

OCTORARA AREA SD

228 Highland Rd Suite 1

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.).

Gifted awareness is posted on the school district website and on the webpages for each of the school buildings in Octorara Area School District. Based on grade level, students are screened to determine need for further testing. If screening shows need, students are referred for Multidisciplinary Testing.

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

At the Elementary level, the CSI score from the Terra Nova given in grade 2 is used as a Gifted Screening. Across all other grade levels, student data is analyzed to determine and recommend additional screening for Gifted Evaluations. Dibels data, PSSA and Keystone scores, Easy CBM, curriculum based assessments, Fountas and Pinnell, and the KBIT are all tools used in the process for locating students thought to be Gifted.

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

At the Elementary level, the CSI score from the Tera Nova given in grade 2 is used as a Gifted Screening. Across all other grade levels, student data is analyzed to determine and recommend additional screening for Gifted Evaluations. Dibels data, PSSA and Keystone scores, Easy CBM, curriculum based assessments, Fountas and Pinnell and the KBIT are all tools used in the process for locating students thought to be Gifted. Additionally the school psychologist evaluates students using the WRAT-4, The Gifted and Talented Evaluation Scale, and the WISC-V as part of the comprehensive evaluation. A rubric is used to analyze student performance to determine eligibility for Gifted.

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.

K-4 Gifted Program--includes pull out opportunities for enrichment. Acceleration is determined based on achievement and demonstrated need via assessment data. Grades 5-6 Gifted Program provides enrichment on a combined push-in and pull out model determined on student need and plan. Partial Acceleration or Full Acceleration is determined based on achievement and demonstrated need via assessment data. Grades 7-8 Gifted supports include a pull out program in which students meet for one class period in their schedule. Enrichment is provided in addition to supports and modifications in the regular classroom. Acceleration opportunities are available and determined based on achievement and demonstrated need via assessment data for all students in the gifted program. Grades 9-12 Students

meet with a gifted advisor to plan an independent study project; the gifted teacher follows, supports and guides the student through the school year. In addition to the gifted teacher, students have a teacher mentor to assist with extension activities for their independent study project. Enrichment is provided in addition to supports and modifications in the regular classroom. Acceleration opportunities are available and determined based on achievement and demonstrated need via assessment data for all students in the gifted program.

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Superintendent/Chief Executive Officer

05/20/2021
Date