

HUNTINGDON AREA SD

2400 Cassady Ave

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

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 updated Annual Public Notice of Special Education Services and Programs, Services for Gifted Students and Services for Protected Handicapped Students is published in the local newspaper, printed in the student handbook, and displayed on the school website. A summarization of gifted services is also printed in the school handbooks. The HASD Gifted Support Programs are also displayed on the school website.

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

1. The following data is reviewed at least once per year by building level administrators, grade level Professional Learning Community teams, School Psychologist(s), and Student Services Administration: -Acadience Reading -Reading and Math Benchmarks for kindergarten through fifth grades. -CDT Data for Sixth through Eleventh Grade -Keystone Exams for eighth through eleventh grades -PSAT for tenth grade Students who perform in the 92nd percentile rank and/or advanced on these assessments will be considered for the administration of a standardized gifted screening instrument (with parent/guardian consent). Huntingdon Area School District uses the KBIT-2 and RIST-2 Screening Instruments. Once the screening is completed a Child Student Team (CST) meeting is scheduled with parents to discuss the results with the family, review student data, and determine the need to refer for a multidisciplinary gifted evaluation. Students who perform at IQ scores of 120 or higher on the gifted screening will be referred for multidisciplinary evaluation. 2. Parents and teachers may request a gifted screening once a year by completing a Gifted Screening Request Form. A referral for a gifted screening shall be made when the student, regardless of any disability, is suspected by teachers or parents of being gifted due to the student demonstrating characteristics of mental giftedness consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular education classroom. Once parental consent is obtained, a general intelligence screening is completed within 30 days. When the screening is completed a Child Student Team (CST) meeting is scheduled with parents to discuss the results with the family, review student data, and determine the need to refer for a multidisciplinary gifted evaluation. 3. Parents may also request in writing a multidisciplinary evaluation to determine if a student is eligible and in need of gifted services no more than once per year. Our district ensures that the screening process does not serve as a bar to the right of the parent to request an evaluation.

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

1. A referral for the gifted multidisciplinary evaluation (GMDE) is made when a student is suspected of being gifted by school personnel or

parents and a request for an evaluation has been made by the student's parents OR thought to be gifted because screening indicates high potential consistent with the definition of mentally gifted OR performance levels far exceed that of others in the regular education classroom. 2. The District obtains informed parental consent through the issuance of a Permission to Evaluation Form, which shall state the reason for referral, assessments to be used, and timeline for the evaluation (60 days). The District sends Procedural Safeguard Notices with all Permissions to Evaluate. 3. The district's gifted multidisciplinary team (GMDT) is minimally comprised of the student's parent/guardian(s), the student's teachers, a certified school psychologist, the student, and an Local Education Agency (LEA) representative. 4. The school psychologist coordinates the Gifted Multidisciplinary Evaluation (GMDE) process. The school psychologist conducts a comprehensive evaluation that is sufficient in scope to investigate information relevant to the student's suspected giftedness. The school psychologist completes the following: -Reviews information gathered in the screening process from the Child Study Team, parents, teachers, or others who interact with the student on a regular basis. -Gathers information regarding the student's academic functioning (including historical records), learning strengths and needs (including input from the student's parent/guardian(s), and possibly the student), and rates of acquisition. This could include but is not limited to: -----Daily school performance (e.g., unit/chapter assessments, projects, etc.) -----Local Assessments (Acadience, Benchmark Assessments, CDTs, Study Islands, Spring Math, etc.) -----State Assessments (PSSA/Keystones) ----- Other standardized assessments (PSAT/SAT/ASVAP) -----Acquisition and Retention Scales (Chuska Scale) -Administers and scores standardized cognitive assessment (WISC-5, RIAS-2) -Administers and scores standardized measures of academic achievement (WIAT-4) - Disseminates and collects information from at least one teacher and the student's parent/guardian using the Gifted Rating Scale (GRS) 5. The School Psychologist prepares a Gifted Written Report that summarizes information and findings from the evaluation concerning the student's strengths and educational needs. The reports will make recommendations as to whether the student meets the multiple criteria for mental giftedness and is in need of specially designed instruction. The report will also indicate the basis for those recommendations, and include recommendations for the student's educational programming, and list the names and positions of the members of the GMDT. - The term mentally gifted includes individuals with an intelligence quotient of 130 or higher when multiple criteria, as set forth within regulations, indicate gifted ability. Students with an IQ of 130 or higher automatically qualify for gifted education. -If a student's IQ is less than 130 other factors such as academic performance, demonstrated achievement, and other observed skills are considered through the use of the HASD Gifted Eligibility Matrix. A minimum of 21 points is required for eligibility. The Matrix includes the following: -----Cognitive Ability (5 Points Max): Based on performance in the 90th-99th percentiles on assessments of Cognitive ability (WISC-5, RIAS-2) ----- Achievement (4 Points Max): Based on performance in the 91st-99th percentiles on standardized measures of achievement (WIAT-4) ----- Gifted Screener (3 Points Max): Based on performance in the 92nd-99th percentiles. -----Teacher Rating Scales (3 Points Max): Based on 1-5

