

## GREENVILLE AREA SCHOOL DISTRICT

9 Donation Road

Gifted Education Plan Assurances (Chapter 16)

2020 – 2023

### 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(c) (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 (newspapers, student handbooks, school website, etc.)

The Greenville Area School District (GASD) is aligned with the requirements in 22 PA Code §16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. The GASD conducts yearly child find activities to identify all students who are thought to be gifted and in need of specially designed instruction. The child find notifications are made through the local newspaper (i.e. Record Argus), the GASD website (e.g. [www.greenville.k12.pa.us](http://www.greenville.k12.pa.us)), the GES Student Handbook, and the GHS Student Parent Handbook.

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

The District strives to recognize the unique abilities, talents, interests, and needs of intellectually-gifted students who require special education considerations. GASD utilizes a

screening protocol for locating students who are thought to be gifted and in need of specially designed instruction. The District utilizes a universal screening process to screen kindergarten through sixth grade students. The screening components are varied and diverse, which include: a review of local assessment data, classroom observations, teacher input, parent input, and standardized screening tools.

- Gifted & Enrichment Screening – Kindergarten through Third Grade, Level 1

This level of general screening is to be completed by the Gifted Support Teacher, School Counselor, School Psychologist, and Director of Special Education.

District Assessments – All data collected by October.

- Aimsweb Plus or MAPS (reading, math, and spelling) 94% or above in three out of four domains
- Peabody Picture Vocabulary Test – greater than 120
- Big Ideas or Go Math – beginning of the year benchmark at the Advanced level
- Must meet two out of the three above criteria to move to Level 2

- Gifted & Enrichment Screening, Level 2

If students meet Level 1 criteria, the following is given after a parental letter is sent home for permission to administer the gifted/enrichment screening.

- Individual assessments
  - Kaufman Brief Intelligence Test (K-BIT) 2<sup>nd</sup> Edition – administered by the School Counselor, or Gifted Support Teacher; a score of 125 or higher must be achieved
  - GATES – teacher checklist having three out of the five areas identified as probable or above
  - Certified School Nurse – medical information (i.e. documented evidence that intervening factors are not masking gifted ability)

- Gifted & Enrichment Screening, Level 3

If a student meets Level 2 criteria, they will be referred for an evaluation to determine if they are a student who is gifted and in need of specially designed instruction.

- Gifted & Enrichment Screening – Fourth through Sixth Grade, Level 1

This level of general screening is to be completed by the Gifted Support teacher, School Counselor, School Psychologist, and Director of Special Education.

District Assessments – All data collected by October.

- Aimsweb Plus or MAPS (reading and math) 94% or above in three out of four domains

- Peabody Picture Vocabulary Test – greater than 120
- Go Math – beginning of the year benchmark at the Advanced level
- PSSA advanced level in reading or math

- Gifted & Enrichment Screening, Level 2

If students meet Level 1 criteria, the following is given after a parental letter is sent home for permission to administer the gifted/enrichment screening.

- Individual assessments

- Kaufman Brief Intelligence Test (K – BIT) 2<sup>nd</sup> Edition – administered by the school counselor or Gifted Support teacher. A score of 125 or higher must be achieved
- GATES – teacher checklist with three out of the five areas identified as probable or above
- Certified School Nurse – medical information (i.e. documented evidence that intervening factors are not masking gifted ability)

- Gifted & Enrichment Screening, Level 3

If a student meets Level 2 criteria, they will be referred for an evaluation to determine if they are a student who is gifted and in need of specially designed instruction

Gifted & Enrichment Screening – Seventh through Twelfth, Level 1

This level of general screening is to be completed by the Gifted Support Teacher, School Counselor, School Psychologist, and Director of Special Education

District Assessments

- MAPS
- Peabody Picture Vocabulary Test – greater than 120
- PSSA, Keystone – advanced level in read or math
- Algebra Assessment – meeting minimum performance standard (90% correct)

- Level 2 – If students meet Level 1 criteria, the following is given after a parental letter is sent home for permission to administer the gifted/enrichment screening.

