

## MORRISVILLE BOROUGH SD

550 W Palmer St

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 Borough of Morrisville School District is aligned with the requirements in 22 PA Code §16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. Child Find notifications are made through the local newspaper, district website, and parent/student handbook.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.  
School Administration and teachers will review local assessment data, classroom observations, teacher input, parent input, and standardized screening tools. Gifted & Enrichment Screening. A parental letter is sent home for permission to administer the gifted/enrichment screening. Individual Assessments• Kaufman Brief Intelligence Test (K - BIT) 2nd Edition - administered by the school counselor A parent referral is not different than a teacher referral. Teachers usually consult with the parents prior to making a referral. The personnel involved in the referral process are the School Counselor, School Psychologist, Director of Special Education, classroom teacher(s), principal, school nurse, the parent, and the student. The benchmark assessment data are reviewed by the Gifted Support Teacher, School Counselor, School Psychologist, and the Director of Special Education. Certified School Nurse - medical information is provided to the school psychologist. There are no timelines identified in the Chapter 16 Regulations governing the referral process for a gifted evaluation. However, Morrisville School District strives to complete a screening so as not to hinder the identification and specially-designed instruction required by a learner. A Gifted Evaluation is conducted to gather information that will be used in order to determine eligibility and the need for gifted education. The evaluation is compliant with state and federal law. Mentally gifted 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." 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. Additionally, gifted ability cannot be based on IQ score solely. If the IQ score is lower than 130, a student may be identified as eligible for gifted support and in need of specially designed instruction when other conditions (multiple criteria) strongly indicate gifted ability. The multiple conditions/criteria to be considered include: • Achievement test scores one year or more above level; • Observed or measured rates of acquisition and retention of new content or skills that reflect gifted ability; • Achievement, performance or expertise in one or more academic areas that demonstrates a high level of accomplishment; • Higher level thinking skills; • Documented evidence that intervening factors are masking gifted ability.

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 District must receive a parent's or guardian's signature on the Permission to Evaluate form in order to proceed with the evaluation by a certified school psychologist. Screening includes a review of benchmarks, PSSA, Keystone, Teacher Recommendation. Screening is the administration of the Kaufman Brief Intelligence Test, Teacher Recommendations. A Consent to Screen letter is issued to the parent/guardian for permission to administer the Kaufman Brief Intelligence Test - Second Edition (K - BIT 2). If the student scores 125 or higher on Verbal, Nonverbal and/or Overall Composite on the K - BIT 2, they are referred for a full gifted education. If the student scores below 125 a letter to the parents is issued stating that a full gifted evaluation is not recommended. However, the parents/guardians continue to have the right to formally request this evaluation. If the student meets all the criteria of the individual screening process, the Gifted Permission to Evaluate is issued to the parents. Upon receipt of the signed permission, the Gifted Multidisciplinary Team completes the evaluation within 60 calendar days. The team members complete rating scales and input forms. The evaluation conducted by the school psychologist includes ability, achievement, grades, learning strengths, educational needs, aptitudes, interests, After reviewing the results of the screener and reviewing student record/teacher input/parent input, we will move forward with testing. Testing typically includes a full cognitive assessment (e.g., WISC5), standardized achievement testing (e.g., KTEA3, WIAT4), and rating scales (Scales for Identifying Gifted Students). Academic abilities in reading, as measured by an individually administered achievement test (WJ-IV, WIAT-4) • Academic Abilities in reading, as measured by benchmark assessments or group achievement test or PSSA data in grades 4 - 8) \* Academic abilities in reading, as measured by teacher grades (most recent quarter report card grade) \* Academic abilities in math, as measured by an individually administered achievement test (WJ-IV, WIAT-4) \* Academic abilities in math, as measured by benchmark assessments or group achievement test (most recent benchmark data in grades K - 3) or PSSA data in grades 4 - 8 \* Academic abilities in math, as measured by teacher grades (most recent quarter report card grade)\* Teacher observations of leadership, specific academic aptitude, creativity, and intellectual abilities (Teacher Recommendation)\* Completion of the GATES Rating Scale by the teacher to determine rates of acquisition and retention \* Completion of the parent input form

If a student qualifies for a 504 Plan, it can be included in a Gifted Individualized Plan. According to 22 PA Code Chapter 15, a student with a physical or mental impairment that substantially limits or prohibits participation or access to an aspect of the student's school program may require a 504 Service Agreement to establish aids, services, and accommodations to access the general curriculum. There is no requirement to include or prohibit a 504 Plan in a Gifted Individualized Education Plan. If the student has a Gifted Individualized Education Plan, the 504 Plan could be referenced in the Support Services section of the Gifted Individualized Education Plan.

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.

The Borough of Morrisville School District gifted services allow students to participate in enrichment or acceleration, or both, as appropriate, and to receive services according to their intellectual and academic abilities. The selection of activities, curriculum, and instruction for students identified as gifted is based on their identified strengths in the areas of English language arts, mathematics, and the sciences. Teachers work collaboratively to create meaningful, high-level, challenging activities. The instructional intent of an activity may be the experimentation, challenge, and/or the discovery of the unexpected. Instructional teams nurture the gifted student while enriching their gifted qualities through differentiated instruction. The Pennsylvania Association for Gifted Education (PAGE) identifies several differentiation strategies used in GASD's gifted support services including anchor activities, activity menus, cubing/think dots/tic tack toe boards, curriculum compacting, independent study, and learning centers. (PAGE publication "Differentiation for Gifted") Acceleration in English language arts, mathematics or the sciences may be needed to address a student's giftedness. The addition of the Iowa Acceleration Scale to the evaluation process will be utilized to guide educational teams in the decision-making process of acceleration. This tool adds a systematic and defensible method when determining student placements and considering the need for acceleration. Gifted programming is determined through collaboration of the gifted support teacher, general education teachers, parents/guardians, and students. The dual identification occurs when a student is determined to qualify for gifted (Chapter 16) and special education (Chapter 14) services. Chapter 14 regulation supersede Chapter 16 and are followed.

Chief School Administrator

Date