

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 Area provides public annual notice for Gifted Services on multiple platforms. The school district has posted a notice on the district website and has notices included in elementary, middle, and high school student handbooks each school year. Additionally on behalf of all districts within the consortium the Schuylkill IU #29 provides notice to be posted annually in the local newspaper and is posted on the IU website as well, which includes contact information for Pine Grove Area's Director of Special Education. The IU emails a draft of this notice annually and requests feedback for any updates prior to sending for publication to the local newspaper and posting on their website. Information is available at any time by contacting the special education office or either of the school psychologists.

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

In the Pine Grove Area School District there is currently not a universal screener in place. A parent/guardian or school staff can direct inquiry about gifted screening to the school psychologist. The school psychologist will review student data such as STAR, Exact Path or CDT scores and PSSA or Keystone scores as well as grades on curriculum based assessments and report cards to include the student's GPA. After reviewing this data and conversing with the parent/guardian, should the team feel a gifted evaluation appropriate, the school psychologist will issue a Permission to Evaluate within 10 calendar days. A parent/guardian may also provide a written request for gifted evaluation. The school psychologist will issue a Permission to Evaluate within 10 calendar days of the district's receipt of the written request. The district must receive the signed Permission to Evaluate in order to begin the evaluation. After receipt of the signed Permission to Evaluate, the district will complete the evaluation within 60 calendar days. A student will be evaluated only once per calendar year.

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

Pine Grove Area School District, as outlined in chapter 16, considers qualification for students who have an IQ of at least 130. If the student's IQ is less than 130, a student is still considered using other factors, such as academic performance, demonstrated achievement, or other observed skills. These other factors must strongly indicate gifted ability in order for the student to be identified as gifted. The multiple criteria utilized include the following: The school psychologist tests the student using a nationally normed and validated achievement test, as measured by tests such as the Wechsler Individual Achievement Test, Fourth Edition (WIAT-IV). Rate of acquisition/retention is measured by assessments such as Chuska Acquisition/Retention Rating Scales as well as PSSA (grades 3-8) and Keystone (grades 8-12) scores. PSAT/SAT scores are also considered if available for students grade 10-12. Also considered would be the student's demonstrated achievement as measured by permanent products or rewards. These would include classroom assessments, report card grades, GPA, and benchmark results such as STAR (grades K-4) or Exact Path (grades 5-8) or CDT (grades 9-12). Early skill development measures are included, such as Gifted and Talented Evaluation Scales, Second Edition as completed by the student's teachers. Intervening factors masking giftedness, as measured by parent input, staff/teacher input, and school records. Once all formal assessments are administered and data and input is collected, the certified school psychologist generates the Gifted Written Report (GWR). This report summarizes collected data, identifies strengths, states whether the student qualifies and, if so, recommends areas for gifted programming. Upon completion of the GWR, a copy is provided to the parent/guardian. If the student qualifies, the student is assigned to the gifted case manager who schedules a meeting and composes a GIEP within 30 calendar days of the date of the GWR.

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. Acceleration and enrichment is offered based upon the student's identified area(s) of giftedness as noted in both the GWR and GIEP. Acceleration K-12 may include whole grade acceleration or individual subject acceleration. Acceleration can occur by means of compaction by working through curriculum with the gifted teacher or via an online platform with the supports offered online to all students as well as the support of the gifted teacher. All levels include enrichment as provided by classroom teachers within the classroom. The gifted case manager also facilitates enrichment by providing opportunities to choose higher level reading materials (e.g. taking elementary students to the middle school library) and online math practice. These are accessible within the regular education setting. All levels also include pull-out gifted sessions. These weekly pull-out sessions are typically activity based and cross multiple curricular domains. The activities not only focus on the enrichment of academic standards but also facilitate higher level thinking, cooperation within a group, communication skills, creative thinking, and exposes students to greater depths of learning topics of interest. While there are some similarities, there are also some differences throughout the continuum. At the elementary and middle school levels flexible grouping is utilized based upon GIEP goals, academic ability, and grade level. Elementary and middle school students are offered a combination of enrichment and/or grade level acceleration. Gifted students are invited to compete in the STEM Design Challenge at the elementary level and have some opportunities to participate in curriculum based trips. These allow for experiences that will deepen enrichment. Gifted students at the middle school 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 and community enrichment opportunities at this level is largely focused upon and relative to individual student career interests.

Heath W. Renninger

02/07/2022

Chief School Administrator

Date