

CONEWAGO VALLEY SD

130 Berlin Rd

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)

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 Conewago Valley School District (CVSD) is aligned with the requirements in 22 PA Code 16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. The CVSD conducts yearly child find activities to identify all students who are thought to be gifted and in need of specially designed instruction. The CVSD posts the annual Child Find on the district website. In addition, this notice is published in the Newspapers each fall. The Gettysburg Times and the Hanover Evening Sun are daily newspapers that cover events in and around Adams County with a large circulation coverage in the county. The Lincoln Intermediate Unit #12 (LIU) provides additional copies of the notice to the special education administrators in the district. The Pennsylvania Department of Education Website and Program Guidelines resource document is posted on the Conewago Valley School District's website for reference. The CVSD Student and Parent Handbooks reference our gifted program as well.

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

The Conewago Valley School District strives to recognize the unique abilities, talents, and needs of mentally-gifted students who require special education considerations. The CVSD utilizes a screening protocol for locating students who are thought to be gifted and in need of specially designed instruction. CVSD personnel gather data from multiple sources to determine if a gifted evaluation is warranted. In order to ensure all domain areas are measured, multiple screening tools are used, including, but not limited to Acadience (K-6), the district will begin administering the CogAT screener (Grade 1), Curriculum Based Assessments (K-3), classroom assessments, Link It! Benchmarks (3-8), PSSA and/or Keystone Exams, as well as other district identified assessments based upon the student's individual needs. CVSD conducts data analysis with the gifted education teacher, school psychologist, school counselor, teachers, and administrators to assist in identifying students potentially in need of gifted support services. When conducting data analysis, the team looks at multiple criteria, including achievement test scores in one or more content areas, IQ score in the very high to extremely high ranges, and above grade level classroom performance. If additional information is needed, the school psychologist will administer the tests needed to gather that information. The results of the screening, along with other measures, will help the team determine if a comprehensive evaluation is needed. If the team determines the need for a comprehensive evaluation, the district should initiate the Gifted Multidisciplinary Evaluation (GMDE) and contact parents to obtain consent for an initial evaluation. A Parent/Guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school year. When the District receives the request, the parents or guardians will receive a Gifted Permission to Evaluate form within 10 calendar days of the request. Once the District receives written consent to proceed with the initial evaluation, the

Gifted Written Report (GWR) must be completed and presented to parents within 60 calendar days of the date of receipt. If the student is eligible for Gifted Support, a GIEP (Gifted Individualized Education Plan) is developed within 30 calendar days of the GWR. Following the meeting, the GIEP will be implemented no more than 10 calendar days after the NORA (Notice of Recommended Assignment) is signed. The NORA must be presented to the parent within 5 days of the meeting. Parents/Guardians have 10 calendar days to respond to the NORA if mailed and 5 days to respond if presented in-person at the meeting.

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 Conewago Valley School District determines the student's educational strengths through a screening and evaluation process. At any point in the process, a parent may request an evaluation within the limit of one request per calendar year. If a parent request is made verbally or in writing to any professional employee or administrator of the District, the individual will notify the school psychologist and the Department of Special Education immediately. A parent request triggers the Gifted Multidisciplinary Evaluation process. The parents or guardians will receive a Gifted Permission to Evaluate form within 10 calendar days of the verbal or written request. Once the parent or guardian has signed the Permission to Evaluate (PTE), a school psychologist will administer nationally standardized and normed cognitive and achievement tests. They will also gather teacher and parent input. The Conewago Valley School District has procedures to determine whether a student is mentally gifted. The term mentally gifted includes a person who has an intelligence quotient of 130 or higher but who also meets multiple criteria set forth in the Department of Education Guidelines. A person with an intelligence quotient lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. When looking at qualification for the Gifted Program, there are several factors considered: The first prong is the Intelligence Quotient (IQ). When assessing cognitive ability, the school psychologist will look at the Full Scale IQ (FSIQ) and/or General Ability Index (GAI) from the WISC-V or other nationally normed test of cognitive ability. If the FSIQ or GAI is equal to or above 130 then the student is considered for eligibility under mentally gifted. If FSIQ or GAI is not over 130, the psychologist will then examine additional prongs in the district's eligibility matrix. The Second Prong is academic performance. The school psychologist will examine scores obtained on the Math, Reading and/or Written Expression subtests from the WIAT 4 or other nationally normed test of academic achievement. Typically, the school psychologist will consider students whose scores fall in the superior range (at or above 130). They also may take into consideration Acadience Levels, PSSA scores, Keystone Exam scores, and/or any curriculum-based assessments that have been completed with the student. As part of the evaluation process, parent and teacher questionnaires are provided to all parties. The input forms ask parents and teachers to identify

specific learning strengths and areas of interests. To qualify for gifted services, the student needs to have achieved a cognitive score of 130 (either through FSIQ or GAI) or multiple criteria will be considered. The student can qualify for ELA only, math only and/or both. The basis for making determinations are included in the GWR and includes teacher report, parent report, rates of acquisition and retention, learning strengths, aptitudes, interests, expertise, higher level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, technology expertise, and ability and achievement testing.

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.

