

PORTAGE AREA SD

84 Mountain Ave

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 Portage Area School District provides annually public notices to inform the public of the gifted education services and programs offered through the district. Notices and/or documents regarding available Gifted services and programs are posted on the district website, referenced in the student handbook under the Student Services and informational resources can be obtained, by contacting or visiting the building or special education offices.

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

Any student K-12 can be referred for screening by parents, teachers, guidance counselors and school administration. Portage Area School District also utilizes a multilevel universal screening model for locating students thought to be gifted or in need of specially designed instruction. A. Students in grade 3 will be administered the Otis-Lennon School Ability Test (OLSAT). This K-12 assessment is multiple-choice and measures reasoning skills with several types of verbal, nonverbal, figural, and quantitative reasoning questions. B. Students are administered the Acadience Reading (grades K-3) and Math (K-6) assessments. Students in grades K-8 are administered the LinkIt! assessments for ELA and Mathematics. C. Those who are assessed on the OLSAT receiving a score in the 90th percentile or above and/or score in the top 10% in math and reading assessments will be considered for additional screening and potential full evaluation by the Academic Achievement Team. The Academic Achievement Team consists of a building Administrator, School Psychologist, Director of Special Education, and Gifted Support Teacher. D. The next level of screening uses two assessments administered by the school psychologist: the Brief Intelligence Test (KBIT) and the Wide Range Achievement Test (WRAT). A gifted rating scale is also completed by students' teacher(s). Grades, results on state standardized tests, and any available benchmark testing data are also considered. Based on the results of the screeners reviewed by the Academic Achievement Team, the individual student may be referred for a full evaluation for mental giftedness.

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. A Permission to Evaluate to complete a comprehensive evaluation to determine eligibility for giftedness will either be issued two weeks after Academic Achievement Team indicates assessment results need further testing or 10 calendar days after a parent request for an evaluation. B. When permission is received by parent/guardian, full psychoeducational evaluation is required to take place within 60 calendar days. The evaluation will consist of: review of screening results, gifted screener (e.g., GATES-2), a standardized cognitive

assessment (e.g., WISC-V), a standardized achievement (e.g., WIAT-4), ratings of characteristics such as Learning, Leadership, Creativity, High-level Thinking, etc., a measure of retention and acquisition, parent and teacher input, and any other relevant student education records. Nurse input will be provided to determine if there may be intervening factors masking the student's gifted ability. C. Following the evaluation and considering the Gifted Written Report, Academic Achievement Team discusses eligibility and/or recommendations for specially designed instruction if needed. Portage utilizes a matrix to determine eligibility. If a student obtains a score of 130 or above for Full Scale IQ (FSIQ) or General Ability Index, they will automatically qualify. If scores are between 120-130, multiple criteria are considered. Multiple criteria indicating gifted ability include: (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. (4) Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities. Scores below 120 result in ineligibility for giftedness. Parents may request one evaluation per year.

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.

At the Portage Area School District, gifted programming is differentiated based on the needs of each gifted student. There are currently two gifted education teachers in the district. One teacher serves each school building. Gifted programming includes opportunities for acceleration, enrichment or both. The following is a non-exhaustive list of examples of gifted programming options available as a continuum of services offered to eligible students attending the Portage Area School District: • Grade or subject advancement • Independent study • Online courses • Opportunities for gifted students to work with their peers in a resource room • Incorporation of appropriate community-based educational experiences • Enrichment in content/interest areas • Internships and field experiences/job shadowing designed to meet performance level and career interests. • Dual Enrollment • Curriculum Compacting

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06/27/2023
Date