

## **EASTERN LANCASTER COUNTY SD**

669 E Main St

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

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### **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)

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.).

The District publishes its Annual Public Notice in various modes (electronic and hard copy) in attempts to locate and identify learners thought to be eligible for gifted education services. The District informs the public of its gifted education programming via the district website and district publication in the ELANCO Extra.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.  
As required by Pennsylvania Chapter 16, Eastern Lancaster County School District uses multiple criteria in determining a learner's eligibility for gifted services. The District screens all learners in the Winter of their second grade year using a universal screener (Naglieri Non-Verbal). Those learners who meet the screening criteria are further assessed using other standardized measures to determine their eligibility. At other grades, during grade level data review meetings, universal data results are analyzed for any learner scoring above the 95%tile on universal screeners. Parents can always request an evaluation at any time through their child's building principal. A Permission to Evaluate form and Notice of Parental Rights for Gifted Students is mailed home to parent(s) by the school psychologist. Parents may request a GMDE once per year.
3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

Eastern Lancaster County School District's gifted matrix is designed to provide both screening and assessment of learner needs through a multi-tiered process. Our goal is to identify learners in need of gifted programming using multiple sources of data on learner readiness, creativity, academic achievement, performance on district assessments and performance in the classroom. With each level, assessment responsibility shifts to include various specialists at the building and district levels. Second Grade Screening: Second grade classroom facilitators with building team support administer the Naglieri Non-Verbal using the online administration with all learners during the testing window (Winter). All learners who meet screening benchmark are moved into a level I Screening. School Counselor - Level I: School Counselors are contacted about a parent or facilitator request for gifted screening OR learner identified from second grade screening data. Counselor gathers learner achievement on universal screenings. -Counselor will administer cognitive screener tool if needed (Needed for parental requests) NNAT-3, KBIT-2, RIST-2 and have the learner's classroom facilitator(s) complete the "Teacher Screening Form" (adapted from KOI). -The School Counselor will contact parents with results of Level I screening using guidelines on the matrix. At this time, parents can request the learner move to Level II of the matrix even if they did not meet the screening criteria (12 or more points). -If the learner is

moving on to Level II, the School Counselor will send the learner's file (include copies of all materials) to the School Psychologist. -If the learner did not meet the Level I criteria (12 or more points) and the parents did not formally request a continuation of the process, the School Counselor will send the screening files to the district office. School Psychologist - Level II: -School Psychologist secures Permission to Evaluate for Gifted Services. -School Psychologist sends out and scores the Scales for Identifying Gifted Students (SIGS) from parent and facilitator(s). Parent results are included in GWR but not the matrix. -School Psychologist completes Level II assessments using national-normed, individualized intelligence and achievement assessments. -A GWR is generated and parents are contacted with final results.

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.

Eastern Lancaster County School District recognizes that there are learners who possess, or are capable of possessing, extraordinary ability and/or outstanding talent. The District provides opportunities for enrichment and/or acceleration to gifted learners K-12 in each gifted learner's academic strength area(s) and as outlined in each GIEP. The gifted support program presents individualized and diverse experiences for these learners and recognizes the benefit of interaction with intellectual peers. Our gifted support programming also acknowledges the unique social-emotional needs of gifted learners and seeks to support these needs within our programming. Gifted support services provide enrichment and/or acceleration experiences for identified learners in their general education setting as well as regularly small group meeting sessions with gifted peers, facilitated by the gifted support specialist. Identified gifted learners receive services delivered in the context of their general education classrooms as per goals on their GIEPs. The gifted support specialist works closely with general education teachers within the regular classroom to support specially designed instruction for individual learner goals. This may include such strategies as allowing for rapid pacing of material informed by pre-assessments, curriculum compacting, subject area or grade level acceleration, integrating more depth and complexity into instructional approaches, use of alternative texts/materials for enrichment, and more. At the elementary level, pullout sessions may include, but are not limited to, opportunities for independent study, group research, simulation activities, and exploration of theme areas related to units of study. Student interest informs and guides topics for exploration. Enrichment challenges to encourage curiosity and critical thinking are presented during these times and available to learners throughout each school day. Learners also engage in academic discussion and activity related to characteristics of giftedness and social-emotional learning during small group sessions. At the secondary level, pullout sessions may include, but are not limited to, opportunities for academic exploration beyond the scope of the general education curriculum, deductive and critical thinking challenges, and college and career exploration. Learners engage in discussion and activities pertaining to the social-emotional needs of gifted individuals and the

development of self-advocacy skills with the goal of becoming autonomous learners. The secondary program provides small group meetings, individual learner interviews, and course selection guidance. Off-campus enrichment seminars are also available to elementary through secondary level learners. The off-campus seminars offer learners the opportunity to explore topics not normally found in the classroom. Learners have a chance to participate in hands-on activities; to hear nationally known speakers; to visit places not normally available to the public; and to meet gifted learners from other schools. These seminars may occur in person or in a virtual environment.

Chief School Administrator

Date