

**Gifted Facilitator
Position Statement
High Plains Education Cooperative**

General Education Intervention:

General Education Intervention (GEI) applies to all school age children to ensure that students with exceptionalities who attend public, private or are home schooled and in need of special education services are identified, located and evaluated. Under K.A. R. 91-40-(7), (2) schools must use general education interventions before conducting an initial evaluation unless it is clear that the student is a student with a disability.

Intervention plans developed for students should specify what the intervention will be, how it will be implemented, how long it will last and how it will be monitored. Parental requests for an initial evaluation shall include the general education intervention process as part of the initial evaluation

Continuum of Service:

Students identified as gifted should be afforded a continuum of services. A continuum of services for all students begins with the general education classroom. Services should be based on the individual student need. Services for gifted students must be individualized based on student performance in the state standards. We believe that most services will be effective if provided in the classroom, tied directly to the curriculum.

Support Services:

Acceleration is the most effective type of service delivery for many gifted students. Acceleration should be based on demonstrated performance in the general education curriculum based on Kansas state standards and the have an impact on curriculum for that student. Acceleration should be considered by subject area or grade level. At the subject level, students may be included in the appropriate grade level/instructional placement or be provided the curricular materials at the accelerated level.

Acceleration may be accomplished through testing out of subject curriculum per unit, chapter or course syllabus. Kansas state regulation 91-40-3 (g) (f) states that gifted children shall be permitted to test out of, or work at an individual rate and receive credit for required or prerequisite courses or both at all grade level if so specified in that child's IEP. Each gifted child may receive credit for college study at the college or high school level, or both. If a gifted child chooses to receive college credit, however, the student shall be responsible for the college tuition costs.

Providing services that support the student at his instructional level may be achieved through using differentiated curriculum activities, curriculum compacting or students working at their own paced based on curricular assessment and state standards. The gifted facilitator's role is to support the student in providing services within the classroom setting.

Enrichment has less impact for students than acceleration. The effect of enrichment is small if it is not supported by ability grouping. If gifted facilitators pull students to provide services other than acceleration, the services should be:

In subject area ability groups to the greatest extent possible

Involve activities related to, but beyond the level of the classroom curriculum such as math, literature, spelling, writing or social science.

Tied to the general curriculum and state standards.

Designed to help student see the application of skills developed in any planned activity.

Gifted facilitators are encouraged to model and share the use of pre and post testing in supporting high ability students access to differentiated curriculum, curriculum compacting and working at the student's own pace. Gifted facilitators are encouraged to model differentiation of the curriculum and provide resources to support ongoing differentiation. In class services are intended to support the system as much as the student. In class support must provide for differentiation based on the state standards.

Gifted literature indicates there are few gifted students who have emotional problems and are maladjusted. Those few students may need additional support from special service staff to address counseling/therapy or behavioral needs. These options should be discussed with the IEP team to implement additional supports if needed. Parents should be an integral part of the decision.

IEP Goals:

All goals should be SMART goals, that are sustainable, measurable, attainable, reasonable and time bound. In order for a goal to be measurable, there must be a numerical statement for baseline data and to identify a target of achievement. Goals must be based on the students present level of performance in a curricular area based on state standards. If there is no need to make accommodations to the curriculum, there is no need for an IEP. Accommodations in the general educational setting do not require an IEP.

Extended School Year services and Manifest determinations:

Kansas law does not require consideration of extended school year (ESY) services for children identified as gifted. Students identified as gifted are not afforded the same protection under IDEA in the provision of services during suspensions or expulsions.