

SAUCON VALLEY SD

2097 Polk Valley Rd

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 Saucon Valley School District actively seeks students within its boarder who appear to demonstrate characteristics of a student who is mentally gifted. The District's Annual Public Notice is posted on the Saucon Valley School District's website and in student handbooks annually, which identifies procedures to inform the public of gifted education services and programs offered within the District, as well as the District's administrative contact information. Anyone may refer a student for a multidisciplinary gifted evaluation including parents, staff, or administration. This Annual Public Notice is reviewed by the Director of Special Education and Pupil Services regularly to ensure all information is correct and includes any updated laws and regulations. The Saucon Valley School District also collaborates with the Colonial Intermediate Unit 20 (IU20) who ensures the Annual Public Notice is posted in all local newspapers. The District staff participates in the IU 20 Gifted Networking Meetings collaborating with the 13 local school Districts on outreach activities. Staff also participates in professional development activities related to gifted education through PaTTAN, PDE, and/or IU20.

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

The Saucon Valley School District determines the student's needs through a screening and evaluation process which meets the requirements of Chapter 16. The screening procedures generate data from a variety of sources. These data are then compared to predetermined multiple criteria for gifted potential/performance. Students who are thought to be exceptional following the screening process, are then referred for a Gifted Multidisciplinary Evaluation (GME) that would include and IQ test, and other multiple means of assessment. Locating students who may be in need of gifted supports and services is a 3 Level process as outlined below: Level I - Universal Screening of all students in the second grade utilizing the Cognitive Abilities Test (CogAT) which is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. It is a group-administered aptitude test commonly given as an entrance exam into the school's gifted program. Also, at Level I, a student's academic profile is reviewed. Students who score in the 85th percentile or above and have academic achievement with a Standard Score of 90 or above will move to Level 2. Level 2 - Students who move to Level 2 are then administered the Reynolds Intellectual Screening Test (RIST) by the school counselor and the GATE administered by teachers of the gifted. The RIST gives a quick and efficient measure of general intelligence that is strongly correlated with the full Reynolds Intellectual Assessment Scale (RIAS-2) and provides a verbal and nonverbal component. It is a brief screening measure to identify individuals who need a more comprehensive intellectual assessment. The GATE test is an IQ test for students based on the Otis-Lennon School Ability Test (OLSAT). This test typically measures the basic mathematical, reasoning, and verbal

skills of children in the younger grades. If the student achieves a score of 120 or higher on the RIST and meets specified criteria on the GATE, the student is recommended for a full multidisciplinary gifted evaluation. Level 3 - Full multidisciplinary gifted evaluation - If the student achieves a FSIQ or GAI score of 130 or higher on the WISC-V he/she would be identified as "mentally gifted" based on Chapter 16 criteria; however, the need for specially designed instruction in the form of a Gifted Individualized Education Plan (GIEP) is determined by the GIEP team. Students may also be referred for a screening for a multidisciplinary gifted evaluation through the Child Study Team (CST) or through a parental referral.

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

A referral is made for a GME when a teacher or parent (request) believes the student to be mentally gifted, a student is not receiving appropriate education under Chapter 4 related to academic standards and assessment or the screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general education classroom or a hearing officer orders an evaluation. Once the request is approved by the parent, the Gifted Multidisciplinary Team (GMT) including the School Psychologist conducts the GME. A Gifted Written Report (GWR) is compiled by the School Psychologist based on the outcome of the evaluation and if the student is identified for gifted services, the GWR is utilized to develop a Gifted Individualized Education Plan (GIEP). The Saucon Valley School District complies with the requirements of Chapter 16 related to the scope and depth of the GME. This includes all information relevant to the student's suspected giftedness including academic functioning, learning strengths, and educational needs. Indicators of giftedness are derived from a wide variety of sources as outlined in Chapter 16 to assist in determining if a student is mentally gifted according to the state's definition - i.e., ability tests, nationally normed individualized standardized achievement assessments such as the MAP or Woodcock Johnson Test of Achievement, Wechsler Individual Achievement Test, etc., work samples, parent/teacher input, classroom observation, performance-based skills, to name a few. Completion of the comprehensive GWR assures that the multiple sources of data indicate academic instructional levels, thinking skills, and other learning skill levels, rate of acquisition of new content/skills, academic interests/strengths and as appropriate, developmental levels and career goals. If necessary, the GWR will provide clarifying information about the ability of students who score below an IQ of 130 and have strong indications of gifted performance. If necessary, information from the school Nurse will also be gathered to address any medical needs or identify any masking factors. Teacher input is collected including strengths, needs, social skills, special skills or interests, acquisition and retention of information, higher level thinking skills, etc. Behavioral rating scales are utilized, if needed. Additional documentation is

reviewed such as discipline records and attendance. Eligibility determinations are based on reviewing a variety of different assessments/multiple criteria and considering different factors in making a team-based decision. If the student achieves a FSIQ or GAI score of 130 or higher on the WISC-V, he/she would be identified as "gifted" based on Chapter 16 criteria; however, the need for specially designed instruction in the form of a GIEP is determined by the GIEP team.

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.

Below is a continuum of services provided to students in the Saucon Valley School District identified as Mentally Gifted: Acceleration - when deemed appropriate by the GIEP team. Acceleration may be whole subject or by grade via pre and post testing. Acceleration may occur in the form of allowing students with GIEPs to complete current curriculum through self-pacing, course compaction, and accessing dual enrollment options. Enrichment - in the areas of strengths and interests based on activities that may include, but are not limited to: Elementary School - Nearpod, Ed. Puzzle, Breakout Edu, Newslea, ReadWorks, Renzulli Learning Profiler, Push-in Support, Pull-out support, Vocabulary Power, Beast Academy (The Art of Problem Solving) Middle School - Genius Hour, Mock Trial, Stock Market Challenge, Pull-out support, Push-in Support, Compaction, Telescoping, PAW Enrichment, Coding/Robotics, Young Problem Solvers and Competition, Renzulli Learning Profiler, Delta Math, Nearpod, Ed Puzzle, Breakout Edu, Newslea, ReadWorks, Quill, Mars Program, Future City Challenge High School - Honors level courses, AP level courses, PSAT/NMSQT, Dual enrollment, College and Career Planning, Independent Study, Young Problem Solvers

Chief School Administrator

Date