The Gifted Education Program at Conewago Valley School District is designed to meet individual needs of students who have been identified using guidelines set forth by the State of Pennsylvania's Education System. The vision of the Gifted Program is to provide enrichment and/or acceleration to students who are identified as needing gifted services. The review of the Gifted Education Plan required by the Future Ready Comprehensive Planning Process (FRCPP) created the opportunity for Conewago Valley School District to have a team of individuals with diverse skills and interests examine the screening, evaluation process, and services students receive with gifted support. The Multiple Criteria Matrix screening tool has been revised and the District has changed the universal screening tool that is utilized at the elementary level. At the Elementary Level, all identified elementary gifted students have the opportunity to meet with the Gifted Support Teacher a minimum of once per week for 40 minutes to participate in various pull-out enrichment activities in the areas of Math, ELA and Science. Enrichment activities frequently involve project-based learning, including opportunities for research and creative production. Periodic co-planning sessions are conducted with all regular education teachers who have a gifted student in their class, but different teachers implement enrichment in the general education classroom to varying degrees. Exceptionally motivated students are offered opportunities for independent study and project work that is monitored by the gifted teacher. The Gifted Support Teacher also pushes-in to classrooms to support the gifted students and work collaboratively with the regular education teacher for ELA and Math. Students in the gifted program are cluster-grouped, if possible, into one section for core academic classes. With the review of our Gifted Program and the use of data, we have one student that is being accelerated in math and enriched in ELA and some 6th grade students that are also being accelerated in math. Conewago Valley Intermediate School provides gifted and enrichment services to students in grades 4 - 6. At the intermediate level students meet with the gifted teacher each day for math and reading enrichment as well as a gifted block designated for collaboration among like minded peers. Students participate in various enrichment activities. Some of those activities include; participating in personal interest surveys and using those surveys to interview community members in a particular field of interest, space exploration and

travel through research and debate, a reader's teacher play and mystery unit with forensic science, STEM challenge weeks using engineering skills and formulas, and a million dollar real-life financial simulation to name a few. The gifted support teacher meets no less than two times a week with regular education teachers, shares the GIEP's of the students, reviews the progress of goals, ensures goals, STLO's, and SDI's are being met, and collaborates future plans to align with current curriculum being taught within the classroom. Other opportunities throughout the school year include local and state competitions. For example, the local intermediate unit's SUMDog mathematics competition, K'NEX Stem competition, The Noetic Math Contest, 24 Challenge through the LIU, Scrabble tournament, and various other opportunities as they arise. At the Middle School Level (7-8), gifted students have the opportunity for enrichment with the general education teacher and the gifted teacher. Students are cluster-grouped in push-in and pull-out models for the core subject areas of math, ELA, science and social studies. Seventh and Eighth graders are cluster grouped allowing for specific enrichment activities within their core classes. The gifted teacher plans enrichment with the general education teachers that they then incorporate into lessons and units as the year progresses. The gifted teacher also works with students on an individual basis to ensure they are reading texts on their level and to plan for extra enrichment. Since the students and teachers change year to year, the types of enrichment also change. Gifted students in 8th grade also accelerate and complete a 9th grade course or two during their 8th grade year for credit toward their 9th grade school year. Seventh-grade students use advanced research skills and library resources in Social Studies where, for example, they research various aspects of Roman life. They then create a visual presentation to present to their classmates. In ELA, students explore writing forms such as poetry, essays, and narrative fiction. They submit their work to the Hershey Story competition or other contests. Seventh graders also do an independent novel study where they explore characterization, elements of plot, point of view, and theme. Eighth-grade students compact 9th-grade coursework so that they can have more options for advanced classes as they move through high school. Competitions that the students participate in include Patriot's Pen essay contest, The Hershey Story writing competition, Design an Ad (Gettysburg Times), and the LIU STEM Challenge. Opportunities for other competitions depending upon interest include 3D Printer Challenge (LIU12), Future City, Sumdog Math, and other writing competitions such as The America Library of Poetry, Listen to a Life (Legacy Project). Seventh and Eighth Grade Seminar students can also explore 3d design and printing using the Robo printer and Tinkercad and Blender on the ZSpace computers or their iPads. They also help direct, edit, and produce the morning announcements which include daily school news and events as well as interviews, trivia, and book reviews. Seminar students also have the opportunity to run the School store which includes using the Square inventory app. Chess club and K'nex challenges are also offered throughout the year. At the High School Level (9-12), gifted students have the opportunity to meet with the Gifted Support Teacher daily to participate in enrichment activities and/or discuss additional learning activities/gifted instruction in the general education classroom. The gifted support teacher meets regularly with

her students on her caseload. Students are able to take OdysseyWare courses in addition to their regular course work. These courses can accelerate their learning in one particular area of interest and/or help them complete elective credits so they can continue to focus on their AP coursework and/or College in the High School courses. Gifted support students are able to take the following Advanced Placement courses: Language and Composition, Literature and Composition, Statistics, Calculus AB, Biology, Physics C, Environmental Science, Microeconomics, Macroeconomics, US History, World History and US Government and Politics. Some college level classes are taught by NOHS teachers through special arrangements with Harrisburg Area Community College (HACC) and Harrisburg University. A gifted student may simultaneously earn college and high school credit. At all levels, Gifted Education Teachers also incorporate specially designed instruction (SDI) options into the GIEP's for alternate assignments, which allow students to use their abilities/interests to create differentiated assignments. Students and teachers monitor progress towards goal attainment throughout the GIEP year. Progress towards goals is shared and reviewed with parents periodically and at the annual GIEP meeting. In addition to the activity's students participate in during their weekly instructional time, all general education teachers are provided a copy of the GIEP and/or review the GIEP on the Student Management System (SMS) to ensure enrichment opportunities are provided in the general education classroom as outlined in the goals, STLO's and identified SDI's. Our district gifted team meets monthly to review procedures, practices, and changes relating to GIEP's and the gifted and talented program in our school district. This team consists of the gifted support teachers in our district K-12 as well as the Director of Special Education and Building Administrators. All gifted support teachers are also provided many opportunities, local and state wide, to attend training in goal writing, resources, laws and state mandates, and to collaborate with neighboring districts regarding their gifted program.

Sharon A. Perry
Chief School Administrator

06/21/2022
Date