

FRAZIER SD

142 Constitution 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.).

The Frazier SD District notifies the public of the gifted education services and programs including, but not limited to, the following: Student handbooks School district websites Calendars and newsletters Child Find Notice annually in local newspapers The annual public notification of child identification activities includes the following: A description of gifted services and programs available and the needs of children served by these services and programs. A description of how to request the district to initiate screening and evaluation activities for a child. An explanation of the confidentiality protections for information regarding a specific child.

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

The Frazier SD district provides appropriate screening and programming to school age students (K-12) thought to be gifted. Procedures and criteria are developed to screen all students and evaluate students who are thought to be gifted. The screening procedures generate data from a variety of sources. These data are then compared to predetermine multiple criteria for gifted potential/performance. The screening process may include the following information, to the extent available: Medical History Readiness/Developmental Tests Achievement Tests Ability Tests Group Intelligence Tests Anecdotal Information - parent, educator, other Subject Area Assessment (e.g., student portfolio) Curriculum-Based Assessment PSAT/SAT Extracurricular Academic Performance/Achievements Rating Scales/ Interest Inventories Cumulative Records Enrollment Records Parent Inventories Health Records Report Cards Students who are thought to be gifted are referred for a Gifted Multidisciplinary Evaluation that would include an IQ test. Classroom teachers are an integral part of the district's process for identifying students who are thought to be gifted and may be in need of specially designed instruction. A student's overall performance is monitored during classroom instruction and assessment. Classroom teachers document areas in which students demonstrate knowledge above that of their same age peers. Students are provided with opportunities to enrich classroom instruction/assignments, as well as having the opportunity to create alternate responses in order to demonstrate a perceived strength in a specific area or subject.

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 Gifted Multidisciplinary Evaluation is a process to gather the information that assists in determining if a child is mentally gifted according to the state's definition. The evaluation shall be sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths and educational needs. Selected and administered to assess specific areas of educational need and ability and not merely a single general IQ. Indicators of giftedness should be drawn from a wide

variety of sources. The Gifted Multidisciplinary Evaluation may include, but is not limited to, information from: Ability tests Nationally normed individualized standardized achievement assessments Class-work samples Curriculum based assessments Cumulative review tests Performance based skills as demonstrated in portfolios, products, competitions or other demonstration of skills Teacher observation Noteworthy achievements Parental input (should include student's abilities, interests and needs as they relate to the instructional setting) adaptive and social behavior, if appropriate. The Gifted Multidisciplinary Team has the responsibility of contributing information to the Gifted Multidisciplinary Evaluation that: Assures that comprehensive data has been collected on the student to indicate academic instructional levels, thinking skills and other learning skill levels, rate of acquisition/retention for mastery of new content/skills, academic interests/strengths and, as appropriate, developmental levels (young students) and career goals. Provides clarifying information about the ability of children who score below IQ 130 (within the standard of measurement for the test) and have strong indications of gifted performance. Determines if additional assessment is needed. When normed and validated individualized standardized testing is used, a clear explanation of subtest results should be part of the Gifted Written Report. Recommends whether a student is gifted and in need of specially designed instruction. Classroom teachers offer ongoing communication with parents/guardians regarding their child's performance. The behavior of a student is additionally observed in the classroom to determine whether a student exhibits any gifted characteristics (ability to comprehend material several grade levels above their age peers, surprising emotional depth and sensitivity at a young age, strong sense of curiosity, enthusiastic about unique interests and topics, mature sense of humor, creative problem solving and imaginative expression, absorbs information quickly with few repetitions needed, and self-aware, socially aware, and aware of global issues). The classroom teacher may, at times, look at the student's past academic performance for patterns regarding a student's area(s) of strength. Once a classroom teacher observes the characteristics of giftedness, he or she will refer the student to begin the steps for gifted screening/evaluation. The process begins when a student is referred by their classroom teacher, parent/ guardian, or other school professional. The referral is reviewed by the district's Director of Special Education and School Psychologist. Teacher and parent input (gifted referral questionnaire), grades, state and local assessment results, and classroom performance. If the student meets or exceeds a predetermined score on the matrix, permission to evaluate is sent home and the formal testing process begins with receipt of permission. The testing consists of an Intelligence evaluation (WISC), academic achievement evaluation (WIAT), along with the information gathered during the gifted screen. If the student demonstrates areas of strength, either academically or in the collected information, they are considered for qualification under the state guidelines for gifted. If the student's performance meets or surpasses an IQ of 130 (127 due to regression to the mean), and if the student demonstrates consistent academic achievement on informal and formal assessments and is performing to a high level academically, they meet the criteria as a gifted learner.

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.

A combination of acceleration and enrichment provides the greatest opportunity for flexible programming to meet the needs of the gifted. The gifted student is provided instruction at an appropriate level of challenge and with adjustments that accommodate individual needs. The Frazier School District groups gifted students in ways that best serve the needs of each gifted student. However, the service delivery options chosen for each gifted student are developed based on the strengths and needs identified within the Gifted Individualized Education Plan and must be agreed to by the Gifted Individualized Education Plan team. Options for gifted students may be offered through a variety of settings and selections such as: Early entrance to kindergarten based on mental age and individual readiness Cluster grouping based on instructional level Open-ended compacted curriculum with flexible pacing Level, grade and/or subject acceleration with flexible pacing Grade or subject "skipping" Advanced placement and honors courses with earlier-than-normal access Permission to receive credit for demonstrated mastery in required courses by recommendation of the Gifted Individualized Education Plan team (credit by examination) Permission to submit proposals to replace requirements for which the student has demonstrated mastery as recommended by the Gifted Individualized Education Plan team (college courses) Independent study designed to meet a gifted student's long-term interests and expertise in a given area Consortium, collaborative or cooperative arrangements with other school districts Online courses Opportunities for gifted students to work with their peers in a resource room Alternative scheduling (block, alternating days, etc.) Arrangement of school schedules in order that gifted students can access the fine arts Incorporation of appropriate outside-of-school educational experiences. Enrichment in content areas Independent learning contracts Mentorships, apprenticeships, internships and field experiences designed to meet gifted students' performance level and career interests A comprehensive service delivery model for gifted students cannot be limited to enrichment alone, one academic area, one program option or solely extracurricular activities. Once the needs of the students are known, the Frazier SD utilizes many types of resources to provide a full continuum of services. The scheduling of options should benefit, not penalize, the gifted student's participation. The Gifted Individualized Education Plan is the best instrument to avoid any confusion and misunderstanding and ensure student success. Gifted programs offered as enrichment include but are not limited to: group competitions (writing, math, STEM), individual competitions (writing and math), individual projects, job shadowing, career exploration, scholarship opportunities, resume building, and educational learning experiences. Acceleration options include dual enrollment, AP courses, as well as online college level courses. It is also possible for students to enroll in classes on campus at local universities when the student(s) have completed the required district credits for graduation. Acceleration is also available as subject-acceleration and acceleration through grades. In the elementary, acceleration within grade-level classes is available. For example, in ELA classes, students may demonstrate a

need for above-grade-level reading instruction. In addition, opportunities are provided to students for public speaking, offered across the curriculum.

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Date