

## **BURRELL SD**

1021 Puckety Church Rd

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

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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 conducts annual child find at the elementary level through an internal review of benchmark data, brief intelligence tests, and administration of the Otis-Lennon School Ability Test (OLSAT) to all second graders. These efforts are discussed annually at parent-teacher conferences. Though the district intends to identify students internally, parent requests for gifted evaluation are always accepted. These requests require the same data and information as internal identification does. Information about gifted programming is available on the district website as well. Students are referred for formal gifted evaluation after an internal screening process is conducted in each building's guidance department. A matrix of qualification standards including parent and staff questionnaires, various screening data, formal gifted evaluation, and classroom observation is used in determining qualification.

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

Burrell School District has established procedures to undertake an annual multi-criteria-based screening process to identify students who may be eligible for gifted education. This process fulfills the district's obligation to conduct child-find activities for students who may need specially designed instruction, or services not ordinarily provided in the general education program. The screening process is multi-tiered and considers data from various sources including universal screening, parent input, benchmark assessment, teacher input, academic performance, and brief intelligence results. The district reviews this information on all students enrolled in grades 1 through 5. When a student meets the special requirements through the multiple criteria-based screening process, the district will communicate this information with parents and make a referral for a Gifted Multidisciplinary Evaluation (GMDE).

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

During the evaluation process, the Permission to Evaluate (PTE) form is issued to provide parental consent for a certified school psychologist to administer one or more of the following instruments: individual cognitive ability test, individual achievement tests, curriculum-based assessments (CBA) in reading and mathematics and/or standardized, norm-referenced gifted rating scales based on current theories of giftedness. A minimum of one teacher will complete the scale who has known the student for at least one month. In addition, parent and teacher input will be obtained and an educational records review conducted. A person with an IQ score lower than 130 may qualify for gifted services when other educational criteria, which comply with research literature and current definitions of giftedness and measure early skills development including intellectual ability, creativity, leadership, and academic interests and skills, strongly indicate

gifted ability.

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.

Students receiving gifted education are provided time to enrich their learning, provide for acceleration, or meet with their gifted advisors. At the elementary level, enrichment learning is provided in a pull-out setting where students explore topics not offered in the general education curriculum, and that allows for the accelerated learning of content area skills related to a student's area of giftedness. Elementary students also receive acceleration and enrichment through specially designed instruction in the general education setting. At the secondary level, students are provided enrichment opportunities through specially designed instruction in the general education settings, independent study, academic competitions, and field trips. Students at the secondary level are afforded accelerated learning opportunities through various course offerings.

Chief School Administrator

Date