

MINERSVILLE AREA SD

40 High School Lane

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 Minersville Area School District will conduct awareness activities to inform the public of gifted education services and programs and how to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and the parents of school age children not enrolled in the public schools. Awareness activities shall be conducted annually and include providing information in local newspapers, social media platforms, student handbooks, and on the school district web site.

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

The Minersville Area School District process for locating students who are thought to be gifted is done with the goal to provide gifted students with services and programs that meet the individual needs of gifted students. The identification process for identifying those students thought to be gifted is conducted through multiple criteria and a variety of measures which comply with Chapter 16 (PA Code 16.21 (b)). These methods include but are not limited to, universal screening, analysis of state and local assessment data, teacher/parent input, and standardized screening. The district evaluates data on an ongoing basis to identify gifted learners. On a Tier 1 level, Minersville Area School District utilizes several universal screening measures such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills). All students in grades K-2 are benchmarked at the beginning, middle, and end of the school year. State and local assessment data is evaluated for consideration of students performing well above grade level to evaluate for possible giftedness. The PSSA (Pennsylvania System of School Assessment) is administered in Grades 3-8, grades 9-12 participate in the Keystone Exam, and grades 3-8 and 10 participate in CDT (Classroom Diagnostic Tools) Testing. Students can be screened at any grade for eligibility for the gifted program and can be referred for a comprehensive evaluation by referral from a teacher, parent, or guardian. Once a referral is received, if Tier 1 data analysis suggests possible giftedness a permission to screen is issued to the parent. If permission is received, the psychology department, principal, and teacher will collaborate with parents to complete a variety of standardized screening measures and gather additional data. Although Chapter 16 Regulations do not mandate a timeline regarding the gifted referral process for a gifted evaluation, Minersville Area School District Screening measures include but are not limited to: 1. Local assessments are considered (ex. curriculum-based assessments, DIBELS data, PSSA/CDTS/Keystone) 2. Chuska Acquisition and retention scales 3. Input obtained from parent/guardian and teacher A multi-disciplinary team, which can include teacher(s), administration, special education administration, school psychologist, and any other school personnel involved with the child's education will evaluate the screening data. If the team determines that there is sufficient evidence to conclude that the student is thought to need specially designed instruction in the area of gifted, then a permission to evaluate will be issued to

parent. The process progresses to the Tier III phase if the district receives parental consent. In this phase, a full gifted evaluation will be conducted by a certified school psychologist. Under Chapter 16, Mentally giftedness is defined in the Pennsylvania Gifted Education Guidelines (2014) 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.” The following eligibility criteria (in accordance with Chapter 16 regulations) are considered when determine a student’s gifted status (and upon receiving the permission to evaluate from parent/guardian): 1. A student may be eligible for gifted education if he/she has an IQ of 130 or higher and other factors listed below that indicate gifted ability. 2. Standardized achievement test scores (1-2 years above grade level) 3. Chuska Acquisition and retention is indicative of mental giftedness 4. Consideration of screening measures taken (i.e., universal screening, state and local assessment data, teacher/ parent input, and standardized screening measures) 5. Achievement, performance, or expertise in one or more academic areas that demonstrates a high level of accomplishment 6. Higher level thinking skills, learning strengths, educational needs 7. Documented evidence that intervening factors are masking gifted ability. The multi-disciplinary will make recommendations as to whether the student is gifted and in need of specially designed instruction. The Minersville Area School District team will base educational placement decisions on the gifted student's needs in accordance with Chapter 16 regulations.

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 Minersville Area School District identifies potentially gifted students through a variety of different measures and multiple criteria (in compliance with Chapter 16 [PA Code 16.21 (b)]). A student thought to be exceptional under Chapter 16, receives a full multidisciplinary gifted evaluation completed by a certified school psychologist. A verbal or written referral may be made by a parent/guardian at any time.

Minersville Area School District teachers are aware of the referral process regarding a potentially gifted student. The following eligibility criteria (in accordance with Chapter 16 regulations) are considered when determining a student’s gifted status: 1. Standardized individually administered cognitive assessment (WJ-IV, WISC-V, KABC-II, WAIS; as determined by the school psychologist based on child’s unique needs) 2. Standardized individually administered academic achievement assessment (KTEA-3, WIAT-4; as determined by the school psychologist based on child’s unique needs) 3. Chuska Acquisition and retention is indicative of mental giftedness 4. Academic abilities (i.e., universal screening, state and local assessment data, teacher/ parent input, and standardized screening measures) 5. Achievement, performance, or expertise in one or more academic areas that demonstrates a high level of accomplishment (as measured by teacher/parent input and observation) 6. Higher level thinking skills (as measured by teacher/parent input and observation) 7. Documentation that

intervening factors are masking gifted ability (as measured by teacher/parent input and observation, gifted evaluation, nurse input) The multidisciplinary team will then bring together information and generate a report. The team will make recommendations as to whether the student is gifted and in need of specially designed instruction. The team will base educational placement decisions on the gifted student's needs. All Chapter 16 guidelines will be followed throughout the process.

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.

Gifted programming offered by the district addresses the student's individual need based on academic strength for enrichment, acceleration, or both. Programming provides meaningful educational benefit as well as progress for the gifted student in an environment that promotes cognitive, emotional, physical, and social needs. Programming for a student in need of acceleration or both acceleration and enrichment may include subject acceleration and/or AP -advanced placement course offerings. For a student in need of enrichment, programming may include differentiated instruction such as the modification of instruction based on a student's academic strength, curriculum compacting, learning centers, seminars, academic competitions, and field trips. The gifted support teacher facilitates the implementation of the student's gifted individualized education plan.

Carl G. McBreen
Chief School Administrator

06/20/2022
Date