

PINE GROVE AREA SD

103 School St

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.).

Pine Grove offers several public notice procedures annually including a school district website with a gifted services section and updated student handbooks.

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

Students are referred in writing by a parent/guardian or school staff to the school psychologist to begin gifted screening (after parental consent) through a combination of test scores, grades, and teacher/parent observations. The process of screening can be seen below in reference to question 3.

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 Pine Grove Area School District utilizes Chapter 16 for determining the eligibility of mentally gifted students. As outlined in Chapter 16, if a student's IQ is less than 130, other factors, such as academic performance, demonstrated achievement, or other observed skills must strongly indicate gifted ability in order for that student to be identified as gifted and admitted to a gifted program. The multiple criteria utilized include the following: 1. Nationally normed and validated achievement test, as measured by the Wechsler Individual Achievement Test, Fourth Edition (WIAT-IV) 2. Rate of acquisition/retention, as measured by Chuska Acquisition/Retention Rating Scales 3. Demonstrated achievement, as measured by permanent products or rewards 4. Early skill development, as measured by Gifted and Talented Evaluation Scales, Second Edition 5. Intervening factors masking giftedness, as measured by parent input and school records Formal assessments are administered by a certified school psychologist who generates and provides an evaluation report to parents at the conclusion of the evaluation for giftedness within 60 calendar days after receipt of parental consent.

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 Pine Grove Area School District provides a continuum of services for gifted students grades K through 12. All levels include pull-out gifted sessions. However, there are some similarities and differences throughout the continuum. At the elementary level flexible grouping is utilized based upon GIEP goals, academic ability, and grade level. Elementary students are offered a combination of enrichment and/or grade level acceleration. Acceleration may include whole grade acceleration or individual subject acceleration. Gifted students are invited

to compete in the STEM Design Challenge at the elementary level. At the elementary level, students have some opportunities to participate in curriculum based trips which allow for experiences that will deepen enrichment. Flexible grouping is also used at the middle school level and offers a combination of enrichment and/or grade level or subject acceleration. Gifted students at this level are invited to compete in various academic competitions such as Odyssey of the Mind and Math 24. At the high school level, rather than the same type of grade-level acceleration seen at the elementary or middle school level, students have the opportunity to take high-level coursework such as honors or AP courses. They also have the opportunity to participate in dual enrollment. The focus of enrichment in pull out gifted sessions at this level is largely focused upon and relative to individual student career interests. Further enrichment opportunities in the community are also offered to students at this level and again relate to career interests or options of the students attending.

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Chief School Administrator

02/07/2022
Date