

PENN CAMBRIA SD

201 6th St

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

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.).

Information about gifted education services and programs, including Child Find activities, is posted to the district website under the Special Education Office page. In addition, information is included in student handbooks for each building. An annual parent mailing that occurs in August of each year also contains this information.

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

Our process for identifying gifted children includes an annual child find process, as well as ongoing awareness activities and evaluations. Initial screenings using classroom and assessment data provided by elementary and middle school classroom teachers are conducted in the fall of each year. The Gifted Support Teachers provide information for these teachers regarding characteristics of gifted students as a reference during data collection. Teachers turn in recommendations along with data to the Special Education Director by December of each year. The Special Education Director and School Psychologist review this information and then provide the information to the guidance counselor and/or gifted support teachers who conducts screenings during early spring of each year using the KBIT and/or the OLSAT as appropriate. Results are immediately forwarded to the Special Education Director and the School Psychologist. A gifted screening team consisting of the Special Education Director, School Psychologist, Building Principal, and Guidance Counselor, review the data to determine if further testing is necessary. Gifted teachers may also be part of this screening team. The above timeline will be conducted annually. However, at any time, a teacher from grades K-12 may make a request to have a student screened or evaluated for gifted eligibility. Also, at any time throughout the year, a parent may request in writing for his/her child to be evaluated using a gifted multi-disciplinary evaluation. A parent may only request to have his/her child evaluated one time per school term.

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

When evaluation is appropriate, the School Psychologist requests that the Guidance Counselor notify parents that permission to evaluate forms will be sent home. The Special Education Office Coordinator sends the Permission to Evaluate forms for each individual student as appropriate. As Permission to Evaluate forms are returned, the School Psychologist will begin evaluations. Multiple criteria are used to determine eligibility and include: a very elevated intelligence quotient, advanced academic achievement in multiple areas, advanced acquisition and retention of academic materials, performance on standardized and classroom assessments. When the Evaluation Report is complete, the Office Coordinator will mail the report home to the families and e-mail the Gifted Support Teacher. Based on the conclusion

of the Evaluation Report, the Gifted Support Teacher will set up a G-IEP meeting within 30 calendar days of the report. The G-IEP team will determine if the student requires gifted support based on eligibility and evidence that the regular education program is not challenging enough to meet student needs or will administer a NORA.

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.

Currently, the Gifted Education Program is designed using an inclusive model at all grade levels providing enrichment. A Gifted Support Teacher and/or content area teachers provide both push-in and pull-out services, activities, and enrichment support for students under a G-IEP. Ongoing professional development is provided to classroom teachers focused on increasing critical thinking skills and use of higher order questions to help them meet the needs of gifted students. If a G-IEP team determines that acceleration is appropriate for a student, the guidance counselor, in conjunction with the building principal, will develop a schedule to meet the students' needs for acceleration.

William W. Marshall
Chief School Administrator

09/14/2022
Date