

LEBANON SD

1000 S 8th St

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 district maintains a dedicated section of its website to the required notices as well as publishes them in a district calendar/information booklet distributed to all families. It is also pushed out to the newspaper annually. Required notices are also printed in student handbooks.

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

All students are assessed using district assessment protocols. Additionally, teachers are provided opportunity to make recommendations to the principal and director of special education. Parents may also request a gifted screening. PSSA Scores, DIBELS scores, Classroom Diagnostic Tool's (CDT's), Common Assessment Data, and ARC IRLA data are examined by teachers with the gifted educators to identify students to be screened. A screener is in place that is used by the school psychologist to determine if a student will be tested. 1) This screener gives up to 2 points for the assessments previously listed that are at the 90th percentile/Advanced or above benchmark. 2) The student is being the Gifted Rating Scale (GRS) and may receive 1 point for this area if the T-Score is 60-69 and Cumulative % 84. 3) The student is give .5 for Reading/Language grades and .5 for Mathematics, 1 point for 95% or higher in all content areas and In K-1 grade one point for DIBELS/ORF scores above benchmark. If the student scores 2.5 out of 4 points they will be tested for eligibility. (We are currently looking at a universal screener)

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

Standardized assessments are conducted by the school district's psychological services staff, interviews of parents and students, and surveys of staff. A district created Gifted Identification Matrix is used by the school psychologist to determine eligibility through multiple criteria. 1) Using PSSA DIBELS/ARC IRLA CDT's, Wechsler Intelligence Scale for Children WIAT-4, and Common Assessment Data a point is awarded for each subject area (Reading and Mathematics). 2) GRS T-scores of 60-69 and a Cumulative % of 84 are given 1 point. 3) Parent input of anecdotal observations strongly suggesting gifted ability result in 1 point. 4) The Wechsler Intelligence Scale for Children 5th Edition (WISC) score of 130+ = 1 point, 125-129 = 2 points, 120-124 =1 point, 119 or below= 0 points. - 3 point maximum. if a student score is in question The Wechsler NonVerbal Scale of Ability (WNV) may be used as well as the psychologist professional input. Some of the areas that are examined in our population are the Wechsler Individual Achievement test and consideration is given to those students that speak multiple languages. A student scoring 6 out of 8 points is identified as gifted/talented.

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 gifted coordinator at the elementary level plans for each student and offers coaching to teachers as well as other programming. At the middle and high school level, school counselors along with a gifted educator work with teachers to provide experiences that leverage students' giftedness. Enrichment in critical thinking, creative thinking and research skills at the elementary level is a pull-out program utilizing small group instruction project-based learning and problem solving. Students are seen by the gifted instructor for 2, 1 hour sessions per 6 day cycle for 3rd -5th grade. 1st and 2nd graders are seen for 2 ½ hour sessions. Acceleration at the Middle Level begins when students enter 6th grade in Mathematics course selection. This allows advanced students to take the Algebra Keystone in 8th grade. Differentiated instruction is implemented in other classes as they complete coursework at the middle level. SEE Seminars Student Enrichment Experiences are opportunities provided through IU 13 for students as well. There are further opportunities provided by our gifted instructor for students to engage in project-based learning activities. At this level it is a pull-out enrichment program. Acceleration at the High School level occurs with course selection. Students are given the opportunity to select courses including honors level and college credited courses. There are further opportunities provided by our gifted instructor for students to engage in project-based learning, career and college preparation, and acceleration beyond the curricular offerings. Classroom teachers are provided with the GIEP's and acceleration and differentiation is an expectation.

Dr. Abrom Arthur
Chief School Administrator

09/20/2021
Date