

Frequently Asked Questions About Gifted Services

1. Who can refer a child/student for a gifted evaluation?

Any parent or teacher can request a gifted evaluation.

2. How do I start a gifted referral/evaluation?

As a parent you can write a letter, send an email or talk with the regular education teacher or building principal to request a gifted evaluation. As a teacher you need to talk with the gifted support teacher for your building.

3. What is involved in a gifted evaluation?

- a. The gifted support teacher will ask the regular education teacher to complete a rating scale, Scales for Identifying Gifted Students.
- b. The gifted support teacher will mail home for parents to complete a rating scale, Scales for Identifying Gifted Students.
- c. The gifted support teacher will work with the student to complete a screening test, Reynolds Intellectual Screening Test.
- d. The gifted support teacher will contact the parents to share this preliminary data.
- e. Special Services will mail Permission to Evaluate paperwork to the parents. Notice of Parents' Legal Rights for Chapter 16, Gifted Education is mailed with this Permission to Evaluate paperwork. We are required by PA law to send these Parental Rights.
- f. Once the parents have signed the Permission to Evaluate paperwork and sent it back to the school district, then the district has 60 calendar days to complete the evaluation. (See "k")
- g. The school psychologist will work with the student to complete ability testing/IQ testing.
- h. The school psychologist will work with the student to complete achievement testing; gathering reading, writing and math data.
- i. A Gifted Multidisciplinary Team (GMDT) meeting will occur to share all data collected. Team members include: parents, building principal or gifted coordinator, school psychologist, gifted support teacher, and regular education teacher.
- j. The team determines if the student meets the requirements based on PA and Hempfield's identification process to be identified as a gifted student.

- k. If the Permission to Evaluate paperwork is returned and there is the summer break, the summer counts as one day in this 60-day count.
- l. The school psychologist will complete a Gifted Written Report (GWR) within 10 days of the GMDT meeting.
- m. The parents will receive the Gifted Written Report (GWR) within 5 days of its completion.

4. What if I receive the Permission to Evaluate paperwork and I do not want a gifted evaluation for my child?

On the permission to Evaluate paperwork there is a box to check, "I object to the proposed initial Gifted Multidisciplinary Evaluation." Then parents need to sign and return the paperwork to document that the evaluation was offered but the parents declined the evaluation.

5. What if I want to stop the evaluation?

- a. If a parent signs Permission to Evaluate paperwork and then wants to change their mind they can stop the process.
- b. If the preliminary data (Scales for Identifying Gifted Students and Reynolds Intellectual Screening Test) do not indicate a strong possibility of the student being identified as a gifted student, the parents may choose to stop the evaluation.
- c. The parents would need to send a letter to Ms. Denise Galen stating that they no longer want the evaluation.
- d. Once this is received by HSD then the case is closed.

6. What do gifted services look like at Hempfield School District?

- a. A gifted support teacher reads the student's Gifted Written Report (GWR) and creates a Gifted Individualized Education Plan (GIEP) based on the student's strengths.
- b. The skills and habits from Dimensions of Learning are used to create the goals and objectives on the GIEP.
- c. At the elementary level, it is a pull-out program that occurs during the building's intervention time or may be during core instruction time. i. i. Each building has its own schedule for gifted support services.
- d. At the elementary level, it may be a class for Math & Logic or English Language Arts Connections or a Science or Social Studies connection to the regular curriculum.

- e. At the elementary level, students may participate in one, two or all three classes.
- f. At the elementary level, it may be consultative where the student meets during the building's intervention time.
- g. At the middle school level, it may be a class that is scheduled during the student's FLEX time.
- h. At the middle school level, it may be consultative that is scheduled during the student's FLEX time.
- i. At the high school level, it is consultative that is scheduled during the student's FLEX time.
- j. At any level, the student may be identified as gifted but may not need specially designed instruction.

7. What is a GIEP?

- a. A Gifted Individualized Education Plan (GIEP) is created every year for every student.
- b. It is revised around and before the anniversary date for the student.
- c. The team members are: parents, building principal or Gifted Coordinator, gifted support teacher/case manager and regular education teacher.
- d. At the middle school level, sometimes the student attends the GIEP meeting.
- e. At the high school level, the student always attends the GIEP meeting.
- f. At the middle school and high school level, the guidance counselor attends the GIEP meeting.