- Individual Assessments

- Kaufman Brief Intelligence Test (K – BIT) 2<sup>nd</sup> Edition – administered by the school counselor or Gifted Support teacher, a score of 125 or higher must be achieved
- GATES – teacher checklist (ELA, math or science teacher) with three out of the five areas identified as probable or above

- Certified School Nurse – medical information (i.e. documented evidence that intervening factors are not masking gifted ability)

- Gifted & Enrichment Screening – Level 3

If a student meets Level 2 criteria, they will be referred for an evaluation to determine if they are a student who is gifted and in need of specially designed instruction.

Who is able to refer? Is a parent referral different than a teacher referral?

A parent, teacher or administrator may refer a student at any time for a Gifted & Enrichment Screening. A parent referral is not different than a teacher referral. Teachers usually consult with the parents prior to making a referral.

Who are the personnel involved in the referral process? What is their role in the GASD and in the referral process?

The personnel involved in the referral process are the Gifted Support teacher, School Counselor, School Psychologist, Director of Special Education, classroom teacher(s), principal, school nurse, the parent, and the student.

- The Aimsweb Plus or MAPS benchmark assessment data are reviewed by the Gifted Support Teacher, School Counselor, School Psychologist, and the Director of Special Education.
- The Peabody Picture Vocabulary Test can be administered and reviewed by the Gifted Support teacher, School Counselor, School Psychologist or a Speech & Language Pathologist.
- The Big Ideas (math K – 2) or Go Math (math 3 – 6) grade level teachers collaborate with the Gifted Support teacher.
- Kaufman Brief Intelligence Test (K – BIT) 2<sup>nd</sup> Edition – is administered by the School Counselor or Gifted Support teacher.
- GATES – at least one classroom teacher completed the checklist
- Certified School Nurse – medical information is provided to the school psychologist.

Are there timelines to the referral process?

There are no timelines identified in the Chapter 16 Regulations governing the referral process for a gifted evaluation. However, the GASD strives to complete screening Levels 1 and 2 so as not to hinder the identification and specially-designed instruction required by a learner. A Gifted Evaluation is conducted to gather information that will be used in order to determine eligibility and the need for gifted education. The evaluation is compliant with state and federal law.

Mentally gifted is defined in the Pennsylvania Gifted Education Guideline (2014) as “outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.” A student may be eligible for gifted education if he/she has an IQ of 130 or higher and other factors listed below that indicate gifted ability. Additionally, gifted ability cannot be based on IQ score solely. If the IQ score is lower than 130, a student may be identified as eligible for gifted support and in need of specially designed instruction when other conditions (multiple criteria) strongly indicate gifted ability. The multiple conditions/criteria to be considered include:

- Achievement test scores one year or more above level
  - Observed or measured rates of acquisition and retention of new content or skills that reflect gifted ability
  - Achievement, performance or expertise in one or more academic areas that demonstrates a high level of accomplishment
  - Higher level thinking skills
  - Documented evidence that intervening factors are masking gifted ability.
3. Described your district’s procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based as ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

**SCREENING AND EVALUATION PROCESS OVERVIEW:** At any point in the process, a parent may request an evaluation within the limit of one request per calendar year. If the request is made orally to any professional employee or administrator of the District, that individual will notify the Department of Special Education immediately. When the District receives the request, the parents or guardians will receive a Permission to Evaluate form within ten calendar days of the verbal or written request. The District must receive a parent’s or guardian’s signature on the Permission to Evaluate form in order to proceed with the evaluation by a certified school psychologist.

- Level 1 – Screening includes a review of Aimsweb Plus, Maps, Peabody Picture Vocabulary Test, PSSA Keystone, and Teacher Recommendations.
- Level 2 – Screening is the administration of the Kaufman Brief Intelligence Test, Teacher Recommendations. A Consent to Screen letter is issued to the parent/guardian for permission to administer the Kaufman Brief Intelligence Test – Second Education (K – BIT 2). If the student scores 125 or higher on Verbal, Nonverbal and/or Overall Composite on the K-BIT 2, they are referral for a full gifted education. If the student scores below 125 a letter to the parents is issued stating that a full gifted evaluation is not recommended. However, the parents/guardians continue to have the right to formally request this evaluation.

