



# Gifted Education

De Soto USD232



### *What is “Gifted”?*

For De Soto Schools, “gifted” means performing or demonstrating the potential for performing at significantly higher levels of accomplishment in overall academic areas due to intellectual ability, when compared to others of similar age, experience, and environment.

Gifted Education in Kansas is part of Special Education. Special education services for students with giftedness should be regarded as one part of the continuum in the total educational system. Gifted services are required when a student is severely discrepant from his/her peers and their needs are unable to be met in general education.

### *How does a student receive gifted services?*

Students must be found eligible and demonstrate a need to receive gifted educational services. To determine eligibility, De Soto Schools use a MultiTiered System of Support (MTSS), recommended by the Kansas State Department of Education (KSDE). The multi-tiers include school-wide support and resources.

In the classroom, teachers implement general education interventions (GEI) prior to referring any child in kindergarten through grade 12 for an initial evaluation. Classroom teachers document the impact of these classroom activities and projects on students’ individual academic progress and behavior. This data is useful in planning the next steps in the process.

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*Gifted and MTSS?*

MTSS is a system of best practices that supports a rapid response to academic and behavioral needs of students. In this system De Soto educators form a Student Collaboration Team (SCT). This team determines appropriate general education interventions and frequently analyzes the data for individual student progress. In addition, the SCT team proposes changes to the instructional plan in order to stretch individual students to achieve higher academic and behavior standards. Parents may participate as part of the SCT team.

*What might the SCT team decide?*

Possible outcomes of the SCT process:

- Interventions are successful and continue to be carried out in general education.
- Interventions in general education do not appear to meet the student's needs. The classroom teacher collaborates with the gifted facilitator to provide specific **academic** enrichment or extension opportunities.
- Interventions in general education *continue* to not appear to meet the student's needs.
  - The team refers the student for a special education evaluation, and the process is initiated with parental consent.

*What happens if a parent requests a Special Education evaluation?*

Parents may request an evaluation, in writing, at which point the school provides Prior Written Notice to the parent explaining that an evaluation will be done concurrently with the SCT process or refuses to do the evaluation and provides reasons for refusal.

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### *What Happens After the Referral?*

At the point of referral, the School Psychologist contacts parents to explain the evaluation process and complete paperwork for consent to evaluate the student. Once the School Psychologist receives the signed consent form from parents, the school, by law, has sixty *school days* to administer, coordinate, and evaluate the assessments.

Once this is completed, and within the sixty school day timeline, the evaluation team (parents, School Psychologist, special educator, classroom teacher and administrator) will meet to review the evaluation results and determine eligibility.

If the team determines the student meets eligibility criteria:

- an individual education plan is proposed.

If the team determines that the student does not meet eligibility criteria:

- The team will discuss other options for addressing the needs of the student.

An initial evaluation for gifted involves the use of a variety of assessment tools and existing data to determine eligibility by addressing these two questions.

1. Does the child meet the definition of gifted? The results of standardized, norm-referenced tests of intellectual ability and achievement indicate an exceptionality (giftedness).

**AND**

2. Does the child demonstrate a need requiring specially designed instruction to address the unique needs that result from the child's giftedness? Is specially designed instruction necessary to ensure access to and progress of the child in the general education curriculum?
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Examples of need indicators may include:

- Progress monitoring data indicates a need for intense and sustained resources
- Intensive adaptations or accelerations
- Increasingly customized and individualized instruction
- Intensive modifications needed in instruction, curriculum, grouping, and assignments in order to demonstrate appropriate progress
- General education interventions, alternative course selections or cross-age grouping are insufficient to support student progress

# Gifted Intervention Flowchart

## Referral:

- Teacher
- Parent
- Self

## CLASSROOM INTERVENTION

- Classroom teacher provides differentiated lessons that all students have access to as needed.
- Teacher records/collects evidence of discrepancy (work quality and higher level thinking) between student and typical peers.
- Student Collaborative Team reviews data\* collected.

Time Frame: 6-9 Weeks

Data\* indicates needs can be met in the gen ed setting

Data\* indicates additional need

Student continues in the general education setting with enrichment and supports as needed.

Data\* indicates needs can be met in the gen ed setting

## COLLABORATIVE INTERVENTION

- Classroom teacher collaborates with gifted facilitator to provide specific *academic* enrichment or extension opportunities.
- Data\* collected to determine student need.
- Student Collaborative Team reviews data\* collected.

Time Frame: 6-9 Weeks

Data\* indicates additional need

Data\* indicates needs can be met in the gen ed setting

## TARGETED INTERVENTION

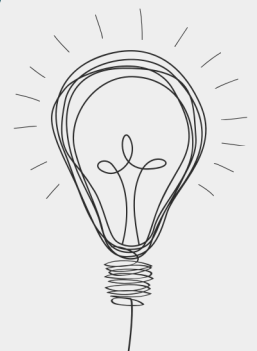
- Student works one on one or in a small group setting with the gifted facilitator.
- Gifted facilitator provides higher order thinking challenge for student.
- Data\* collected to determine student need
- Student Collaborative Team reviews data\* collected.

Time Frame: 6-9 Weeks

Data\* indicates additional need

SCT team requests  
**FORMAL  
EVALUATION**

\*Data can include student work samples, teacher observations, state and district assessments, course grades, course exams.





### **De Soto USD 232 Criteria for inclusion in High Performance Program**

For qualification and subsequent placement into special education services for giftedness students must meet each of the following criteria to indicate the presence of the exceptionality of giftedness.

- Consistently high scores on nationally normed District academic assessments: at least 95<sup>th</sup> percentile in math and/or reading on 3 out of the 4 most recent administrations available (For move-in students from other districts/states, the equivalent on their district academic tests).
  - If nationally normed District academic assessment scores are not within this range the team may consider administering further individually administered standardized nationally normed tests of academic achievement and the student should perform at the 95th percentile or higher on composite scores in the area of reading and/or math.
- Individually administered cognitive assessment with an overall score at the 97th percentile or higher.
- Goes above and beyond in the regular classroom and demonstrates higher level thinking skills (as determined by the team using high performance rubrics).

In addition to meeting each of the above criteria points, the team should review tiered intervention data and the students response to enrichment interventions to determine the child's need for gifted special education services. In making this determination the tiered intervention data using rubrics, work samples, and projects should indicate that the student's need for additional services goes beyond that which is available through general education interventions alone.