

Standards for Special Education Evaluation & Eligibility

The following standards for special education evaluation and eligibility shall be effective July 1, 2017.

INTELLECTUALLY GIFTED

I. Definition

“Intellectually Gifted” means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child’s needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice-exceptional, etc.) can be found to possess these abilities. Children identified as intellectually gifted are exempted from the discipline procedures at 34 C.F.R. §300.530-537. Children with a dual diagnosis that includes intellectually gifted must be considered as children with a disability and may not be exempted from the discipline procedures at 34 C.F.R. §300.530-537

II. Evaluation

The characteristics identified in the Intellectually Gifted Definition are present.

Evaluation Procedures

A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:

- (1) Review of multiple criteria and multiple assessment measures in procedures followed for:
 - (a) Systematic Child Find and Individual Screening:
 1. Systematic child-find for students who are potentially gifted (e.g. a review of school wide and/or grade level screening data, teacher checklists, state assessment data, and etc.);
 2. Individual screening for students whose needs exceed differentiated general education programming in the areas of: educational performance and creativity/characteristics of giftedness; and
 3. A team review of individual screening results to determine the need for referral for comprehensive assessment.
- (2) Assessment through a multi-modal identification process (refer to the gifted assessment matrix grid), to include multiple sources of information that provide a collection of evidence measuring the following:
 - (a) Individual evaluation of cognition or intellectual ability with scores at the 94th percentile or above with consideration of the standard error of

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measure within the 90th percent confidence level. When assessing traditionally underrepresented youth, consider alternate cognitive measures that reduce potential cultural and linguistic bias (i.e., nonverbal assessments, general ability index). (refer to the gifted manual for guidance on the consideration of the standard error of measure as well as traditionally underrepresented populations);

- (b) Educational performance; and
 - (c) Creativity and/or Characteristics of giftedness (e.g., leadership, motivation, social-emotional functioning).
- (3) Documentation, including observation and/or assessment, of how Intellectual Giftedness adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).

Evaluation Participants

Information shall be gathered from the following persons in the evaluation of Intellectual Giftedness:

- (1) The parent;
- (2) The child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the EL teacher, when the child is an English Learner;
- (3) A licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education;
- (4) A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist;
- (5) Other professional personnel, as indicated; and
- (6) At least one of the evaluation participants [(2), (3), (4), or (5)] must be trained in the characteristics of gifted children.