

**BVPAGE – Parent Event
Gifted Education in Blue Valley**

1. How long does Phase I of the eligibility process last?

The length of each phase varies by student, and is affected by such things as age, response to interventions, and analysis of the student's need for services.

2. If a child does not get to the final phase, how is that data used to help the student?

The process requires that teachers try a variety of differentiation strategies. These activities may continue beyond the assessment process.

3. When does Child Find happen in the eligibility process?

Child Find usually happens during Phase II of the process, and it can occur during any grade level.

4. Can a student go through the eligibility process multiple times?

This is determined by a school's evaluation team. A reevaluation may be conducted if a team determines that significant changes in need have emerged.

5. Is there research to indicate whether it is more valid to give the IQ test at the beginning or the end of the process?

The IQ test is just one data point in determining whether a student qualifies for the gifted education program. Building evaluation teams consider all the data points and the needs of the student in making final decisions about eligibility. No specific research in this area is known.

6. What is the reliability of the WISC-IV test, especially if administered early? Is the test modified for younger students?

The WISC-IV is the most reliable measure available after the age of 6. Other tests may be used for younger students.

7. I understand that the IQ score is the final data point, but is there a minimum score needed?

While intellectual ability is an important criterion used to identify students who are gifted, it is one indicator among many across three categories of data.

8. How do you recognize if the child is gifted in one single activity or subject?

In the state of Kansas and in Blue Valley, students are identified for inclusion in the Gifted Education Program based on intellectual ability.

9. If a child is in kindergarten or first grade, should parents wait until they are older to request an evaluation for gifted education?

This school problem solving team will discuss this matter with parents based on each child's unique abilities and educational needs.

10. Is it too late to start the eligibility process with a child in middle school?

No, the eligibility process can be started at any time.

11. Are there any limitations of gifted education eligibility for students with autism spectrum disorders?

No. The identification and provision of services will need the coordinated efforts of appropriate members of the educational staff at the student's school.

12. What is the appropriate percentage of girls versus boys in the program?

There is no set percentage of students of either gender established as the norm for the Gifted Program.

13. What is the advantage of being in the gifted program?

The Gifted Education Program helps to meet the unique needs of intellectually gifted students.

14. Do gifted students automatically shift into the gifted program of middle schools when they move from elementary to middle school?

Yes.

15. How do you recognize if the child has other special needs along with giftedness?

Students are identified for both gifted education and special education via the school's problem solving process and subsequent evaluations as appropriate.

16. What happens when unmotivated students are identified (but they work well with their intellectual peers)?

Once a student is identified as eligible for the Gifted Education Program, the gifted education teacher works with the student to identify how to best meet the student's unique needs. Exposure to one's intellectual peers is a common need of students identified as gifted.

- 17. What resources are available to students who don't choose to participate in the program or those who don't qualify?**
These students have the same excellent regular education resources that are available to all BV students.
- 18. What is included in an *Individualized Education Program* (IEP) for gifted students?**
The Gifted Education IEP includes several key elements: strengths, interests, learning & behavior characteristics, difficulties, needs, current assessment data, testing needs, goals, and program modifications.
- 19. Why does the IEP sometimes run mid-year to mid-year instead of running the length of the school year?**
The date of the latest IEP meeting is considered the student's "IEP anniversary date," and this is the date by which the following year's IEP meeting is required to be held. Since students enter the eligibility process throughout the year, IEP anniversary dates span the entire school year.
- 20. How does the IEP transition from one school to the next?**
At the key transition points in students' lives (elementary to middle school and middle school to high school), the IEPs transfer to the next level of schooling. Teachers work diligently to be sure that the IEP document will bridge the gap between the two levels. For example, there may be one goal that is specific to the lower grade level and another goal that is specific to the next level, allowing the life of the IEP to continue to be meaningful at both levels. Additionally, the services included in the IEP will include the services of the school where the IEP is written and also the services that are typical of the next level of schooling.
- 21. How often can an IEP be adjusted?**
Each IEP is annually updated and reviewed during an "IEP Meeting" or "Annual Review of the IEP Meeting." Additionally, parents may request an IEP meeting at any time.
- 22. Why don't you make the program as non-pull-out, so the students don't miss out on the regular curriculum?**
We believe that the benefits of having gifted students working in a small group setting with other very intelligent students and with a teacher who has specialized training in teaching gifted students are immense. Gifted Education provides a setting for gifted students to go beyond the excellent things occurring in the regular classroom.
- 23. Is a master list of competitions and contests for middle school students available to the parents?**
The list of competitions and contests are available at any student's specific school and can be obtained from the gifted education teacher in that building.
- 24. What are some common opportunities for differentiation? How should a parent pursue differentiation for his/her child?**
Differentiation techniques may include strategies such as faster pacing of content, pre-assessment of skills, interest-based instruction, tiered activities, small group investigations, open-ended assignments, interest or tiered centers, higher level reading materials, graduated rubrics, and others. Contact your child's general education teacher to visit about your child's needs and opportunities for differentiation.
- 25. How is acceleration (subject or grade level) connected to gifted education?**
Acceleration is a form of general education differentiation. Questions regarding acceleration should be directed to your building principal and the child's general education teacher.
- 26. Are you worried about a gifted child being "left behind" (from opportunities)?**
The Blue Valley School District's stated mission is "unprecedented academic success and unparalleled personal growth for every student." We truly do work to make that happen.
- 27. In high school, does the Gifted Education class count for additional credit? Does it affect GPA?**
The Gifted Education course counts for elective credit in high school. This course credit figures into GPA just as any other elective course does.
- 28. Do you track graduates who were involved in the gifted program in high school?**
Currently, there is not a formal method of tracking just the gifted students after they graduate.