

Gifted Department Staff

Jeff Hayes, Director

jeff.hayes@usd305.com

Jaden Reynolds

jaden.reynolds@usd305.com

Nikki Chamberlain

nikki.chamberlain@usd305.com

Christy Fritz

christy.fritz@usd305.com

Ashley Gilpin

ashley.gilpin@usd305.com

Jeanie Krajicek

jeanie.krajicek@usd305.com

Chris Nay

chris.Nay@usd305.com

Christy Whitehair

christy.whitehair@usd305.com

Central Kansas Cooperative in Education

409 W. Cloud St.

Salina, KS 67401

785-309-5100

Meeting Notes

Unified School District #305 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning Unified School District #305 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District #305 Executive Director of Human Resources, P.O. Box 797, Salina, Kansas 67402, 785-309-4726.

A Guide to Gifted Services



**Exceptional Resources
for Exceptional Students**

MISSION STATEMENT

The mission of the Central Kansas Cooperative in Education's Gifted Education Department is to assist the educators and administration of its twelve member districts in developing and implementing academic and enrichment opportunities which meet the needs of intellectually gifted and high ability students. There are 12 gifted facilitators at CKCIE serving over 400 students in member districts.

Tel: 785-309-5100

<http://www.usd305.com/ckcie>

Receiving Gifted Services in Kansas

Kansas State statute and regulations require Special Education services be provided through the development and implementation of individualized education programs (IEP's) for eligible students identified as meeting the definition of gifted who because of their giftedness need specialized instruction to ensure access and progress within the general education curriculum.

Eligibility Indicators:

- A rank of not less than the 95th percentile on national norms on a standardized achievement test in one or more academic field, **AND**
- A composite rank of not less than the 97th percentile on an individually administered, standardized test of intellectual ability, **AND**
- Evidence of multiple characteristics of giftedness, **AND**
- A demonstrated need for special education.



Service Delivery

Elementary

Gifted facilitators meet with students once a week to provide enriched learning opportunities based on the students' identified needs. The pull-out setting provides opportunities for interaction among like-minded peers. Additionally, gifted facilitators work with classroom teachers to ensure differentiation of the core curriculum for high ability students.

Middle School

Gifted facilitators meet with peer groups weekly during a rotating time slot to work on independent projects, problem solving, college bound reading, vocabulary development, and competitions. Gifted facilitators continue to collaborate with classroom teachers to differentiate the core curriculum through cluster grouping, acceleration, and curriculum compacting. Students also begin exploring career choices.

High School

Gifted facilitators directly service students through personal conferencing, monitoring independent studies, test preparation, assistance with college and scholarship applications, assistance with enrollment and schedule changes, and registration and preparation for competitions. Enrichment opportunities continue with an emphasis on college preparation and career exploration. Gifted facilitators work with faculty members to arrange appropriate course placement and curriculum differentiation for high ability students.

Frequently Used Terms

Percentile ranks: Percentile ranks tell the number of children out of one hundred who we would expect to score as high as this student.

GE: Grade equivalent

Intelligence (IQ) test: Psychological test designed to measure a student's cognitive functioning.

CogAT: Cognitive Abilities Test

IEP: Individual Education Plan is written when a student qualifies for Special Education support. The IEP specifies the goals and service time. The IEP is reviewed annually.

GEIP: General education intervention plan

Standardized test: A form of measurement that has been designed with a specific age group of children.

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.

Pull-out: A program which takes a student out of the regular classroom during the school day for special programming.

Rubric: A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria.

Twice Exceptional: A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD or 2E.