

## 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 must be informed by the classroom teacher prior to this voluntary participation. The parent needs to have the clear understanding that this participation does not mean the student is gifted or that the student will be referred for gifted education services. When developing IEPs, teams should consider if goals being developed would require peer participation. Services should then be written accordingly (services in the general 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 progresses 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.