [Hoagies Twice Exceptional](#)
- [National Association for Gifted Children](#)

Books:

- Twice-Exceptional Gifted Children: Understanding, Teaching, and Counseling Gifted Students by Beverly Trail
- Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential by Peg Dawson and Richard Guare

- Misdiagnosis and Dual Diagnosis of Gifted Children and Adults by James Webb

- Differently Wired by Debbie Reber
- The Explosive Child by Ross Greene
- Self Reg by Stuart Shanker

- There are also some good resources and groups on Facebook.

- SENG offers parent and book study groups for parents of GT and 2e kids and recently hosted a 2e group in February in the Denver area. See the [JAGC calendar](#) for past group information. You can find a SENG discussion group [here](#).

- JAGC has books and other resources listed on our website: [2e/twice exceptional](#) and [GT resources](#). JAGC also has a parent group that meets for lunch in Littleton on the fourth Friday of the month. See the [newsletter](#) or [calendar](#) for details.

7. Do you have any experience with Jeffco's Online Academy? Are more grade level (younger) programs being developed?

GT Dept Response:

Many GT Students have had great success using Jeffco Online Virtual Academy (JVA) classes, particularly for math. This can be particularly effective when students are looking for acceleration options in a particular content area. We have developed a pilot for online GT classes through JVA, taught by GT-endorsed teachers, though we will only have this option for 7th and 8th grade levels for the 2019-20 school year. See our answer to #3 above.

NOTE: There are currently both regular education and, new this year, [GT classes](#) offered through Jeffco Virtual Academy (JVA) starting at the middle school level. The GT classes are new and are taught by GT certified teachers and are specifically tailored to meet the needs of our gifted learners. One of the main driving forces behind the development of these classes was that GT students taking online courses were often feeling they were not challenged and/or their teachers didn't "understand them" (the parent experience listed below is a great example of why we started the GT online classes). Both 7th and 8th grade GT courses will be offered for the 2019-2020 school year. There are no plans yet to develop curriculum for 6th grade or younger but some 6th graders this year have taken the 7th grade

courses as an “accelerated” option. Enrollment numbers will most likely determine the continued growth of this program.

Parent Responses:

- In general, with any online class, it is advisable to stay engaged with your student’s experience, as classes vary. Some students find that when they post questions to the teacher, answers come the following week. Or, they may digest material, be done with the weeks’ worth of assignments on Monday, and thus have a week with nothing to do.

- Our experience with JVA has been mixed. Teachers and course content were excellent, it just wasn’t a good fit for our highly gifted autistic student. There was too much anxiety related to making group posts and a disconnect with relating to the teacher and fellow students. We were surprised that in-person classes are actually less anxiety-provoking.

- I feel the one big positive for JVA over other online solutions is that their teachers are dedicated JVA staff, and not full-time staff in another job, with the additional responsibilities for an online class without having the capacity to support it.

- For us, JVA was the solution to hitting the ceiling within a school building. Our experiences have ranged from excellent to very poor. Just like with in-person classes, there are many factors that can influence the experience -- assigned teacher, classmates, class size, subject, in what environment is the student taking the JVA class (in the busy school library or a side room that is little used?) etc. Another consideration is that online classes are not necessarily easier or “dumbed down”. For example, in JVA, the class will stay on pace to finish all of the material during the term; there isn’t any “oh well, we just didn’t get to that last chapter” said with a shrug. A JVA class can also be used as a quiet class during a busy school day if a student would benefit from a quiet, solitary class. It can also help to handle workload swings within other classes, particularly in high school. Or a way to work in therapy sessions and still meet class load requirements.

8. What is being done to help younger students/parents in a non-GT Center school ensure they are aware of options (i.e. Standard testing/placement for kids in a GT Center but not until 2nd grade at non-GT Center). What is being done to help local preschools be aware of options (i.e. SPARKS, JAGC)?

GT Dept Response:

All schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools. In addition, the [GT website](#) includes a [Parent Resources Section](#) with many helpful links and a place to access our newsletter called the GT Gazette.

Also, Jeffco has many internal communication pathways that are utilized to ensure that every school has access to timely information regarding options, programming, and applications. For more information about identification and assessments, please see the [GT Identification and Assessment](#) section on our Jeffco GT website.

The GT Department partners with the Jeffco Early Childhood team to ensure timely communication. We do not work directly with private preschools other than to provide them with requested information and to seek input from them regarding Early Access candidates.

Parent Response:

- This year Jeffco's GT Department emailed an informational letter to all Jeffco preschool and kindergarten teachers, and also emailed it to some private preschools in Jeffco. It is meant to help teachers identify students who might be gifted, explain the resources Jeffco GT can offer, and help with approaching parents on options for early testing and programming.