areas rated as High -----Parent Rating Scales (3 Points Max): Based on 1-5 areas rated as High -----Standardized Test Scores (3 Points Max): Includes Acadience, CDT, PSSA, Keystone, PSAT, or SAT scores -----Grades (3 points Max): Grade point average of 3.9-4.0+ for secondary OR 90%-100%+ average elementary. -----Reading Performance (2 points Max): Based on Fountas and Pinnell or Basic Reading Inventory Grade level equivalent -----Intervening Factors (2 Points): Provides consideration of ESL or documented disability that could mask giftedness. 6. The GMDT evaluation will be completed and a copy of the Gifted Written Report presented to the parents no later than 60 calendar days after the district receives the signed Permission to Evaluate form indicating consent of this evaluation.

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 gifted program offered to a student identified as gifted is individualized with the instruction matched specifically to the student's achievement, abilities and interests. The Huntingdon Area School District provides opportunities for students to participate in enrichment, acceleration or both, as deemed appropriate by the GIEP Team. The curriculum may be compacted with flexible pacing and/or independent study may be designed based on the gifted student's long-term interests and expertise in a given area. Gifted students may be enriched, with curricula being differentiated, by the gifted teacher either in the regular classroom or in the gifted program. Gifted students may be provided opportunities to work with their gifted peers in the gifted resource room to broaden and deepen their knowledge. Acceleration may occur either with same age peers or older peers, depending on the achievement, ability and needs of the gifted student. Other options that may be provided and are based on the student's individualized achievement, abilities, and interest could include: distance learning, online courses, advanced placement and honors courses with earlier-than -normal access, and independent learning contracts.

ELEMENTARY PROGRAM: At each building, one gifted support teacher works with administration, and classroom teachers to provide gifted programming for students as deemed appropriate by the GIEP by the GIEP Team. The gifted support teacher acts as a catalyst to help facilitate differentiated education in a variety of different grade level subjects. Additionally, the gifted support teacher provides classroom teachers with resource materials and ideas for class enrichment and acceleration. The elementary gifted program services students both inside and outside of the classroom as deemed appropriate according to the student's GIEP . Gifted students are provided with a flexible schedule that allows them to move in and out of the classroom/grade levels/buildings to ensure that studies are academically appropriate and meeting the student's needs. Placement is determined by reviewing leveled math, reading, and writing assessments administered throughout the school year. Students in the elementary gifted support program engage in complex reading, writing, vocabulary, science technology and current events exploration. Additionally, the curriculum allows students to delve into real-world and futuristic problem-

solving, address global concerns, develop statistic and accounting skills, investigate career options, discover the arts and hone critical thinking and reasoning skills. Students receiving gifted support services complete enrichment activities and projects based on individual strengths and interests. Personal interest projects are collaborative effort between student and teacher and are scored according to guidelines and rubrics established and agreed upon by both parties. Projects vary depending upon student interests and may include, but are not limited to the following: writing or producing a play, implementing a community project, developing an invention, creating a model, designing a board game, teaching a skill to other students, presenting a personal hobby or interest, sharing a talent, filming a documentary or delivering a presentation that addresses world or personal concerns. These projects are typically shared with peers, parents, and/or the community. Some extra-curricular activities could include, K-Nex Competition with IU#11, STEM learning projects, and Odyssey of the Mind competitions.

