

PHOENIXVILLE AREA SD

386 City Line 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 district conducts annual public notice activities regarding gifted education via the following: student handbooks, the district's website, media, and home/school communications.

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

The district has a data-driven and systematic process to screen and locate students with gifted needs. In accordance with Chapter 16, the Phoenixville Area School District implements a thorough process to identify potentially gifted students. The OLSAT is administered to all students in first grade in the spring semester and in their native language. A team of administrators and teachers administer the screener and results are evaluated by a team consisting of the Supervisor of Specialized Programs and Services and gifted teachers. A gifted Permission to Evaluate is issued to parents of students with high screening scores. Across all other grade levels data is analyzed regularly by a team of gifted teachers and administrators to identify potentially gifted students. Teacher and parent referrals, either verbal or written, are also highly regarded as a means of identifying gifted students. If a teacher refers a student the school team, consisting of the teacher, the gifted teacher and administrator review data consisting of standardized test scores (PSSAs, Keystone), curriculum-based assessments (grades and GPA), and benchmark diagnostic data (Fountas and Pinnell and ExactPath). The team refers the name of the student to the Supervisor of SPS (Gifted Coordinator) who calls the parents to discuss and ultimately issue a PTE. When a parent requests an evaluation verbally or in writing, the administrator forward the request to the Supervisor of SPS who contacts the parent to explain the evaluation process and promptly mails home a PTE within 10 calendar days of the request. Upon receiving parent consent, that is returned to the SPS district office department, the student case is immediately referred to a school psychologist who completes the evaluation within 60 calendar days. Additionally, all student diagnostic benchmark data is reviewed by a gifted teacher and Supervisor of Specialized Programs and Services in the beginning of the year, the winter, spring, and end of the year. This allows our district to continuously monitor student ability and achievement while finding students that may not have been in the school to take the OLSAT exam. This process, combined with viewing PSSA data, when available, academic performance, and consultation with the classroom teachers, highlights additional students for whom we will issue a PTE. Student data is also reviewed each year to determine acceleration regardless of gifted identification. Those who score in the 97th percentile or above on ExactPath, a nationally normed diagnostic test, are further assessed using the HMH Growth Measure. Those who score above a 95% on the HMH Growth Measure are assessed further with the end of year summative exam of the following grade level to determine student mastery of the year ahead content. Those students who score above a 90% are invited to

accelerate to the next math class, ultimately moving ahead one full year. Additionally, Significant differentiation is provided within the areas of reading and writing and speaking and listening through a workshop model.

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

The Gifted Multidisciplinary Team evaluation is a comprehensive process of collecting information to determine if a child is mentally gifted and in need of specially designed instruction to meet unique and individual gifted needs. Upon receipt of a Gifted Permission to Evaluate within 60 calendar days the school psychologist coordinates a team of education professionals and the parents to contribute information to the evaluation that is relevant to the child's academic functioning, learning strengths, and educational needs. Information is gathered by a school psychologist by using multiple points of data. The data may include but is not limited to observations; interviews; gifted rating scales like the GES-4, WISC-V and KTEA-III; a thorough review of records (which may include benchmarking data such as ExactPath, classroom-based performance, state and local assessments such as PSSAs and Keystones); and standardized assessments examining cognitive functioning and academic achievement. Evaluations assess multiple measures of giftedness and the need for specially designed instruction and consider mitigating factors. If a student is found to be gifted and in need of specially designed instruction a GIEP is developed and presented to the parents within 30 calendar days of the completed evaluation. If a new student enrolls with a documented GIEP within the state of PA the information is reviewed and a GNORA is issued to provide the student with gifted services. If a new student enrolls and is coming from a state outside of PA the records are reviewed and the Supervisor of SPS promptly issues a PTE to determine eligibility within PA.

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.

Students identified as gifted have opportunities for acceleration and enrichment in the general education setting and/or pull-out setting based upon individual needs and academic performance. Acceleration is offered as an option for all students in specific subject areas or at the whole grade level when needed to meet gifted student needs. Gifted services are provided at all levels and are aligned to the state academic standards and students' gifted needs and are offered via data-driven instruction. All services are specified through the development and implementation of a GIEP based on the individual's strengths. The GIEP addresses the Present Levels of Educational Performance, the results of ability and assessment test scores, group and individual achievement measures, grades, progress of goals, instructional levels, aptitudes, and interests. The GIEP reflects specially designed instruction related annual goals and short-term learning

outcomes. Student needs are addressed through various strategies that include pull-out compaction and acceleration, differentiated enrichment activities in the classroom and grade advancement. Creative approaches are used to engage students when planning programming around specific academic talent, intellectual talent, creativity, leadership, and visual performing arts talent. Academic and non-academic clubs, mentoring, independent projects, summer enrichment, internships and career seminars are among the many examples. Gifted teachers and mentors monitor progress toward goals which is shared quarterly and during the annual GIEP meeting. The K-5 gifted programming includes pull-out enrichment opportunities with a gifted teacher. Acceleration, determined by data analysis of achievement and demonstrated need, is supported, and encouraged. The 6-12 programming includes assignment of a teacher mentor who guides, encourages, and supports students through an individualized project of their choice. Additionally, students are exposed to various community professionals who present and discuss opportunities and pathways to careers. Gifted teachers and mentors collaborate and regularly consult K-12 with general education teachers and are provided copies of all student GIEPs to ensure knowledge of student goals and specially designed instruction.

Alan D. Fegley
Chief School Administrator

07/21/2022
Date