9. How does Jeffco approach skipping grades/early access?

GT Dept Response:

The purpose of Early Access is to meet the needs of highly advanced gifted children who have not yet entered kindergarten or first grade. Jeffco Public Schools may grant early entrance to school, for highly advanced gifted children, with a body of evidence at or above the 97th percentile in both academic and cognitive measures, who do not meet the age requirements outlined in [Board Policy JEB](#). This process is not for typical children who miss the October 1 Kindergarten/First Grade entrance date. See our [Early Access webpage](#) and [Board Policy IHBB-R: Early Access for Highly Gifted Students](#).

Acceleration is an academic intervention that moves students through an educational program at a rate faster or at an age that is younger than typical. It is about creating a better match between the readiness and motivation of a student and the level and pace of instruction. See [Board Policy IKE on Promotion, Retention and Acceleration of Students](#).

In both processes, a body of evidence is created and reviewed by teams to determine if acceleration is appropriate. Teams may comprise of GT Resource Teachers, Classroom Teachers, Instructional Coaches, Principals, Families, and/or other qualified personnel.

Parent Responses:

- Early Access is starting kindergarten or 1st grade a year early. Find more information on Early Access through this [presentation](#).

- Skipping grades is looked at on a case by case basis. It requires parent advocacy. Grade skipping/acceleration is discussed with the teacher teams and administrative staff at your current school. Get familiar with the [Iowa Acceleration Scales](#). And [Hoagies' article](#) about the Iowa Acceleration Scales.

When considering grade acceleration, there are many factors to consider. Be prepared with proof of why this would be a good move for your child in realms like social/emotional development, behavior management, academic enrichment and physical development factors (i.e. smaller, younger in class).

10. 3-Part question:

- a. My 1st grader's ALP is "My goal is to become a mindful learner." I don't think he came up with this. We didn't. It's not directive nor helpful.

GT Dept Response:

Going forward, all identified gifted students should have two ALP goals as per [Colorado Department of Education \(CDE\) guidelines](#). The above stated goal is likely an example of an Affective goal. Affective goals address social-emotional and other non-academic areas. Parents are encouraged to advocate with their classroom teacher to take part in a collaborative goal setting process, where parents are given the opportunity to provide input on their student's goal. To learn more about the CDE guidelines, ALP's, and parent involvement, visit the [CDE ALP Fast Facts Page](#), or our [Jeffco GT Department ALP Website](#).

- b. We've had three meetings with school. My sense is that if one chooses to not do a GT Center school, JAGC/our counselor feels like we are not choosing to optimize therefore it's on us – whereas I wish there was more effort to providing within the neighborhood schools.

GT Dept Response:

It is a Colorado Department of Education (CDE) and Jeffco Public Schools policy that identified gifted students are served through an Advanced Learning Plan (ALP) regardless of their school of choice. While GT Centers may have highly trained personnel in gifted education; neighborhood, charter, and option schools across the district also serve GT students.

Parents are encouraged to advocate for their student and their family and should begin this process with their current classroom teacher/school first. If further support is needed, families are encouraged to reach out to their school's GT Resource Teacher. A list of schools and their GT Resource Teachers can be found [here](#).

Gifted students are not only gifted when they are at school, but outside of school as well. There are numerous studies that show gifted students benefit from enrichment and personal interest/passion opportunities both in and out of school. There are many opportunities for students outside of school and JAGC can be a valuable resource for what some of the options in our area may be. Visit the [JAGC Website](#), contact your JAGC Ambassador, if your school has one (ask your [Building Leader](#)), and/or contact your [GT Resource Teacher](#) for more information.

Parent Response:

Parent advocacy is imperative, whether you are in a GT Center or a neighborhood school. Speak with your child's teacher, principal and Resource Teacher. Also, don't underestimate what parents can do outside of the classroom ... some parents have gotten together and hired expert teachers to offer clubs in certain subjects. Parents can take turns on science adventures for groups of kids. As children age (and especially if they are noticed by testing with [Center for Bright Kids](#)), many opportunities will present themselves, sometimes life changing ones.

- c. So, coming back to my original question – what can we do to improve services at our neighborhood school? What can I do at home? And, if a school has a grade full of GT kids, why not put them together in a classroom?

GT Dept Response:

All schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools. The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions.

Parent Responses:

- See #10.b. above ... advocate, advocate, advocate.

- Advocate, research, stay curious. Show up. Be seen. Be heard. Our kids are voracious consumers of everything around them. We have to feed their appetite - we cannot rely on GT schools or local neighborhood non-GT schools to do this.

Remember – Jeffco gifted kids are only 10% of the district. Local schools are more focused on the 90%.

