



**Comprehensive Plan for 2022-2025:
Gifted Education Plan Assurances
(Chapter 16)**

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SOUDERTON AREA SD

760 Lower Road

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

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1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

Souderton Area School District provides public notice, annually, through the Montgomery County Intermediate Unit (MCIU). The MCIU posts the annual notice in ten different newspapers and on the MCIU website annually in September every year. The district's website has been revised and updated to include annual notice and a summary of the gifted education services and programs offered. The district's student handbooks have been revised to include annual notice for the 2022-2023 school year.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

The district implements tiered support through a Multi-Tiered Systems of Support (MTSS) model in grades Kindergarten through eighth grade. Teachers and staff review and analyze student data on a regular basis. Through building and grade level data analysis, our elementary and middle level teams can identify students that are exceeding our benchmarks and provide extension and/or enrichment through the MTSS framework. This analysis also supports team referrals for students that may not have been identified during our screening process. The district conducts gifted screenings in first and third grades. All students take the Naglieri Nonverbal Ability Test-4 (NNAT-4) in March of their first and third grade years.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

The district uses multiple criteria to determine eligibility for gifted services. The district assesses cognition on multiple measures, achievement on both standardized and curricular assessments and gathers information on each student's multiple areas of intelligence (creativity, leadership, artistic talent) through teacher and parent input. The district conducts gifted screenings in first and third grades. All students in grades one and three take the Naglieri Nonverbal Ability Test-4 (NNAT-4) in March. Students who receive a Naglieri Ability Index (NAI) score of 125 or above: Student moves forward to the next level of screening. Gifted permission is sent by the school psychologist, along with the Gifted Parent Input Form, the gifted rating scale, and the Notice of Parental Rights for Gifted Students. Once permission is received, the school psychologist provides the appropriate teacher(s) with the Gifted Teacher Input Form and the gifted rating scale. The School Psychologist will administer the 6 subtests (2 Verbal Comprehension Index, 2 Fluid Reasoning Index, 2 Visual Spatial Index) of the Weschler Intelligence Scale for Children-V (WISC-V) and obtain a General Ability Index (GAI) Score. For students who receive a General Ability Index (GAI) score of 130 or above, gifted eligibility has been met. For students who obtain a GAI of ≥ 129 on the WISC-V, eligibility will be further investigated using the SASD Multiple Criteria. Students who receive a Naglieri Ability Index (NAI) score of 120-124: Refer to the

following multiple criterion considerations. If any of these questions are yes, please consult with your school psychologist and building core team. Does the student receive ELL services? Is the student economically disadvantaged? Does the student have any documented disabilities or intervening factors in their education? If either of the student's last two administrations of the Measure of Academic Progress (MAP) assessment are at the 95th percentile or above in reading or math, they are referred for further testing (see a-d below). Gifted permission is sent by the school psychologist, along with the Gifted Parent Input Form, the gifted rating scale (GRS), and the Notice of Parental Rights for Gifted Students. Once permission is received, the school psychologist also provides the appropriate teacher(s) with the Gifted Teacher Input Form and the gifted rating scale (GRS). The School Psychologist administers the 6 subtests of the WISC-V (2 Verbal Comprehension Index, 2 Fluid Reasoning Index, 2 Visual Spatial Index) and obtains a General Ability Index (GAI) Score. For students who receive a General Ability Index (GAI) score of 130 or above, gifted eligibility has been met. For students who obtain a GAI of =129 on the WISC-V, eligibility will be further investigated using the SASD Multiple Criteria. If either of their last two administrations of the MAP assessment are between the 90th-94th percentile in reading or in math, they are referred for achievement testing using the WIAT-4. If the student's Reading Comprehension score is 114+ or their Math Reasoning score is 117+ on the Weschler Individual Achievement Test-4, they are referred for further testing (see a-d below): Gifted permission will then be sent by the school psychologist, along with the Gifted Parent Input Form, the gifted rating scale (GRS), and the Notice of Parental Rights for Gifted Students. Once permission is received, the school psychologist will also provide the appropriate teacher(s) with the Gifted Teacher Input Form and the gifted rating scale (GRS). The School Psychologist will administer the 6 subtests of the WISC-V (2 Verbal Comprehension Index, 2 Fluid Reasoning Index, 2 Visual Spatial Index) and obtain a General Ability Index (GAI) Score. For students who receive a General Ability Index (GAI) score of 130 or above, gifted eligibility has been met. For students who obtain a GAI of =129 on the WISC-V, eligibility will be further investigated using the SASD Multiple Criteria. If the student's Reading Comprehension score is =113 and their Math Reasoning score is =116, no further screening or assessment is warranted. If either of their last two administrations of the MAP assessment are below the 90th percentile in reading and in math, they are not referred for any further screening / testing. Students who receive a Naglieri Ability Index (NAI) score of <119 do not meet criteria for further evaluation or screening. SASD Gifted Evaluation Multiple Criteria: The district uses multiple criteria to determine eligibility for gifted services. The district assesses cognition on multiple measures, achievement on both standardized and curricular assessments and gathers information on each student's multiple areas of intelligence (creativity, leadership, artistic talent) through teacher and parent input.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

At the elementary level, students receive specially designed gifted instruction in their regular education classroom with the general education teacher in conjunction with the gifted education teacher. Students may also receive specially designed gifted instruction in a separate setting with other students identified as gifted or identified as needing enrichment with the gifted education teacher. Students may receive accelerated instruction through a variety of options including online classes, subject level acceleration or whole grade acceleration. At the middle level, gifted students receive specialized instruction in pull-out settings where they work individually and collaboratively on projects that require higher level thinking skills. The Gifted teachers focus on critical thinking skills, extended learning opportunities and perseverance towards difficult tasks. Gifted students are also offered the opportunity for specialized field trips that incorporate the themes of their project-based learning. Gifted students can accelerate in subject areas or whole grade. At the high school level, gifted students are grouped together in advisories in grades nine through twelve. These groupings allow gifted students to have seminars and speakers related to career interest areas and post-secondary options. Gifted students have access to many Advanced Placement courses at the high school. Students who reach a ceiling in course work at the high school have access to dual enrollment options at Montgomery County Community College.

Chief School Administrator

Date

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