

## CONNELLSVILLE AREA SD

732 Rockridge 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's child find notice is on the district website, in the local newspaper annually, and in each district building. Contact numbers are also listed on the district website. The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs. Those awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks and the district web site and district publications; distributing such written notice to private schools serving school-aged residents; hosting meetings and/or distributing literature designed to inform parents/guardians of newly-enrolled students of the district's gifted services.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction. Students are referred for an evaluation to determine eligibility for gifted support programming in multiple ways: parent referral, administrative referral, teacher referral. For parent referrals, the district will accept a written parent request for a multidisciplinary evaluation to determine if the student is eligible and in need for gifted services. Parents are asked to complete input forms documenting why they believe their child may need gifted programming. These forms include input on student's strengths. Upon the district's receipt for the signed Permission to Evaluate form, the student will be scheduled for an individual psycho-educational evaluation with our school psychologist. The psychologist will review information gathered from parents, teachers, and record review along with the individual psycho-educational evaluation results into the written report. Teachers and administrative personnel may also refer students for the evaluative process. The district identifies gifted students through a screening and evaluation process. Connellsville considers students who score a 130 or higher or when multiple criteria as set forth by Chapter 16 and in the Pennsylvania Department of Education Gifted Guidelines indicate gifted ability. Students obtaining an IQ score of 125 to 129 shall be considered by the Gifted Team for placement in the gifted program when multiple criteria indicate gifted ability. These criteria include (1) advanced levels of performance in both reading and math on state assessments. For grades Kindergarten through third, a score on an individual achievement test measuring at least two grade levels above current grade placement. A student with an IQ score lower than 125 may be admitted to gifted programs when other educational criteria in the student's profile strongly indicated gifted ability. (2) Grade point averages of at least 3.5 during the most current report card period. (3) Scoring a 14 scaled score or higher in 3 of the five areas indicated on a gifted evaluation scale measuring skills in intellect, creativity, specific academic aptitude, leadership ability, and performing and visual arts.

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

Determination of mentally gifted included an assessment by a certified school psychologist. Multiple criteria indicating gifted ability may include: (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (3) Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion referenced team judgement. (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language and aptitude or technology expertise. (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a Second Language, gender or race bias, or socio/cultural deprivation are masking gifted abilities. (6) Administering the KBIT-2 assessment tool that gives an IQ score that reflects a Full-scale GAI score from the WISC-IV assessment.

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 district provides multiple educational experiences for students that have been found to be eligible for services through the gifted criteria. The needs of each student are addressed in a Gifted Individualized Education Plan (GIEP). Annual goals and/or short term objectives (if appropriate) are developed in the GIEP along with specially designed instruction which will be implemented in accordance with the GIEP. The activities in which students receiving gifted services participate may vary from year to year. Some examples are as follows: Enrichment activities to accentuate with general education instruction and supplemental instruction from school personnel in individual or team competitions, community service opportunities, and educational field trips. The gifted continuum of services for grades K-12 is designed to encourage exploration, inquiry, in-depth study, and reflective thinking. Gifted education may consist of interdisciplinary units of study that focus on critical thinking, intellectual discussion, creativity, research, problem solving, and generation of original work. The gifted program in Kindergarten through 5th grade consists of collaboration between the gifted teacher and regular education teachers to identify methods to differentiate with current grade level curriculum. The time a student may need for gifted opportunities is not predetermined but rather identified by the child's interest and need or individual strengths. Students in grades 6-12 have a greater emphasis on problem solving and higher level thinking skills. These skills are often identified as gifted may also receive enrichment based upon current

grade level curriculum in any academic areas as the area pertains to students' individualized strengths with an emphasis on problem solving and high level thinking skills. Enrichment also occurs through honors or AP level courses. Students in grades 9-12 are encouraged to select from available advance placement and honors courses so learning can be accelerated.

Chief School Administrator

Date