

# Gifted Education Quick Facts

## Identification Process

Paths to Evaluation and Identification: process initiated by the school team based on data from district Multi Tiered System Supports (MTSS), direct parent request, or out-of-state move-in with a Gifted Individualized Education Plan (GIEP). To learn more about the process, visit [here](#).

Three possible conclusions from the Gifted Written Report (GWR): Student is not gifted and not eligible for services, student is gifted but not in need of specially designed instruction and therefore is not eligible, student is gifted and in need of specially designed instruction (acceleration, enrichment or both) and therefore is eligible.

Specially designed instruction includes adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum for students who are gifted. This may consist of planning and implementing various approaches to content, process and product modification in response to the student's interests, ability levels, readiness and learning needs. Specially designed instruction may be delivered in a variety of settings and may include enrichment, compacting, acceleration or placing the student in more than one grade level.

## Students as of November 2022

Total Number of students: 270

## Staff

<u>Gifted Support Services</u>	<u>Numerical Value</u>	<u>Primary Location</u>	<u>District or Contractor</u>
Gifted Support Teachers - 1.0	6	District Wide	District
Gifted Support Teachers - part time	3	District Wide	District
School Psychologist	6	District Wide	District/Contractor
Special Education Supervisors	3	District Wide	District
IEP Facilitators	3	District Wide	District
Director of Pupil Services	1	District Wide	District

## Position Highlights

IEP Facilitators:

- Provide coaching & modeling for teachers, ensure GIEP compliance, attend GIEP meetings and develop documents for newly enrolled identified students.

Special Education Supervisor

- Ensure district compliance with state and federal laws regarding special education, manage caseloads and supports within state requirements, provide coaching & modeling for staff

## Educational Placement and Service Delivery Options

The educational placement is the overall educational environment in which gifted education is provided to a gifted student. This includes administrative and educational strategies and techniques that ensure the gifted student is able to benefit meaningfully from the rate, level and manner of instruction.

Comprehensive gifted support programs provide several different ways to meet the needs of gifted students including:

- Differentiation: An organized, yet flexible way of proactively adjusting teaching content, process, product or environment to meet students where they are and help them to achieve maximum growth as learners.
- Tiered Instruction (also called scaffolding): Use of various levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth within the same unit, lesson or theme of instruction.

- **Enrichment:** In-depth learning experiences that provide interaction with new ideas, skills and topics that enhance the curriculum. These experiences are based upon individual student strengths, interests and needs.
- **Acceleration:** Access to higher level learning activities and skill development than typically provided in regular education to students of the same age. The pacing, complexity and depth of planned coursework are modified as indicated by individual needs. Acceleration may include: planned course compacting/telescoping, subject acceleration, specially designed instruction, credit by examination or performance, interdisciplinary planned courses, distance learning courses, higher education level courses, independent or self-directed study.
- **Itinerant support:** Gifted support teachers meet with gifted students for a scheduled class session at least once per cycle in order to work on individualized enrichment projects, activities and/or assignments. This frequently occurs when students are pulled out to work in the gifted support classroom.
- **Consultative support:** Gifted support teachers meet with gifted students and their regular education teachers in order to help differentiate the curriculum. The enrichment and/or acceleration is primarily delivered in the gifted students' regular education classroom setting.
- **Push in support:** Gifted support teacher works in the classroom with the regular education teacher to provide enrichment. Differentiation may be provided through co-teaching, ability or cluster grouping, flexible pacing, curriculum compacting, or independent studies.
- **Pull out support:** Students are taken from their regular classroom during the school day and receive specially designed instruction in another location, often the gifted support classroom.

### Supports, Services & Resources

- Accommodations and modifications are provided to help a gifted student benefit from or gain access to gifted education.
- The GIEP team determines the gifted student's need for accommodation and support services.
- These are embedded into the specially designed instruction of each goal and the support services section of a student's GIEP.

### Examples of Supports, Services & Resources

- Transportation to and from gifted programs or classrooms in other buildings operated by the district
- Psychological and counseling services
- Parent counseling and education
- Career guidance

### Collaboration with Families - Resources

- Agencies: PaTTAN, CCIU, PDE, PA Association for Gifted Education ([PAGE](#)), National Association for Gifted Children (NAGC)
- [Enrichment](#) and [Acceleration](#) Information for Parents
- Parent Conferences, IST/MTSS Meetings, GIEP Meetings, School Counselor

### Gifted Education Contact Information

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