

## **EAST PENN SD**

800 Pine Street

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

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### **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's Child Find notice is on the district website and the Notice is also posted in two local newspapers in the fall and spring. The gifted program services offered are listed on each school website

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

The local school district is primarily responsible for identifying all “children with exceptionalities” who are “children of school age who have a disability or who are gifted and who, by reason thereof, need specially designed instruction for exceptional children and developing educational programs to meet their needs.” (24 P.S. §13-1371(1)) Pennsylvania School Law includes gifted students as “children with exceptionalities” who need specially designed instruction. Mentally gifted is defined as outstanding intellectual creative ability the development of which requires specially designed programs or supports services, or both, not ordinarily provided in the regular education program. (22 Pa. Code §16.1) Referral Process: A referral for a Gifted Multidisciplinary Evaluation (GMDE) may be made by a teacher, parent, or a professional school employee when the student demonstrates a high potential consistent with giftedness. A student can also be thought to be gifted and referred for evaluation because the school district’s screening of the student indicates a high potential consistent with the definition of mentally gifted or performance levels which exceed that of other students in the regular classroom. A hearing officer or judicial decision can order a gifted multidisciplinary evaluation. Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The East Penn School District’s screening procedures generate data from a variety of sources. All students at the elementary level participate in aMath & aReading universal screening assessments. After the universal screening in the fall/winter gifted teachers and psychologists will gather the names of students in grades 2-5 that were in the 97% or above in math and/or reading. Students at or above 97th percentile nationally in either reading or math are given the Pennsylvania Classroom Diagnostic Tools (CDT) in that subject area. The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content areas (Literacy, Mathematics, and Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and enrichment. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths and areas in need of improvement, and provides links to classroom resources. Students who score in the above level range on the CDT will be recommended for the full Gifted evaluation. At the secondary level the following data is reviewed for gifted screening. Achievement tests, anecdotal information from parent/guardian or educator, curriculum-based assessments, PSSA and PSAT/SAT rates of acquisition and retention, interest inventories,

report cards, and extra-curricular academic performance or achievement.

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

Identifying Eligibility for Gifted Identification: The local school district is primarily responsible for identifying all “children with exceptionalities” who are “children of school age who have a disability or who are gifted and who, by reason thereof, need specially designed instruction for exceptional children and developing educational programs to meet their needs.” (24 P.S. §13-1371(1)) Pennsylvania School Law includes gifted students as “children with exceptionalities” who need specially designed instruction. Mentally gifted is defined as outstanding intellectual creative ability the development of which requires specially designed programs or supports services, or both, not ordinarily provided in the regular education program. (22 Pa. Code §16.1) Referral Process: A referral for a Gifted Multidisciplinary Evaluation (GMDE) may be made by a teacher, parent, or a professional school employee when the student demonstrates a high potential consistent with giftedness. A student can also be thought to be gifted and referred for evaluation because the school district’s screening of the student indicates a high potential consistent with the definition of mentally gifted or performance levels which exceed that of other students in the regular classroom. The East Penn School District’s screening procedures generate data from a variety of sources. All students at the elementary level participate in a Math & a Reading universal screening assessments. After the universal screening in the fall/winter, gifted teachers and psychologists review students' data in grades 2-5 that was in the 97% or above in math and/or reading. Students at or above 97th percentile nationally in either reading or math are given the Pennsylvania Classroom Diagnostic Tools (CDT) in that subject area. The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content areas (Literacy, Mathematics, and Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and enrichment. The CDT reporting system is fully integrated with the Standards Aligned System (SAS). It assists educators in identifying student academic strengths and areas in need of improvement and provides links to classroom resources. Students who score in the above level range on the CDT will be recommended for the full Gifted evaluation. At the secondary level the following data is reviewed for gifted screening. Achievement tests, anecdotal information from parent/guardian or educator, curriculum-based assessments, PSSA and PSAT/SAT rates of acquisition and retention, interest inventories, report cards, and extra-curricular academic performance or achievement. All students who are screened and thought to be gifted are referred for a Gifted Multidisciplinary Evaluation (GMDE) that includes an Intelligence Quotient (IQ) test, Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) and WIAT-4 achievement testing. Students who meet the screening criteria will be referred for a Gifted Multidisciplinary Evaluation (GMDE) to be conducted by a certified school

