

Gifted Support Services Handbook



Grove City Area School District

Updated 8/2022

Gifted Program Philosophy

The gifted support program provides enrichment and acceleration opportunities that enhance and extend the regular curriculum. Students are given the opportunity to participate in enrichment activities to expand their knowledge and to strengthen their creative thinking skills in an environment that encourages the pursuit of individual interests and knowledge.

Gifted Policy

Title - Gifted Education

Number - 114

Status- Active

Adoptive - January 20, 2014

Last Revised - April 13, 2015

Authority

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students.[\[1\]\[2\]\[3\]](#)

The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the website for a minimum of twenty-eight (28) days.[\[4\]\[5\]\[6\]](#)

The district's gifted education plan shall address:

1. The district's process for identifying gifted children in need of specially designed instruction.
2. The gifted special education programs offered by the district.
3. Reports of gifted students, personnel and program elements, and costs, as required by the Department of Education.

The Board may enter into a cooperative agreement with Midwestern Intermediate Unit 4 to provide gifted education services and programs.[\[7\]](#)

The Board directs that the district's gifted education program shall provide the following:

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.[\[8\]](#)
2. Screening and evaluation process that meets state requirements, to determine students' educational needs.[\[8\]](#)
3. Procedures to determine whether a student is mentally gifted.[\[8\]](#)
4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).[\[9\]](#)[\[10\]](#)[\[11\]](#)[\[12\]](#)
5. Safeguards for the due process rights of gifted students.[\[13\]](#)
6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).[\[11\]](#)

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.[\[11\]](#)[\[14\]](#)[\[15\]](#)

Guidelines

The district shall make the Permission To Evaluate form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.[\[8\]](#)

Caseloads/Class Size

The Board directs the Superintendent and designated administrators to annually assess the district's delivery of gifted services and programs, in order to:[\[16\]](#)

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of sixty-five (65) students.
4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.[\[16\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, and Board policy.[17][18][19]

Awareness Activities

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs.[8]

Awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks and the district website.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy.

Legal

1. 24 P.S. 1371
2. 22 PA Code 4.28
3. 22 PA Code 16.1 et seq
4. 22 PA Code 4.13
5. 22 PA Code 16.4
6. Pol. 100
7. 22 PA Code 16.2
8. 22 PA Code 16.21
9. 22 PA Code 16.22
10. 22 PA Code 16.23
11. 22 PA Code 16.32
12. 22 PA Code 16.33
13. 22 PA Code 16.63
14. 22 PA Code 16.61
15. 22 PA Code 16.62
16. 22 PA Code 16.41
17. 22 PA Code 16.65
18. 20 U.S.C. 1232g
19. Pol. 216
- 22 PA Code 11.12
- Pol. 113

Recommendations and Qualifications for Gifted Support Services

Recommendations for Gifted Support Services come through the Response to Instruction and Intervention (RtII) Team, testing data, teacher recommendations or parent referral. A gifted screener is given to any student thought to be eligible for gifted services. If the student passes the gifted screener a Permission to Evaluate for gifted services is then sent to the parent/guardian. If a student qualifies for gifted support a Gifted Individualized Education Plan (GIEP) may be developed. A parent/guardian will be part of the team through the entire process.

Per District and state procedures, a student may qualify for gifted support services if one or more of the following criteria is met:

- A full scale intelligence quotient (FSIQ) of 130 is achieved.
- A full scale intelligence quotient (FSIQ) of 125 is achieved and the student passed ALL of the items on the gifted screening criteria.
- A full scale intelligence quotient (FSIQ) of 125 is achieved and the student scored in the Very Superior range (130+) in the Verbal Comprehension, Visual Spatial or Fluid Reasoning Index Scores.

Gifted Screening Criteria Timeline

1. Parent/Guardian and/or school recommend gifted screening.
2. Parent/Guardian completes Gifted Screening Criteria Permission
3. School personnel complete gifted screen
 - a) Teachers complete
 - i) Grades
 - ii) Rates of Acquisition and Retention
 - iii) the Gifted Evaluation Scale - third Edition (GES -3)
 - b) A staff member will complete the Kaufman Brief Intelligence Test, Second Edition (KBIT -2)
 - c) The school psychologist will administer the Naglieri Nonverbal Ability Test (NNAT)
4. Results of the Gifted Screening Criteria are sent to parents.
 - a) If the student passes the majority of the criteria, they move on to the full-scale cognitive assessment.

b) If the student DOES NOT pass the majority of the criteria, the process is stopped.