Examples of extracurricular supplementation:

[Khan Academy](#)
[Beast Academy](#)
[CU Science Discovery](#)
[JAGC newsletter](#)

11. What does the life-cycle look like for a mid-year ALP Designation? My child is high energy, high intensity but doesn't seem to apply himself? He works to finish his work quickly without thoroughness. His teacher doesn't really know how to handle his work style. I am unsure how to best advocate for him to be challenged and work to his full potential.

GT Dept Response:

The ALP Life-Cycle can be found [here](#). Identification can happen at any time when a body of evidence is complete and has been reviewed. The Jeffco GT Department supports the identification of students throughout the school year. Please see the [GT Identification and Assessment](#) section of our website for more information. Your advocacy on behalf of your student is always welcome. All schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools. The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions.

Parent Response:

- I'd caution around using a mindset of "he doesn't seem to apply himself." Kids do well if they can. Dig deep to find the WHY behind the "doesn't apply himself". This is most likely because he's not *INTERESTED*. So, find ways to use his strengths and interests and apply those to the lesson he seems to not be applying himself to. If he's interested in dinosaurs, then use dinosaurs to add/subtract in math, etc.... Legos? Legos are a great tool for teaching math. Research the founder of Legos and write a comic book strip about him, etc...

Educate your teacher on his work style and work with your Resource Teacher and principal for accommodations.

12. How have you helped your children with their social emotional needs?

GT Dept Response:

Jeffco's GT Department offers Social/Emotional Needs of the Gifted (SENG) Groups each year. This group is a book study of [A Parent's Guide to Gifted Children](#) by James Webb. The GT Department also offers Parent Seminar nights that often have a social/emotional component. You can find information about these opportunities as well as social/emotional resources for parents in the [Parent Resources](#) section of our public website.

Parent Responses:

- Connecting with other parents through our school's JAGC Ambassador to ask questions, share ideas and learn how to generally navigate the GT process. Reading books, attending seminars and participating in Facebook and online groups. Working with a therapist who "gets" GT and its various challenges.

- Ultimately, really listen to your child. Some feel so different that they need to be with intellectual peers in a GT Center. Some have a handle on their giftedness and are happy with neighborhood friends. In the high school years, many are sensitive and observant, disliking the "culture" in high school. Summer opportunities and clubs help them to find their true peers plus the knowledge that all these kids will eventually grow up. College may offer them more mature and like-minded friends.

- I've read a lot of books (audiobooks mostly, and not all about "GT" or kids specifically) and actively participate/follow in some Facebook groups. I started a parent support group. I found a local therapist that supports GT and 2e. We have done local group social/emotional therapy. I always stay positive and focus on strengths to improve the weaknesses.

I live by the 3 C's - Consciousness, Compassion and Consistency. Consciousness is knowing my triggers and not letting past parental patterns define me or my child; Compassion for my child and *myself*, and Consistency in working hard, problem-solving, curiosity, course direction and gentle praise. Living in this space has allowed me to model healthy social-emotional engagement for my kids.

13. How do you deal with a child who has a plan in their head all of the time? Equally important – how do you deal with them when things don't go according to their plan?

GT Dept Response:

All schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools as well as recognize and support the unique social emotional characteristics of gifted learners. Rather than giving a specific response without understanding the full context of individual student situations, we would encourage having a collaborative conversation with relevant stakeholders. The GT Department also hosts regularly scheduled Parent Seminars on a range of topics that address specific learner needs. Please see [Parent Resources](#) on our public website for many helpful supports and a current schedule of upcoming parent seminars. The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions.

Parent Responses:

- It can be helpful to proactively turn it into a game. Have them brainstorm as many ideas as they can think of about different ways things can go in a given situation. For example, if the movie we wanted to see is sold-out at our usual theater - what else

can we do? This helps develop flexible thinking. It also helps mentally prepare the child that things don't always go as planned.

Another thing to try is to think of the strategies that they will use when things don't go as planned. For our kids who are planners by nature, this is really helpful, because now they have a plan for when their plans fall through! It's also empowering for kids to know that they have strategies that work for them in these situations. That empowerment can help cut down on anxiety, too.

- Good to remember that high anxiety plus high morality can result in rigidity!!

- Inflexible thinking is a hallmark trait of many of our kids. I have found success in helping my black-n-white thinker expand his boundaries with Collaborative Proactive Solutions from Ross Greene's, "[The Explosive Child](#)."

Also - model being a flexible thinker; catching them in the act of being flexible and labeling it and praising, and pointing out when I might be having a hard time being flexible and asking for my kid's help in the moment to be more flexible.

Transitions are hard. Lots of warnings of time reminders and explaining literally what's about to happen. Also asking the child to consider how he will feel when things don't go his way (the plan in his head) and asking the child "what is your plan here, how do YOU see this going?" so that everyone is on the same page.