8. Can you tell me more about elementary gifted services?

- a. The student's goals and objectives are written based on the data in the Gifted Written Report (GWR, the students' strengths and the skills and habits from Dimensions of Learning.)
- b. One class focuses on math extensions, logic and reasoning skills.
- c. The second class focuses on English Language Arts (ELA) skills and an affective lesson.
- d. The third class focuses on a science or social studies unit that is an extension of the core curriculum and utilizes the students' skills from these content areas.

- e. On the Hempfield website under Academics tab, Curriculum tab you will find the Year at a Glance documents for Gifted and be able to read the elementary science and social studies units of study.
- f. Math extensions, logic and reasoning skills, ELA skills and affective lessons are individualized based on the students' strengths.
- g. Each building has a Schoology course for gifted, which the gifted support teacher maintains and updates.

9. Can you tell me more about middle school gifted services?

- a. The student's goals and objectives are written based on the data in the Gifted Written Report (GWR), the students' strengths and the skills and habits from Dimensions of Learning.
- b. On the Hempfield website under Academics tab, Curriculum tab you will find the Year at a Glance documents for Gifted and be able to read the middle school units of study.
- c. If a student's GIEP is consultative, the goals and objectives are individualized for that student.
- d. At the middle school level, there is also push in where there the gifted support teacher will collaborate and teach with a content area teacher. This varies based on students' strengths.
- e. Each building has a Schoology course for gifted, which the gifted support teacher maintains and updates.

10. Can you tell me more about high school gifted services?

- a. The student's goals and objectives are written based on the data in the Gifted Written Report (GWR), the students' strengths and the skills and habits from Dimensions of Learning.
- b. On the Hempfield website under Academics tab, Curriculum tab you will find the Year at a Glance documents for Gifted and be able to read class meetings for each grade level.
- c. There are class meetings for every grade level and they occur four times throughout the year. There are two meetings in each semester.
- d. The gifted support case manager meets individually with each student three times throughout the year.
- e. The high school Schoology course list additional opportunities available to the gifted students and is maintained and updated by three high school gifted support teachers.

11. What about meeting my student's strengths in the regular curriculum?

The gifted support teacher/gifted case manager collaborates with the regular education teachers to monitor the student in reference to the regular curriculum. This collaboration time varies based on individual students (weekly/once a cycle/as needed). The teachers work together to provide the necessary differentiated instruction.

12. Does Hempfield offer acceleration?

Yes. Acceleration decisions are based on the data collected about an individual student. The Iowa Acceleration Scales is a tool used to guide this data collection and team discussion. If you would like to discuss single subject or whole grade acceleration, you would contact the Exceptional Student Specialist, Janelle Witter

13. Who is the Gifted Coordinator for Hempfield?

Janelle Witter
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Landisville Middle School
340 Mumma Drive
Landisville, PA 17538
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janelle_witter@hempfieldsd.org

14. How do I know how well my child/student is doing?

- a. Gifted Progress Reports are electronically sent to parents at the end of each semester via an email.
- b. GIEP meetings are held once a year to review and revise the student's goals and objectives.
- c. Parents may contact the gifted support teacher/case manager at any time to discuss the student or to request a GIEP meeting.

15. Does my child need to be re-evaluated?

No. A member of the GIEP team may request a re-evaluation. But by PA law we do not re-evaluation unless there is a request. Once a student is identified as gifted that continues until high school graduation. A parent may choose to decline gifted services.

16. What if my child is already receiving services for special education can they still be identified as gifted?

Yes. If this student goes through the gifted evaluation process and is identified as gifted, they will continue to have an IEP and their gifted goals and objectives will be part of the IEP. This student will follow all the rules and procedures for Special Education, which is Chapter 14.

17. What is the Universal Testing that occurs at the elementary level?

- a. All second grade students participate in the universal testing.
- b. The gifted support teacher for the building will do a deductive reasoning lesson with each class of second grade students.
- c. The Gifted Coordinator will do the Naglieri Nonverbal Ability Test (NNAT3) with each class of second grade students.
- d. The Gifted coordinator shares the NNAT3 and deductive reasoning data with building principals, Director of Special Education, Elementary Special Education Coordinator and World Languages Department Leader, second grade teachers and the building gifted support teacher.
- e. The gifted support teacher will discuss this data with the second-grade teachers. Together they will review all district data and this data to determine which students would be given the Reynolds Intellectual Screening Test (RIST).
- f. If a student performs well on the Reynolds Intellectual Screening Test (RIST) then the data is shared with parents with the suggestion to begin a gifted evaluation.
- g. Parents may decline a gifted evaluation.