

STATE COLLEGE AREA SD

240 Villa Crest Dr

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

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.).

SCASD publishes and updates its public notice on its website yearly. The notice is also included in student handbooks.

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

Chapter 16 requires that "Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction." (22 Pa. Code §16.21(a)) The State College Area School District engages in a number of processes to identify potential candidates for gifted education services. Formal gifted screenings are conducted in grade 3. Additionally, school teams engage in ongoing data analysis to identify students at all grade levels who may be in need of specially-designed instruction. Universal Screening Process for 3rd Graders: Level 1A: CogAT (Cognitive Abilities Test Screener) Level 1B: District-Wide Assessment Data in Reading and Math Assessment data is compiled. Assessments used vary by grade, but the assessments used are common among all students at that level. The gifted teachers review these students with grade-level teams. Discussion about students with potential masking factors is a component of the universal screening process. As part of the discussions, a school team may conduct a K-BIT-2 (Kaufman Brief Intelligence Test Second Edition (KBIT-2) to briefly measure verbal and nonverbal intelligence. Level 2: The district contacts parents to discuss a potential need for a gifted evaluation. Additional screening activities take place by a review of student data at all grade levels in an ongoing fashion throughout the school year. Classroom teachers can recommend students for a gifted evaluation at any time. Additionally, parents can request a gifted evaluation for their child once per school year. Student data for those moving through a special education evaluation is always reviewed for potential twice-exceptionality and masking factors.

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

In the state of Pennsylvania, the term mentally gifted is defined as "outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." (22 Pa. Code §16.1). This includes a person who has an IQ of 130 or higher when multiple criteria as outlined in Department Guidelines indicate gifted ability. However, determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. (22 Pa. Code §16.21(d)). Gifted Evaluation Referral Process: Students can be evaluated at any grade level for gifted services and may

be referred for a Gifted Multi-Disciplinary Evaluation (GMDE) through any of the following avenues: Universal Screening: The district conducts annually gifted screenings for students in grade 3. Students who proceed through all levels of the gifted screening process will be referred for a gifted evaluation. Staff Referral: Professional employees at all schools have received training related to the characteristics of gifted students. If a teacher, counselor, or building principal feels that a student may be in need of specially designed instruction, they will refer the student for a gifted evaluation. Parent Referral: Parents can request that their child be evaluated for gifted services once per school calendar year. The district can't proceed with a Gifted Multidisciplinary Evaluation (GMDE) without parental consent. Once a referral for a gifted evaluation is initiated by any of the avenues listed above, the district will issue a Permission to Evaluate (PTE) form to the parents within 10 calendar days. Upon return of the signed PTE, the district has 60 calendar days to conduct the gifted evaluation and issue a Gifted Written Report to the team. Evaluation Process: The Gifted Multidisciplinary Evaluation (GMDE) is a process to gather information relevant to the student's suspected giftedness. Indicators of giftedness will be drawn from a wide variety of sources. A certified school psychologist will conduct a comprehensive GMDE that may include, but is not limited to: Cognitive Ability tests National normed individualized, standardized achievement assessment tests Gifted Rating Scales Classwork samples Curriculum-based assessments Performance-based skills as demonstrated in portfolios, products, competitions or other demonstrations of skills Teacher observations Parent Input Once the school psychologist has administered the appropriate assessments and collected the data listed above, they will compile all of the information into a Gifted Written Report (GWR). The final report must be presented to the school team and parents within 60 calendar days of the date the Permission to Evaluate form was received by the school district. Prior to the 60 day timeline date, a GMDE meeting will take place with all team members to discuss the results of the evaluation. GMDE team members, at a minimum, must include the: School Psychologist Building Principal Student's Parents Student's Classroom Teachers(s) Student (if appropriate) At the GMDE meeting, the team will discuss the following two questions: Is the student mentally gifted according to PA Gifted Education Law? 1. The child has an IQ of 130 or above. 2. The child has an IQ of 130, which falls within a 90% confidence interval. 3. The child has an IQ of less than 130, where the student has evidence that strongly indicates giftedness (3 of 5 of the multiple criteria: *achievement, *demonstrated achievement, rates of acquisition and retention, early literacy skills, and masking factors. *required as 2 of 3 multiple criteria If the student is identified as gifted, are they in need of Specially Designed Instruction in the identified strength areas? Upon conclusion of the GMDE meeting, if the student being evaluated is determined to be gifted AND in need of specially designed instruction, the school team and parents will meet within 30 calendar days to develop a Gifted Individualized Education Plan (GIEP). Need is typically defined as demonstrated achievement a year or more above grade level. Other indicators that may require discussion of need are those who may be twice-exceptional or ELs (English Language Learners). Each GMDE will determine need based on the many factors associated with the child's academic and socio-emotional

needs.

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.

When students are recognized to be in need of specially designed instruction, a myriad of services are available and vary by grade level:

Elementary - Students typically working a year or more above grade level are met with services depending on their demonstrative achievements and abilities. Services include enrichment, acceleration, or a combination of both. For example: Enrichment - students may be provided with in-class enrichment in content areas (such as ELA and/or math), pull-out services with the gifted support teacher, or subject-level or grade-level acceleration. Each student's path is unique depending on strengths identified through the gifted multi-disciplinary process. Middle School - Students typically working a year or more above grade level are met with services depending on their demonstrative achievements and abilities. Services include enrichment, acceleration, or a combination of both. For example: Enrichment - Enrichment experiences provide students with exposure to content, methods, and problem-solving skills that extend beyond what takes place in the regular classroom. When it is determined that additional academic challenge is necessary, Learning Enrichment/Gifted Support teachers work with the general education teachers to provide opportunities that strive to meet the students' present needs. This could include extension activities related to the curriculum that take place within the classroom or instruction delivered in a small-group setting where students interact with peers demonstrating similar strengths and interest needs. Students at the middle level are encouraged to take part in various academic clubs and competitions such as MathCounts, Math League, Quiz Master/Quiz Bowl, Science Olympiad, Solar/Hybrid Car Challenge, National Geography Bee and the Technology Students Association. Learning Enrichment/Gifted Support Teachers may also offer mini-course offerings based on the needs of each school, grade level, and content area. High School - Students typically working a year or more above grade level are met with services depending on their demonstrative achievements and abilities. Services include enrichment, acceleration, or a combination of both. For example, The Learning Enrichment Program is flexible enough to meet the needs of students who have different interests, skills, and educational goals. Options for enrichment experiences include but are not limited to Graduation Project, Tutoring, Lab Experience, LE/AS Class, Penn State Class, Independent Study, Mentorship/Internship, Practice Music, Private Lesson, Coaching, and Community Service. Students interested in scheduling enrichment time are encouraged to meet with the program's specialists for applications and contracts well in advance of the onset of each semester.

Curtis Johnson
Chief School Administrator

07/06/2022
Date