

COUNCIL ROCK SD

30 N Chancellor St

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

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.).

Council Rock School District public notice includes a published annual notice to the community in coordination with the Bucks County Intermediate Unit in local newspapers. The notice is also published on the District's web page at <https://www.crsd.org/Page/333> and in school board policy as posted on the following link <http://go.boarddocs.com/pa/coun/Board.nsf/goto?open&id=AFCLBN525176>. Procedural Safeguards are offered at the annual IEP meetings, and they are sent to GIEP family contacts via email every September. Child Find is met through the Child Study Team process and through the aforementioned public notifications. Gifted Programming is defined and a program overview is also published in the Program Planning Booklets at the middle school and high school levels.

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

All first graders undergo a universal cognitive screener entitled the Cognitive Abilities Test. First grade teams meet to review these results and other curricular data including DIBELS reading and math scores and report card grades in conjunction with district created parent and teacher rating scales to find and identify all mentally gifted children. Students in kindergarten and grades 2-12 get referred for gifted screenings and evaluations by parents and teachers/ professional staff when gifted characteristics are observed. Child Study Teams meet regularly in all buildings to review data for children in an MTSS format. Although no cut scores are used as a final determination for eligibility as teams use a multiple criteria approach, teams typically consider scores around 125 or higher. Exceptions are made for lower cognitive scores when students demonstrate a high level of skill/ achievement. Teams are also considerate of interfering factors as well. If data suggests advanced skills, the possibility of mental giftedness is considered for that student. If a student is identified as having the possibility of being mentally gifted, the counselor contacts the parent/guardian and explains the data that allowed the team to arrive at this conclusion. A screening rubric is employed, which includes the results of a parent rating scale (0-2 pts), a teacher rating scale (0-2 pts), and a brief cognitive screening measure (WASI, KBIT-2, CogAT: scores greater than 119 result in a range of points from 8 to 25). If students demonstrate strong performance by scoring 19 or greater on the district rubric, the child study team determines that a gifted multidisciplinary evaluation is warranted. A parent/guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school term, September through June. When the District receives the request, the parents or guardians will receive a Permission to Evaluate form within 10 calendar days of the written request. The District must receive a parent's or guardian's signature on the Permission to evaluate form in order to proceed with the evaluation by the certified school psychologist.

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 Council Rock School District utilizes multiple criteria to determine student eligibility for gifted support services. As such, a gifted multidisciplinary evaluation includes district created parent rating scales, district created teacher rating scales, a review of previous standardized assessment data including PSSA data, a full cognitive ability measure (WISC-V, Woodcock Johnson IV, KABC-II, and DAS-II), an examination of reasoning abilities as opposed to executive functioning abilities, and standardized academic achievement measures of the most in-depth portions of reading, math, and writing, including reading comprehension, math problem solving, and written expression. Points assigned for each of the aforementioned areas of ability, characteristics demonstrated, and achievement attained so that no one criterion could be used to determine eligibility. The rubric was designed to assign points for outstanding ability in multiple areas of cognition (Full Scale 0-15, Cognitive Factors 0-10) . The rubric also accounts for students with behavioral or attentional difficulties in that those areas of assessment that are most impacted by such deficits are not included in the point system. Once the total points for a student's evaluation are obtained, the rubric is reviewed by the child study team, which is led by the school psychologist. The team uses this rubric as a guideline, rather than a cut score, to determine eligibility for mental giftedness. Students are found eligible as a result of outstanding cognitive functioning, exceptional academic achievement, and professional and parental judgment. Students may be referred by parents to determine eligibility for gifted support services. Such parental requests/referrals are provided in writing to a student's counselor. A Gifted Multidisciplinary Team, including the student's 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.

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.

All eligible students receive Gifted Individualized Programs regardless of the following program offerings. Students may choose their interest and are free to receive GIEP Services in general education classes. The Elementary Gifted Education Programming is offered in both Social Studies and Science. The Middle School Gifted Education Programming is offered in Science and Social Studies courses. The following Gifted Courses are being offered at the high school level where students will have the ability to take one, two, and possibly three gifted courses a year. This is contingent on course and prerequisite requirements. Over the course of a four year period students will have the opportunity to take gifted courses in all four major academic areas. Students Guidance counselors are available to help assist students register for courses: Honors American Studies, Honors Philosophy, Honors Study of Biology, Honors Study of Experimental Design in STEM,

Honors Study of English 9 and 11, Honors Geometry, and Honors Analysis. Other methods to address enrichment and acceleration at all levels are the provision of asynchronous online learning courses provided by John Hopkins University and Brandywine Virtual Academy via the Chester County Intermediate Unit. Some student needs are also met by skipping grades in curricular areas.

Chief School Administrator

Date