14. What are some strategies that we can use to help our child to be more active in the areas where they do not show GT tendencies? For example: their math skills are amazing but she has no drive to improve her reading or spelling.

GT Dept Response:

All schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools. The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions. Rather than giving a specific response without understanding the full context of individual student situations, we would encourage having a collaborative conversation with relevant stakeholders. The GT Department also hosts regularly scheduled Parent Seminars on a range of topics that address specific learner needs. Please see our [Parent Resources](#) on our public website for many helpful supports and a current schedule of upcoming parent seminars.

Parent Responses:

- Often, helping kids use their strengths to address non-passion areas can really help. In this particular case, you might have your child use their math "patterns" brain

to look for patterns in their spelling. Helping kids see things through a lens that is natural for them helps bridge that gap.

- Emphasize the beauty in doing something for fun “Yes, you’re not a track star, you can’t be great at everything, but you’re getting exercise, making friends and having fun!” Too often these kids think if they’re not immediately great at something, it means they’re bad at it!

- My thoughts on this are don’t push it. It will present itself when it needs to. Ask yourself - is this something the PARENT needs? Does the parent need to see that A or B on the report card in spelling? Is it the parent that wants to see the ‘more active’ part come ‘on line’? Let the child lead with their strengths and the other pieces will fall in place.

15. What do you do when your child is sensitive to any sort of mental struggle? For example: they are very good at math but when they have a math problem that they can’t figure out they give up and/or throw a fit.

GT Dept Response:

All schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools. The GT Resource Team works in partnership with schools and families to support unique student needs and collaboratively brainstorm effective solutions. Rather than giving a specific response without understanding the full context of individual student situations, we would encourage having a collaborative conversation with relevant stakeholders. The GT Department also hosts regularly scheduled Parent Seminars on a range of topics that address specific learner needs. Please see our [Parent Resources](#) on our public website for many helpful supports and a current schedule of upcoming parent seminars.

Parent Responses:

- This is a very common challenge among our gifted students. It can really help for kids to have a model to emulate. As adults, we tend to downplay our own challenges. But that gives kids the false impression that we don’t struggle, and makes them believe they shouldn’t either. When you find yourself in a situation of struggle, take the time to talk out loud about your mental process. What exactly are you thinking/feeling in that situation? How are you going to find the motivation to keep going when you really want to give up? What are you learning from the mistakes that you are making that can inspire you to do something differently next time?

It’s also important to provide some small, intentional struggles for your kids. If you know that your child can do a 50-piece puzzle on their own, try a 100-piece puzzle. Don’t make the challenges too big (such as skipping right to a 1000-piece puzzle),

but build on their success and give them something a little bit harder. Praise the effort they are putting in more than the outcome.

- This “giving up” is indicative of a fixed mindset. Common with our kids. See #13, about inflexible thinking, above. Seek out ways to encourage growth mindset (research Carol Dweck) and remember that flowers don’t grow overnight, moving into a growth mindset takes time and practice and it happens in small bites. “We can do hard things.” When things get hard, look for another way to get to the answer. 4 isn’t always 2+2 ... it can also be 8-4.

16. What kind of homeschool support or resources are available for GT kids in Jeffco? Through the district or JAGC or . . . ?

GT Dept Response:

Many schools in Jeffco have different options available for families/learners that desire a certain type of learning environment. For a full range of options, families can visit the [EnrollJeffco](#) website for all Jeffco school programs. All schools in Jeffco have an assigned [GT Resource Teacher](#) who can help students and families understand the range of GT programming options available at individual schools. Each of the homeschool support options listed in the response below have a GT Resource teacher assigned to them as well, and families can also contact the Resource Teacher of their student’s home school if they are not affiliated with one of these programs.

Parent Responses:

- Two Roads Charter School is offered to families who want a combination of home school and in school. They may be able to advise further.

- Homeschooling is a choice a parent makes outside of what a school district can do. However, some Jeffco schools offer homeschool support programs:

[Jeffco Virtual Academy](#)

[Hope Academy](#)

[Montessori Peaks Academy](#)

[Mountain Phoenix Community School](#)

Two Roads in [Arvada](#) and [Littleton](#)

[Woodrow Wilson Academy](#)

Find Jeffco’s Home Based Options page [here](#).

Colorado Department of Education [Home School](#) web page has school options and other good resources.

- Tons of resources and support in Facebook groups as well.

17. What are the mental health resources and support in the high schools?

GT Dept Response:

All high schools have school counselors and either a school psychologist or a school social-worker. Our GT Center schools also have a [GT Social/Emotional Learning Counselor \(SELG\)](#).

Parent Response:

- School Counselors, GT Center SELGs, and see the JAGC website for [Mental Health Resources](#).