

WILSON AREA SD

2040 Washington Blvd

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.).

Awareness activities are conducted annually by the WASD to inform parents and the public of gifted services and programs offered. Information for parents on gifted testing and referral is found under the student services section of the student handbook. The gifted support teacher's web page is linked to the Wilson Area School District website under the Special Education tab. Parents are able to see a description of the programming offered as well as the gifted procedures at each level via the District web page and Gifted Support Teacher web page link.

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

A gifted screening will occur based on a request from a parent, teacher, or administrator that a student may be intellectually gifted. Through the RTII data collection process, if a teacher or administrator requests a gifted screening, a profile screening occurs at the building level. This involves an IQ screening, Curriculum Based Assessments, any test results and teacher input. If the student meets the criteria according to the PA gifted identification process, the child is referred to the school psychologist for gifted evaluation. Elementary Gifted Referral Process: 1. Teachers are provided an Elementary Student Performance Profile form (attached) 2. Students are given an end of year math test. Tests typically are one year advanced (Ex: 2nd grader will get the 3rd grade test). Counselor provides the test to the teacher to give in class. 3. Once the form is completed by the classroom teacher, it is returned to the counselor and the counselor notifies the parents that their child was referred and asked for verbal permission to do the KBIT. (IQ test) 4. Once the KBIT is completed, performance profile results are reviewed by the guidance counselor and gifted support teacher. -If the KBIT score is in the lower to mid 120s, the classroom teacher is asked for more information. The teacher identifies any area of strength and provides further data. (writing sample, comprehension test, DORF for K or beginning first grade, etc.) When the KBIT score is in the upper 120s and 130s, the student is referred for gifted evaluation. Wilson Area Intermediate School Gifted Referral Process: 1. Once a referral is received (parent and/or teacher) a Student Performance Profile is completed. (Form attached as Wilson Area School District – Student Performance Profile) In addition to the Profile form, a KBIT is administered and utilized in the referral (screening) process. Parents are notified of the screening and evaluation process.

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 school psychologist determines if a student is eligible for gifted services using multiple criteria. A parental permission to evaluate must be completed by the parent before any evaluation takes place. If a parent requests a gifted evaluation, a permission to evaluate is issued to

the parent and the school psychologist will complete a formal evaluation. The referral procedure (teacher or parent initiated) and MDE process for gifted students are the same as the process for other exceptionalities. Identification For students who are thought to be gifted and after a Permission to evaluate has been issued, the district performs a gifted multidisciplinary evaluation conducted by the school psychologists. The timeline (60 days) to complete the evaluation begins from the date the school district receives the signed Permission to Evaluate from the parent. In compliance with state law, Chapter 16 guidelines, school psychologists utilize screening process data (KBIT), the Intelligence testing and achievement testing (if needed) to conduct the gifted evaluation. They also consider multiple criteria through parent and teacher input and rating scales, along with DIBELS results. A written report is created that brings together written information and findings from the evaluation concerning the student's educational needs and strengths.

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 support is offered through a pull-out program in grades one through eight. When needed, support services are provided for gifted students through regular education curriculum accommodations and modifications. Every student who is identified gifted has a GIEP (K-12) which is revised annually. At the high school gifted students have the option to participate in the Gifted Seminar. Also, high school students have the option to enroll in honors courses, Advanced Placement courses, dual enrollment at Northampton Community College with the approval of the principal, concurrent enrollment in area colleges (seniors only) with the approval of the principal, and concurrent course work at another school, when appropriate, and with the approval of the principal. In addition, independent study courses are available to students including those incorporating advanced placement tests. The gifted pull-out program promotes and enhances higher level, creative, critical thinking and problem solving skills. The program design focuses on and allows for the development of self learning and the interaction with peers of similar intellectual abilities. Identified gifted students in grades one through eight, have the opportunity to participate in the pull-out program. Programming involves meeting with identified students twice a week (or two periods a week) for 45 minutes a session at the school the student regularly attends. Participation in the program is optional and non-graded. All participants do receive a progress report reflecting their performance in the program. (Elementary receives progress reports 2 times a year / WAIS receives progress reports quarterly) Program content varies depending on individual student needs/interests and according to grade level. Basic programming content involves the exposure to higher-level thinking, creative and problem solving opportunities. A great deal of instruction promotes in-depth learning and investigation that deals with real life problems and issues. At the high school level, all gifted students have an active GIEP which is revised annually (student/parent /guidance counselor/gifted case manager) and they are also invited to participate

in the Gifted Seminar. The Gifted Seminar is optional and is offered as an independent study. The seminar is worth .25 credits, on a pass-fail basis.

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Chief School Administrator

01/31/2022
Date