If the student qualifies for a full - scale cognitive assessment:

5. The District will send the parent/guardian a Permission to Evaluation (PTE) and the Gifted Parent Input Form.
6. Once the school receives the signed, PTE, the school psychologist will:
 - a) Let the parent know the PTE was received.
 - b) Let the parent know the date and time the assessment will take place.
7. The school psychologist administers the Wechsler Intelligence Scale for Children - Fifth Edition (WISC - V) .
8. The results of the Gifted Screening Criteria, teacher and parent input, and the results of the WISC - 5 will be compiled into a Gifted Written Report (GWR).
9. Parents will be invited to a meeting to go over the results of the GWR.
10. If the student qualifies for the Gifted program and parents and student want to participate in the program the Gifted teacher will then create a Gifted Individualized Education Plan(GIEP).



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Student Gifted Screener

Student _____

Grade _____

Teacher _____

School _____

The Gifted Screening Criteria consists of numerous measures that assess characteristics using different modalities/methods, across several environments, and reported by several staff members. To pass the screening criteria and go on to individual cognitive testing, a student must pass a majority of the items.

Classroom Data:

1. Grades:

Grades for elementary School

Elementary Standard- Based Grades - (*gifted range= Average of 2.5 or higher during the first semester, Average of 3 or higher during the second semester*)

Mostly 4's = 4

Mostly 3's and 4's = 3.5

Mostly 3's= 3

Mostly 2's and 3's = 2.5

Mostly 2's= 2

Mostly 1's and 2's = 1.5

Mostly 1's= 1

Mostly 0's and 1's = 0.5

Grades for Middle and High School: List the grades over the previous four grading periods.

Subject	1	2	3	4	1	2	3	4
Reading								
Math								
Language								
Science								
S.S								

(Gifted range = GPA of 3.75 or higher for Middle School and High School)

GPA _____

Achieved _____

2. **Rates of Acquisition and Retention:** (*Gifted range = Acquisition much faster or faster, Retention - much higher or higher, on a majority of subjects*)

Rate of Acquisition	Reading	Math	Language	Science	Social Studies
Much faster than peers					
Faster than peers					
Same as peers					
Slower than peers					
Rate of Retention	Reading	Math	Language	Science	Social Studies
Much faster than peers					
Faster than peers					
Same as peers					
Slower than peers					

Acquisition : rate at which the student acquires, understand and demonstrates competency or mastery of new learning *

Retention: rate at which the student retains concepts and skills necessary for subsequent learning *

**As defined by Kenneth R. Chusks, Ed.D.*

_____ Achieved

_____ Not Achieved

3. **The Gifted Evaluation Scale - Third Edition (GES- 3)**

(Gifted range = A Quotient Score of 120 or higher)

Subscales

Standard Scores

Intellectual	
Creativity	
Specific Academic Aptitude	
Leadership Ability	
Performing and Visual Arts	

_____ Quotient Score

_____ Achieved

_____ Not Achieved

Test of Cognitive Functioning

(Gifted range = IQ composite of 125 or higher)

4. **Kaufman Brief Intelligence Test, Second Edition (KBIT -2)**

Verbal Score _____ Nonverbal Score _____

IQ Score _____ Date Administered _____

Achieved _____ Not Achieved _____

5. **Naglieri Nonverbal Ability Test - Individual Administration (NNAT-I)**

IQ Score _____ Date Administered _____

Achieved _____ Not Achieved _____

Academic Achievement Data

FAST (Formative Assessment System for Teachers)

(Gifted range= percentile ranks of 90 or greater)

6. **aReading** %ile _____ Achieved _____ Not Achieved _____

7. **aMath** %ile _____ Achieved _____ Not Achieved _____

Number of Criteria achieved _____ out of _____

Conclusion: Qualify for additional assessment _____

Does not qualify for additional assessment _____



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How to prepare for the GIEP conference (Parent/Guardian)

1. Review the Gifted Multidisciplinary Team Report and your child's records before you go to the GIEP conference. Note the areas for discussion with the GIEP team - strengths, interests, or needs.
2. Some areas you might want to consider before the meeting are:
 - Child's interest, hobbies, and activities
 - Child's learning styles and communication skills
 - Child's strengths and weaknesses
3. Remember you are free to bring up for discussion anything you think is needed as part of your child's school program. School officials may or may not agree with you, but they will discuss your ideas.
4. Make a list of some specific ideas for discussion during the GIEP plan.
5. Discuss effective methods of instruction for your child with school staff.
6. Your input in conjunction with the other team members is essential in the development of a meaningful educational plan.

