

Mission Statement

The CRSD Gifted Program enhances the educational experience for gifted students by focusing on the individual strengths of each student as a learner. In the pursuit of knowledge and wisdom, our program fosters creativity and innovative thinking in the development of self-directed and meaningful contributors in an ever-changing global society.

Shared Values

The Council Rock School District Gifted Program will:

- ♦ Meet students' individual needs
- ♦ Enrich student interest and abilities
- ♦ Foster communication between educators, parents, and students
- ♦ Provide a curriculum with appropriate rigor, challenge, and choice
- ♦ Offer opportunities for academic interaction with like ability peers as well as the entire school community
- ♦ Encourage critical and creative exploration of ideas
- ♦ Approach instruction through inter-disciplinary and thematic study
- ♦ Enrich and accelerate when appropriate
- ♦ Recognize the social and emotional characteristics of the learner

Resources for Parents

Making Great Kids Greater by Dorothy A. Sick

Gifted Kids Survival Guide A Teen Handbook
by Judy Galbraith and Jim Delisle

The Gifted Kids Survival Guide for ages 10 and under
by Judy Galbraith, M.A.

The Survival Guide for Parents of Gifted Kids
by Sally Yahnke Walker

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Students First, Always



Gifted Referral Process Overview

What is Giftedness?

The Pennsylvania Department of Education (PDE) defines “mentally gifted” as:

“Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. This intellectual ability is a reflection of a range of assessments including a student’s performance and potential.”

Is my child gifted?

The term “mentally gifted” includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in PDE Guidelines indicate gifted ability. Determination of gifted ability is not based on IQ score alone. Intellectual ability is and should be a reflection of a range of assessments including a student’s classroom performance and suspected potential.

If a student’s IQ is less than 130, other factors, such as academic performance, demonstrated achievement and other observed skills must strongly indicate gifted ability in order for that student to be identified as mentally gifted.

Council Rock’s Identification Process

The Council Rock School District uses multiple criteria to determine student eligibility for gifted support services. Students are found eligible as a result of outstanding cognitive functioning, exceptional academic achievement, and professional and parental judgment.

- I. Students may be referred by parents to determine eligibility for gifted support services. Such referrals should be provided in writing to your child’s school counselor.
- II. Professional staff within the schools can refer students to the child’s school counselor for gifted screening.
- III. Assessment facilitated by the school psychologist
 - A comprehensive individually administered assessment of cognitive ability measures is administered to determine a student’s level of cognitive functioning.
 - An achievement test is administered to determine current levels.
 - Teacher and parent rating scales are reviewed to determine the presence of gifted characteristics.
- IV. A Gifted Multidisciplinary Team, including the Students’ teacher(s), parent(s), a school psychologist, and a Local Educational Agency (LEA) representative review the information gathered for the Gifted Written Report and determine whether the Student meets District and State eligibility criteria.

Social/Emotional Issues

Because gifted children demonstrate greater maturity in some domains over others, they may be at greater risk for certain types of social-emotional difficulties. This may include heightened awareness, anxiety, perfectionism, stress, issues with peer relationships, and concerns with identity and fit. Parents, adults, and caregivers in their lives need to stay in tune with their specific child’s needs, and help shape a strong framework for social-emotional health.

For more information:

<http://www.nagc.org/resources-publications/resources-parents/social-emotional-issues#sthash.XfwA4805.dpuf>

Gifted Vs. Bright

<u>Gifted Learner</u>	<u>Bright Child</u>
Asks the questions	Knows the answer
Is highly curious	Is Interested
Discusses in detail	Answers the Questions
Beyond the Group	Top Group
Already knows	Learns with ease
Construct abstractions	Understands ideas
Prefers adults	Enjoys peers
Draws inferences	Grasps the meaning
Initiates projects	Completes Assignments