psychologist. A Permission to Evaluate for Gifted Support (PTE), Notice of Parental Rights for Gifted Students, and the Scales for Identifying Gifted Students-Home Rating Scale is sent home to the parent. The Gifted Written Report is completed and disseminated within 60 calendar days. The gifted identification process includes the collection of the following data: Intelligence Quotient (IQ) test WISC-V WIAT-4 achievement testing. Scales for Identifying Gifted Students -School Rating Scales (2nd Edition) Intervening Factors for Gifted Written Report form Physical History Form Curriculum-Based Testing Rate of Acquisition Rate of Retention Outstanding Achievement form Copy of PSSA test results Data from previous evaluation reports

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.

Gifted Education Services The purpose of the East Penn School District Gifted Program is to maximize the development of the intellectually gifted learner by providing an atmosphere that promotes intellectual challenge. The gifted programming provides a continuum of services for grades K-12 and is designed to foster life-long learning by encouraging exploration, inquiry, in-depth study, and reflective thinking.

Gifted education consists of interdisciplinary units of study that focus on critical thinking, intellectual discussion, creativity, research, problem-solving, and generation of original work. Grades Kindergarten - 5 Gifted Programming Kindergarten Collaboration with regular education teacher as a consultant for resources and ideas for differentiation within current grade level curriculum. Time to be determined based upon student need and GIEP team discussion. 1st Grade Two, 45 minute, pull-out sessions per week. Enrichment based upon current grade level curriculum in all academic areas (ELA, Math, Science, Social Studies) as the area pertains to students' individualized strengths with an emphasis on problem-solving and higher level thinking skills. Projects and activities are designed to bring depth to curricular topics. 2nd Grade Two, 45 minute, pull-out sessions per week. Enrichment based upon current grade level curriculum in all academic areas (ELA, Math, Science, Social Studies) as the area pertains to students' individualized strengths with an emphasis on problem solving and higher level thinking skills. Projects and activities are designed to bring depth to curricular topics. 3rd Grade Two, 45 minute, pull-out sessions per week. Enrichment based upon current grade level curriculum in all academic areas (ELA, Math, Science, Social Studies) as the area pertains to students' individualized strengths with an emphasis on problem solving and higher level thinking skills. Projects and activities are designed to bring depth to curricular topics. 4th Grade Two, 45 minute, pull-out sessions per week. Enrichment based upon current grade level curriculum in all academic areas (ELA, Math, Science, Social Studies) as the area pertains to students' individualized strengths with an emphasis on problem solving and higher level thinking skills. Projects and activities are designed to bring depth to curricular topics. 5th Grade Two, 45 minute, pull-out sessions per week. Enrichment based upon current grade level curriculum in all academic areas (ELA, Math,

Science, Social Studies) as the area pertains to students' individualized strengths with an emphasis on problem solving and higher level thinking skills. Projects and activities are designed to bring depth to curricular topics. Grades 6-8 The middle school gifted program is full inclusion. Gifted students are grouped together in the core classes of reading, science and social studies in 6th grade. In 7th and 8th grade, enrichment occurs in honors level courses in the subject areas of language arts, science and social studies. The gifted program at the middle school level is a co-taught model where the Teacher of the Gifted and the regular education teacher collaborate to enhance the curriculum through assignments, activities and projects throughout the school year. Grades 9-12 Eligible students in ninth through twelfth grade are encouraged to select from the available advanced secondary program options which include: The Honors Program, Advanced Placement, and Dual Enrollment. Emmaus High School gifted case managers maintain an office in the high school to develop and implement Gifted Individualized Education Plans (GIEPs). The gifted case managers provide students with enrichment and acceleration when appropriate, and collaborate with regular education teachers through a consultative approach and assist with career exploration opportunities. Electives for ninth through twelfth grade students are also program options that are identified in the program of studies.

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07/13/2022  
Date