MIDDLE SCHOOL PROGRAM: At the middle school level, students identified as gifted and demonstrate a need, receive comprehensive literacy instruction at an accelerated rate. This allows time for a higher level of development than the regular curriculum. In addition this acceleration provides time for enrichment opportunities both at the group and individual levels. A focus is placed upon taking the information acquired through language analysis and utilizing it to create more effective and refined means of communicating that are unique to each student's style. Students who require advanced coursework in other areas will be accelerated and/or receive enrichment according to their individualized needs in those area(s). The need for acceleration in math is accommodated by assigning students to higher level math classes, coordinating this with the high school math program when necessary and appropriate. Students are also encouraged to participate in various competitions and to seek publication of their writing. Other middle school extra-curricular activities that provide outlets for student with special interests and talents include middle school band, high school marching band, jazz band, and student council.

HIGH SCHOOL PROGRAM: The main goal of the high school gifted program is to ensure that students are learning material at a level that coincides with their academic needs. Some of the options at the high school include: students register for advanced level classes or select college classes through dual enrollment offerings, courses can be completed through acceleration or compaction, credit by examination, course exemption, individualized in-class or out-of-class assignments and differentiated instruction in the regular classroom. Students identified as gifted may have resource room support with the gifted teacher to discuss and compete thier individualized goals. They may also engage in an independent study, research, or project on a topic that is not introduced in regular education. In other cases, some scholars become interested in a topic that wa included in a scheduled class and want to explore more in-depth. These options as well as more individualized plans may be considered, with the specifics determined at the GIEP meeting. The enrichment options include opportunities for students to engage in activities that will add dimension to their academic needs and desires. Students select from a wide range of short-term and long-term activities that are not offered in the regular curricula. Enrichment can provide extra challenges and

stimulate interest in new area. The choice usually requires some time out of the student's regular education courses in order to complete the activities. Time out of class is alternated so that students are not consistently missing the same class. Activities fall into several categories. Many are prestigious nationally recognized competitions, thereby enhancing the student's high school record. Some enrichment options include: ASMA, AMC, Great Writers Series, creative writing competitions, essay writing competitions, Voice of Democracy, Rosetta Stone languages, Future Problem Solving, Model United Nations and guest speakers.

HUNTINGDON AREA SCHOOL DISTRICT CHILD STUDY TEAM The Child Study Team is comprised of a regular education, special education and/or gifted teacher, a school psychologist, guidance counselor, building principal or assistant principal, Director and/or Assistant Director of Pupil Services. These individuals provide a variety of services to the staff, parents, and students. Services may include intervention, monitoring, consultation, identification, assessment, program planning, educational placement, enrichment plans, individualized learning plans, and agency referrals. In addition to the basic CST members, licensed psychiatrists, physicians, neurologists, speech/language specialists, occupational therapists, and other administration are consulted when necessary. The mission of the Child Study Team is to maximize individual student success in the regular education classroom and to also serve as a screening mechanism for students who may be in need of specialized services. The team works in collaboration with students, teachers and parents to make school an academically successful and pleasant experience for all children. The team has a special concern for the whole child (socially, emotionally, and academically). The primary goal is to provide appropriate services and specially designed programs, or both, to better meet each individual's needs. If parents are concerned about their child's progress or school program, they should feel free to discuss such issues with their child's teacher, guidance counselor, and/or principal. In addition, parents have the option of making a referral to the Child Study Team to discuss plan and/or interventions to assist their children in school. A referral to the Child Study Team may be made by a parent or a teacher. Contact can be made to the building principals, classroom teachers or Office of Pupil Services.

Jennifer Mitchell
Chief School Administrator

08/24/2022
Date