- Level 3 – If the student meets all the criteria of the universal and individual screening process, the Gifted Permission to Evaluate is issued to the parents. Upon receipt of the signed permission, the Gifted Multidisciplinary Team completes the evaluation within 60 calendar days. The GMDT team members complete rating scales and input forms. The evaluation conducted by the school psychologist includes ability, achievement, grades, learning strengths, educational needs, aptitudes, interests, rates of acquisition, rates of retention, and the identification of any intervening factors. GASD gifted evaluation data (see listing below) is summarized in the Gifted Written Report. Each data set (multiple criteria) is considered with points awarded for the identification of need based on their academic strengths and need for specially-designed instruction from Gifted Support Services on either the Matrix Guidelines for K – 3 OR the Matrix Guidelines for 4 – 12.
- Cognitive abilities, as measured by an individually administered IQ test (WJ – IV, WISC – V)
- Academic abilities in reading, as measured by an individually administered achievement test (WJ-IV, WIAT-4)
- Academic Abilities in reading, as measured by benchmark assessments or group achievement test (most recent Aimsweb Plus or MAPS benchmark data in grades K -3) or PSSA data in grades 4 – 8)
- Academic abilities in reading, as measured by teacher grades (most recent quarter report card grade)
- Academic abilities in math, as measured by an individually administered achievement test (WJ-IV, WIAT-4)
- Academic abilities in math, as measured by benchmark assessments or group achievement test (most recent AimswebPlus or MAPS benchmark data in grade K – 3 or PSSA data in grades 4 – 8)
- Academic abilities in math, as measured by teacher grades (most recent quarter report card grade)
- Teacher observations of leadership, specific academic aptitude, creativity, and intellectual abilities (Teacher Recommendation)
- Completion of the GATES Rating Scale by the teacher to determine rates of acquisition and retention

- Completion of the parent input form if a student qualifies for a 504 Plan can be included in a Gifted Individualized Plan. According to 22 PA Code Chapter 15, a student with a physical or mental impairment that substantially limits or prohibits participation or access to an aspect of the student's school program may require a 504 Service Agreement to establish aids, services, and accommodations to access the general curriculum. There is not requirement to include or prohibit a 504 Plan in a Gifted Individualized Education Plan. If the student has a Gifted Individualized Education Plan, the 504 Plan could be referenced in the Support Services section of the Gifted Individualized Education Plan.
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 review of the Gifted Education Plan required by the Future Ready Comprehensive Planning Process (FRCPP) created the opportunity for the GASD to have a team of individuals with diverse skills and interests examine the screening, evaluation process, and services for students receiving gifted support. The GASD Matrix Guidelines for K – 3 and the Multiple Criteria Matrix for Grades 4 – 12 screening tools are being revised due to a change of the universal screening tool utilized. The District is adding a standardized tool within the evaluation process after reviewing other district protocols. Through collaborative efforts with multiple constituents (i.e. students, families, teachers, administrators, the Midwestern Intermediate Unit IV's Educational Consultant; webinar; and professional development activities, the GASD will continue its' implementation of gifted programming at GES and GHS across all grade levels. The gifted services for identified gifted students are based on each student's unique needs. The GASD's gifted services allow students to participate in enrichment or acceleration, or both, as appropriate, and to receive services according to their intellectual and academic abilities. The selection of activities, curriculum, and instruction for students identified as gifted is based on their identified strengths in the areas of English language arts, mathematics, and the sciences. Teachers work collaboratively to create meaningful, high-level, challenging activities. The instructional intent of an activity may be the experimentation, challenge, and/or the discovery of the unexpected. Instructional teams nurture the gifted student while enriching their gifted qualities through differentiated instruction. The Pennsylvania Association for Gifted Education (PAGE) identifies several differentiation strategies used in GASD's gifted support services including anchor activities, activity menus, cubing/think dots/tic tack toe boards, curriculum compacting, independent study, and learning centers. (PAGE publication "Differentiation for Gifted") Acceleration in English language arts, mathematics or the science may be needed to address a student's giftedness. The addition of the Iowa Acceleration Scale to the Evaluation process will be utilized to guide educational teams in the decision-making process of acceleration. This tool adds a systematic and defensible method when determining student placements and

considering the need for acceleration. Gifted programming is determined through collaboration of the gifted support teacher, general education teachers, parents/guardians, and students. The dual identification occurs when a student is determined to qualify for gifted (Chapter 16) and special education (Chapter 14) services. Chapter 14 regulations supersede Chapter 16 and are followed.

