

ALLENTOWN CITY SD

31 S Penn Street

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 ASD's website contains information about gifted education services and programs being offered. We have a brochure that is available in each school's office for the public to obtain. Parent academies are held which include information about gifted education.

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

Students are screened in second grade with the Otis Lennon School Ability Test (OLSAT). This screening assessment provides one point of information for team review. This particular assessment offers a non-verbal component that assists in screening the intervening issues of culture, language or disability differences. The Naglieri (NNAT) and the K-BIT2 are additional instruments used to gather screening data throughout the district, K-12. A parent, teacher or team member of the school may request a student to be evaluated to determine giftedness. The District's Gifted Matrix reviews the potentially eligible student across many areas: aptitude/cognitive (e.g., individual IQ testing), gifted characteristics, (e.g., Gifted Rating Scales, Scales for Identifying Gifted, early skill development, rate of acquisition/rate of retention), and performance (e.g., demonstrated achievement in group achievement or student product/portfolios or research), achievement (e.g., excellence in nationally-normed assessments, group achievement assessments, individually administered achievement assessments to determine out-of-level academic instruction level). Each area is assessed and assigned a point value range. Intervening factors may off-set the point value when a student's factors may contribute to a lower value. The formal assessment process is initiated with the parent's signature on the permission to evaluate (PTE). The eligibility status is articulated within the gifted written report (GWR).

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 District's process for identifying qualifying students for gifted eligibility intentionally approaches this process by utilizing a multi-criterion matrix which recognizes intervening factors may mask the true ability of a student. Intervening factors are defined as documented, observed, validated or assessed evidence such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are impeding the team's ability to identify through standard assessment methods. A student with a 130 IQ or lower may be admitted to the gifted program when other educational criteria in the student's profile strongly indicate gifted ability. The margin of error in standardized testing is also considered in this process. IQ may not be the sole criteria for identifying a student as gifted.

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.

In the Allentown SD, each identified gifted child's plan is developed individually and based on that child's present levels of educational performance, including ability, achievement, instructional levels, strengths and interests. There is no "set" program or continuum because each child's plan is developed according to their PLEP and revised annually by the GIEP team. Programming may include but is not limited to: receiving instruction in above grade level content, enrichment units of study, interest-based projects, curriculum compacting, testing-out of content material, grade skipping, differentiated materials and instructional techniques, advanced integration of technology, and virtual learning. The gifted individual education plan (GIEP) is developed annually with the parent, teacher, principal, counselor, gifted programming specialist and student. The parent indicates their agreement to the plan through the notice of recommended assignment (NORA). The District offers gifted education programs, K-12, at every school. Students are clustered within their schools and placed within a gifted cluster classroom, in which the teachers differentiate, accelerate and enrich the students' program through curriculum that matches their abilities, strengths and interests. Teachers receive in-service training, materials and support to differentiate for these students through the district Gifted Programming Specialists. Students also have the opportunity to receive out-of-level coursework when deemed appropriate. Progress on goals is monitored and reported yearly to parents.

Chief School Administrator

Date