

OIL CITY AREA SD

825 Grandview Road

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.).

All districts within the IU6 consortium ensure that the annual notice is published across all county media platforms. This annual notice specifically outlines Chapter 16 services and programming. In addition, all student handbooks have information regarding Chapter 16 programming. These handbooks are available in hard copy and electronic forms. The necessary information about gifted services is posted on the school district's website.

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

The district uses a universal screener called COGAT Screener across the second grade level to identify potential need of specially designed instruction. In addition, the district uses benchmark assessments to identify students that may be in need of enrichment and/or acceleration. The AIMSWEB reading and math benchmarks are administered to all students in grades k-5 in the Fall, Winter and Spring of each school year. Students that are in grades 5-8 will receive benchmark assessments in the areas of ELA, Math and Science through the classroom diagnostic tool (CDTs.) The results of the students' performance on each of these benchmark assessments are discussed through grade level team meetings which are held each month. In regard to state assessment measures, all OCASD students (depending on grade) participate in statewide assessments. Specifically grades 3-8 participate in the Pennsylvania System of School Assessment (PSSA), grades 9-12 participate in the Keystone Exam. The results of these assessments are distributed to the faculty and discussed at grade level data meetings. In addition, students can be screened at any grade for the gifted program, using the Kaufman Brief Intelligence Test, Second Edition (KBIT-II) and may be referred for a complete evaluation through teacher and parent/guardian referral. All OCASD teachers and school personnel have received professional development on recognizing the characteristics of mentally gifted students. Teachers also know the detailed process to refer a potentially gifted student. A parent/guardian can request a gifted screening or full evaluation at any time. It is important to note that a student that is referred for a comprehensive gifted evaluation typically will not be administered the screening measures (KBIT-II). Teachers can utilize the Student Assistance Program to work through levels of intervention prior to making a recommendation for a Chapter 16 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).

If an OCASD student is referred for a comprehensive evaluation, the child's classroom teacher and guidance counselor collaborate with the child's parent/guardian to complete a variety of standardized screening measures. There are no timelines identified in the Chapter 16

Regulations governing the referral process for a gifted evaluation. However, the OCASD strives to complete screening measures within 60 calendar school days. It should be noted that prior to administration any formal assessments a permission to evaluate is sent home to the child's parent/guardian. The school district's certified school psychologist(s) evaluates eligibility using a variety of data sources. IQ and achievement assessments are administered to ensure that academic abilities and cognitive abilities are assessed. This is done by using the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) and the Wechsler Individual Achievement Test, Third Edition (WIAT-III). A student must demonstrate achievement, performance, or expertise in one or more academic areas. A formal observation is conducted and questionnaires are completed and reviewed by the school psychologist. The parent and student have the opportunity to provide written input for review. These are used to evaluate high level thinking skills, academic creativity, leadership skills, intense academic interests areas, communication skills, and or technology expertise. All curriculum based measures are evaluated. The district ensures that all summative, formative, diagnostic and benchmark assessment data is considered in the eligibility determination to establish that the student is performing above grade achievement level to establish the need. The district ensures that a multi-disciplinary team process is in place to determine the two pronged criteria for eligibility and need for each referred student. A student thought to require specially designed instruction under Chapter 16, receives a full multidisciplinary gifted evaluation (compliant with state and federal law), and to be completed by the school psychologist. Mentally giftedness is defined in the Pennsylvania Gifted Education Guidelines (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." The following eligibility criteria (in accordance with Chapter 16 regulations) are considered when determine a student's gifted status (and upon receiving the permission to evaluate from parent/guardian): 1. 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. (Standardized individually administered cognitive assessment (WISC-V, KABC-II, WAIS); as determined by the school psychologist based on child's unique needs) 2. Standardized achievement test scores (1-2 years above grade level) (Standardized individually administered academic achievement assessment (KTEA-3, WIAT-4; as determined by the school psychologist based on child's unique needs) 3. Consideration of screening measures taken (i.e., universal screening, state and local assessment data, teacher/ parent input, and standardized screening measures) 4. Achievement, performance or expertise in one or more academic areas that demonstrates a high level of accomplishment (as measured by state and local assessments) 5. Higher level thinking skills, learning strengths, educational needs (as measured by teacher/parent input and observation) 6. Documented evidence that intervening factors are masking gifted ability (as measured by teacher/parent input and observation, gifted evaluation, nurse input, Home Language Survey) The multi-disciplinary will make recommendations as to whether the student is gifted and in need of specially designed instruction. The OCASD educational team along with parent and student will base

educational placement decisions on the gifted student's needs in accordance with Chapter 16 regulations.

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.

All students that qualify for gifted programming are entitled to the opportunity for acceleration and enrichment. It is the legal responsibility of the general education teachers to ensure that these are being implemented through curricular compaction, supplemental enrichment opportunities, and program modifications. OCASD has two certified teachers designated as the coordinators of gifted programming. Their main role is to be a resource to the teachers and staff and to ensure that the GIEP is in place. They meet regularly to encourage discussions around how students are receiving these gifted strategies in the classroom and their progress in meeting their goals. The district participates in the IU gifted consortium. The purpose of this participation is to open up opportunities for our gifted students so that they can interact with like-minded peers. These activities are not to take the place of gifted programming and are not to be viewed as a “gifted curriculum.” The games should be viewed as supplemental activities that are offered in addition to what is taking place in the classroom and should not be taking the place of academic instruction. Participation in these games is not mandatory and should be viewed only as an optional activity. In the case where a student is in need of acceleration at the rate that cannot be facilitated in the regular education setting, the district offers independent studies/project based; cyber courses; and dual enrollment courses through local universities. All programming is determined for each individual student and a continuum of services can be accessed as needed for each school year.

Lynda G. Weller
Chief School Administrator

09/30/2021
Date