

Gifted Procedures

Gifted Services and Non-Identified Students

Provision of Gifted Special Education Services and Typical Peers

When Gifted services are provided **in the regular classroom**, other students may benefit from the special education services (e.g. small groups; whole class instruction). This is called "incidental benefit".

When Gifted services are provided **outside of the regular classroom**, other students (those without IEPs) in general, may not, benefit from these services. An exception might be when the specific activity that the child is engaging in to meet their IEP goal requires peer participation. A student without an IEP may be removed from the class for this activity, **BUT FOR NO MORE THAN 3-4 WEEKS FOR THE ENTIRE SCHOOL YEAR**. The parent(s) must be informed by the classroom teacher prior to the student's voluntary participation. The parent(s) need to have the clear understanding that his participation does not mean the student is gifted or that the student will be referred for gifted education services. When developing IEP's, teams should consider if goals being developed would require peer participation. Services should then be written accordingly (services in the general education classroom).

General Education Interventions

For students in the problem-solving/GEI process, Gifted Facilitators may work with non-identified students for **no more than 18 weeks**. The purpose of this "diagnostic teaching period" is to determine what is needed to ensure that the student's progress in the curriculum. This may not take 18 weeks; however, if at the end of 18 weeks the team has still not determined what is needed, this might be an indication that the team either needs to move forward with an evaluation, or that a different approach is needed. The focus of the diagnostic teaching is **not** to gather information to help determine whether the student has an exceptionality, but to determine needs.

Gifted Procedures Testing Out and Receiving Credit For Advanced Placement

Kansas State Regulations for Special Education (May 4, 2001) state the following: *"Each gifted child 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 levels, if so specified in that child's individualized education program."* 91-40-3 (g).

Keystone Learning Service Center recommends the following procedures be used by member schools when considering an IEP calling for testing out of a course or awarding credit for work done at a higher grade level.

Testing Out of a Course

1. An IEP may indicate that the student will test out of a course. In order to receive credit for a course without attending the class, the student must take a comprehensive final exam covering the entire course, meeting the grade criteria determined by the IEP team. The general education teacher of the course must create and grade the final exam, and it must be filed in the student's official special education records.
2. An administrator at the grade level where credit will be given must participate in the decision to allow testing out of a course. For example, if the team wants a middle school student to test out of a high school course, the high school principal must participate in the decision that high school credit will be awarded.

Awarding Credit for Advanced Placements

1. An IEP may indicate that a student will complete work in a subject area at a higher grade level than his/her peers. In order to receive a grade and credit for this work the student must take a comprehensive final exam covering the entire course, meeting the grade criteria determined by the IEP team. The regular teacher of the higher grade level subject must create and grade the test, and it must be filed in the student's official special education records.
2. An administrator at the grade level where credit will be given must participate in the decision to allow credit for work and testing at a higher grade level.
3. When considering testing out of credit above grade level work, IEP teams are advised to discuss the impact of this decision on course work for the student in the future years.