

OWEN J ROBERTS SD

901 Ridge Rd

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 school district has a Gifted Page on its website under Student Services. The webpage describes gifted services in the district, the process for determining need, and the mission of the Gifted Department. There is also a link to a Parental Guide for Gifted Education and the Chapter 16 - Procedural Safeguards. The Gifted staff for each building and their contact information is also listed. Information about gifted services is also available in the Elementary, Middle School and High School digital handbooks. The Annual Child Find Notice is posted by the Chester County Intermediate Unit and sent to each building in the district to also post in their main office.

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

Classroom teachers and guidance counselors use a screening process to review the progress of all students in order to identify those who are thought to be gifted and may need specially designed instruction. In the elementary buildings, a universal screening takes place at the end of first grade. This screening utilizes classroom data already available in our student information system in the areas of reading and math (Fountas & Pinnell level, including comprehension & iXL Benchmark scores). Students may move to phase II by scoring a 4 in the ELA column, which would indicate they are performing at least 4+ trimesters above grade level with a comprehension score of 7 or higher. If a student is performing 3 or more trimesters above grade level with a comprehension score of at least 7 or 4 trimesters above with a comprehension score less than 7, they earn 3 points. Two points would be earned by a student performing 2 trimesters above grade level with a comprehension score of 7 or 3 trimesters above with a comprehension score of less than 7. Students 2 trimesters above level with a comprehension score of 4, 5, or 6, earn 1 point. On the math side, a student's iXL data is used to see if they qualify to move on to the second part of the math phase I. If student scores are one year ahead in the iXL snapshot than their expected range (ie. grade 1 student scores 200+ in the fall, 250+ in the winter or 300+ in the spring) they move on to take the Everyday Math (EDM) Summary Assessments. The EDM summary assessments are broken into Mid- and End of Year assessments. Students are given the assessments based on the following: Prior to Nov 15, Fall & Spring of current grade are administered; Mid-year, Spring of current grade and Fall of next grade are administered; End-of-Year, Fall & Spring of Next Grade are administered. Points are awarded as follows: 75% or above, 4; 65-74%, 3; 50-64%, 2; and 30-49%, 1. Students with less than 4 on the ELA also take the Everyday Math Summary Assessments to earn a minimum of 5 points to move to phase II. These assessments take place in the fall of second grade. Parents are notified of the screening process after the initial data pull. Those not moving forward receive a notification. Those needing to move on to the Summary Assessments also receive notification and may opt their child out at this time. Students who meet the minimum ELA criteria and can move forward also receive

notification and the option to opt their child out of moving to the next phase. Once a child has achieved 4 in either ELA or Math or a combination of 5 points in both, they move to phase II, which is an assessment of ability and reasoning, such as Screening Assessment for Gifted Elementary and Middle School Students - 3 (SAGES-3) or Cognitive Abilities Test Screener (CogAT) . This assessment is administered in small groups by the designated staff in each building. Students scoring 131 or above earn 4 points, 128-130 earn 3 points, 124-127 earn 2 points and 120-123 earn 1 point. These points are added to the points from phase I of the screening. Students with a score of 8 or above move on to phase III, and a Gifted Permission to Evaluate is issued. Teachers and parents are asked to complete checklists, such as the Gifted Rating Scales (GRS), and a district-created input form as part of the evaluation process. This is in addition to the cognitive and academic testing done by our school psychologist. For students beyond first grade, the universal screening process is applied, again utilizing already available data to identify students that may be in need of services, with criteria thresholds appropriate to their current grade level(see above). Teachers may also individually refer a child for screening if they feel the child may be gifted and may need specially designed instruction. The universal screening process as described above is also utilized in these situations to gather the needed data in the screening form. It is also utilized when there is a parent request to evaluate, but those students do move forward to an evaluation even if the criteria thresholds in phase I & phase II are not met. The administrative team continuously reviews the screening process to ensure consistency and equity in the review process.

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

Students with a score of 8 or above combined from phase I & II, move on to phase III, and a Gifted Permission to Evaluate is issued. Teachers and parents are asked to complete checklists, such as the Gifted Rating Scales (GRS), and an district-created input form as part of the evaluation process. This is in addition to the cognitive and academic testing done by our school psychologist. The school psychologist administers cognitive and ability measures, such as Wechsler Intelligence Scale for Children, 5th Edition (WISC-V), Woodcock Johnson Tests of Cognitive Abilities Fourth Edition, Wechsler Preschool and Primary Scale of Intelligence, 4th Edition (WPPSI-4), Wechsler Individual Achievement Test - Third Edition, or Woodcock Johnson - IV, in addition to reviewing the information collected as part of the screening process. Updated academic information is also collected from the homeroom teachers. At the elementary level, this includes a current Fountas & Pinnell level, current Everyday Math Scores, and content area information. At the secondary level, this includes the child's current grades. This is compiled into a Gifted Written Report and issued to the parents within 60 days of the signed permission. The evaluation clock does stop at the last day of school and resumes on the first day of the next school year. If a student's evaluation timeline

overlaps the summer, this is explained to the family. If time allows in the school psychologists schedule, the evaluation might be completed in the summer and if so, a Gifted Individualized Education Plan meeting is held within 30 days of issuing of the report. This is also true for qualifying evaluations issued during the school 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 elementary level, gifted programming focuses on language arts and math. Students in need of enrichment are provided with supplemental activities within the general education classroom and receive specialized instruction within the gifted support classroom. The supplemental activities range from extension activities in the areas of social studies or science, book clubs utilizing higher level texts, or research projects correlated to the class activities which are presented to classmates at some point in the future. Within the gifted support classroom, students participate in challenge math activities, debates and discussions and STEAM activities that draw on multiple disciplines. Students in need of acceleration in math participate with the appropriate grade level for the math block. If needed, additional support is provided to assess any gaps in knowledge from skipping a grade level. Students in 6th grade have the opportunity to participate in math at the Middle School level and then return to their elementary building for their other subjects. Acceleration in language arts is achieved by providing higher level texts and discussion groups with peers of similar abilities. Care is taken to ensure the material in the higher level texts is appropriate for the child's chronological age. Programming for identified gifted students at the middle school follows the carefully crafted gifted individualized education plans that are created for each child. Students are afforded enrichment within their academic courses and during weekly scheduled gifted seminar time. Student goals are met via collaboration with gifted peers, individualized project planning with gifted teachers, and through classroom teacher/gifted teacher co-created leveled up activities and enhanced opportunities. Gifted Seminar is offered to qualified students in grades 9-12, this course is specifically designed to provide unique enrichment activities and experiences for those gifted students interested in expanding their high school experience. They identify an area of interest and culminating related project and work direct with key stakeholders to complete their individual project. The accredited course is graded and weighted at the honors for grade point average calculation.

Will Stout
Chief School Administrator

12/21/2021
Date