- I. Highlights of each grade band during the School Year 2020/2021
  - a. K – 3: There are currently two students who are gifted in this grade band. One student is continuing to participate in remote instruction and the accelerated option to work at his own pace in mathematics. The second student enjoys the opportunity to work with older students in a variety of challenging activities including Math 24, Blokus (logic strategy), Ozobots, and the introduction to additional logic activities.
  - b. 4 – 5: The fourth grade students have completed a research project and presented it to their class. They are currently engaged in the M & M Madness requiring sorting, graphing, converting fractions to decimals, and percentages which they will present to their class. They have also completed activities with Ozobots, Lego building, Scrabble, Chess, Banana Grams, and Upwords. The fifth grade students were engaged in a Harry Potter & the Sorcerer’s Stone book study and project; initiated the research and preparations for the Presentation’s Academic Game; and have played all of the Academic Games.
  - c. 6 – 8: The sixth graders researched the Egyptian pyramids, completed the math calculations to build a scale model of Giza, the Sphinx and Obelisk, and the Pyramid of Djoser. The students have also played Blokus and other activities of their choice. The seventh graders started researching Van Gogh for a project but shifted to building a scale model of chariots. The eighth graders are preparing for the Youngstown State University English Festival.
  - d. 9 – 12: At the time of this submission, our ninth through twelfth grade students were experiencing their seventh day of in-person learning. Previously, they were attending only on Tuesdays and Fridays.
  
- II. Highlights of the Gifted Support Program Enrichment:

The Academic Games are open to students in third through sixth graders who show academic excellence in the classroom.

- Linguishtik: “Ling”: is a game of grammar and writing. Students must find words and use them correctly in sentences. Skills needed include English and grammar.
- Propaganda: While playing Propaganda, players learn to recognize techniques of persuasion that are often used by advertisers, politicians, editorial writers, and in normal human interaction. Players increase their ability to discern the truth from smokescreens; they learn to figure out the reality of situations rather than getting duped by the



techniques. Players become critical thinkers, by reading and researching the different techniques. Players on a team from a school spend time studying together and exchanging ideas and notes as part of their learning experience.

- Mr. President and World Events: Mr. President and World Events require students to read informational /non-fiction text about presidents, and current and historical world events. Students research topics and present information as well as read and comprehend text that is higher than grade level.
- Equations: Equations is a math game that involves addition, subtraction, multiplication, division, fractions, percent, least common multiple, greatest common factor, square root, prime numbers, additive inverse, positive and negative numbers, place value, exponents, factorial, decimals, and averages.
- On-sets: On-sets is a math game that teaches spatial relationships, to create and described sets of colored objects using union, intersection, set difference, set complement, the universe, and the null set.
- 7<sup>th</sup> Grade: Students with GIEPs may take Spanish I.
- 7<sup>th</sup> Grade: Students may schedule Algebra I if they meet the minimum performance standard.
- 8<sup>th</sup> Grade: Students with GIEPs may take Spanish I or II and Geometry if they have passed Algebra I.
- Grades 9 – 12: The GHS has standing articulation agreements through the College in High School programs at the University of Pittsburgh, Seton Hill University, and Thiel College. Students who have met the requirements to enroll in the highlighted CHS courses will have the opportunity to simultaneously earn high school and university credit for a reduced tuition rate. Each of these courses is scheduled within the scope of the regular school day and provides students with the tremendous opportunity to affordably begin their college education.

### III. Additional Components of the Gifted Support Program

- Prior to the COVID – 19 Pandemic mandatory school closure, the Enrichment services were being expanded to all high-end learners on a rotating basis.
- GASD students have participated in KNEX, Academic Games, and online competitions offered during remote learning (i.e. STEM Challenges).
- All students identified as being eligible and in need of specially-designed instruction are offered pull-out time in the Gifted/Enrichment classrooms at Greenville Elementary School and Greenville High School.
- The Gifted Support teacher has taken gifted students and enrichment learners on small group learning, challenge activities.
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- The Gifted Support teacher is versed in curriculum compacting (Renzulli) and has offered homeroom teachers assistance compacting units which are generally in math.
- The Gifted Support teacher pushes in to co-teach during lessons where there is a need.

The Gifted Education Plan draft will be posted at [www.greenville.k12.pa.us](http://www.greenville.k12.pa.us) for public review and viewing as defined in §16.4. Comments regarding the Gifted Education Plan should be directed to the Mr. Brian Tokar, Superintendent or Mrs. Connie S. Timashenka, Director of Special Education.