How to prepare for the GIEP conference (Gifted Support Facilitator)

1. Invite parents to the GIEP conference at a convenient time.
2. Arrange for additional GIEP members to attend the meeting.
3. Review available documents which could include: Gifted Evaluation Report, Parent Input Form, Student Interest Survey, previous GIEP, Teacher Input Form, current achievement test scores, cognitive abilities test scores, report card grades and present schedule of classes.
4. Compile a sampling of activities which would support students interests or activities you have them slated for.

The GIEP Conference

Once a child is screened, evaluated and determined to be eligible and in need of gifted services, the Gifted Individualized Education Plan (GIEP) conference will be scheduled. The GIEP conference is conducted initially and annually thereafter. Parents/guardians will receive an invitation to the GIEP and should make every attempt to attend or reschedule so they are able to attend. Each GIEP team member shall include persons who meet the following qualifications:

1. One or both of the students parents/guardians.
2. The students (We encourage students to participate in their GIEP meetings).
3. A representative of the District, who will serve as the chairperson of the GIEP team, who is knowledgeable about the availability of resources of the District, and who is authorized by the District to commit to those resources.
4. One or more of the student's current teachers.
5. The GIEP teacher.
6. Other individuals at the discretion of either the parent/guardian or the District.

The District tells parents/guardians prior to the meeting, via the invitation letter, who will be participating in the meeting and takes steps to ensure the parent/guardian can attend. State law requires that the GIEP be developed in cooperation with the parents. The objective of the yearly conference is to review the current programming and plan for the upcoming year. Signing the GIEP does not indicate that you agree with it; it indicates you were present for the meeting.

The GIEP should reflect the need for the student for specially designed instruction based upon assessment rather than school district program and service availability. A collaborative effort of all members of the GIEP team results in a plan which best meets the student's educational needs. The student's placement provides an instructional environment that meets the learning needs of the gifted student, as indicated in the GIEP.

All goals and objectives will have evaluation criteria that are measurable, valid, and understandable to educators, parents, and students. The completion of goals and objectives must be evaluated at least annually based on the criteria.

***22 PA Code Chapter 16: Special Education For Gifted Students*

Retention of Gifted Services

Annually at each GIEP meeting, the GIEP team will determine the need for continued enrichment. The team will review the following factors to determine continued need for enrichment:

1. Teacher feedback
2. Grades
3. Assessment data
4. Participation in Gifted Activities

If a student is determined to not require gifted services through these data points, the team will issue a re-evaluation report and a Notice of Recommended Assignment (NORA), acknowledging the student will no longer be receiving services.

If the team feels that the student is in need of enrichment services at a later date, the team will reconvene the GIEP team to collect the same data:

1. Teacher feedback
2. Grades
3. Assessments

If the student is found in need of services, the GIEP team will create a new GIEP and issue a NORA to reinstate gifted services.

*** Once a student obtains the IQ score to qualify for Gifted services, the student will not need to be re-tested again to enter services if the team feels they demonstrate a need.*

Learning Characteristics of a Gifted Student

- Often show keen powers of observation, exhibit a sense of the significant and have an eye for important detail.
- Often read a great deal on their own, preferring material written for those older than themselves.
- Well developed powers of abstraction, conceptualization, and synthesizing abilities.
- Rapid insight into cause-effect relationships.
- Often skeptical, critical, and evaluative. They are quick to spot inconsistencies.
- Display questioning attitude and seek information for the sake of having it as much as for its instrumental value.
- Show a ready grasp of underlying principles and can often make valid generalizations about events, people, and objects.
- Readily perceive similarities, differences, and anomalies.
- Have a well developed common sense.
- Tend to like structure, organization, and consistency in their environments. They may resent a violation of structure and rules.
- They take great pleasure in intellectual activity.
- Often have a large storehouse of information regarding a variety of topics which they can recall quickly.

Gifted Education Teachers Grove City Area School District

Kindergarten - Fifth Grade

Ms. Kathryn Stewart

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Sixth-Twelfth Grade & all Academic Games

Mrs. Heather Fry

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For more information regarding Gifted Services contact either the above mentioned educators or Jennifer Connelly, Director of Pupil Services, 724-458-6733 ext. 2140 or jennifer.connelly@gcasdk12.org