

## GENERAL MCLANE SD

11771 Edinboro Rd

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 General McLane School District (GMSD) committed to providing Gifted support services to those students who are eligible and in need of these services. Notices are posted on our district website, newsletters, and handbooks.

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

The GMSD is proactive in its procedures to identify? mentally gifted students. The GMSD uses the NWEA Maps assessment as a Universal Screener for all of our students. If the district sees that a student is scoring in the 90th percentile we will then have a teacher fill out a GRS form to see if there is evidence of strong performance in the classroom. Additionally, parent and teacher requests have been pursued by all students in all grades, K-12. If the above screening process suggests the potential for mentally gifted functioning, the district will issue permission to conduct a complete mentally gifted 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).

The term mentally gifted includes a person who has an intelligence quotient (IQ) of 130 or higher and meets multiple other criteria outlined in the Department of Education guidelines. A person with an intelligence quotient lower than 130 may be admitted to the gifted program (standard error of measurement of +/- 5 points may be considered) when other educational criteria in the person's profile strongly indicate gifted ability. Determination of gifted ability will not be based on IQ score alone and considers both eligibility and need criteria. A certified school psychologist ultimately determines eligibility for mental giftedness through consultation with the multi-disciplinary evaluation team. The GMSD utilizes multiple standardized cognitive and achievement assessment tools, including, but not limited to, the Wechsler, Stanford-Binet, or a similar full measure of intelligence. Upon meeting the screening requirements, the General McLane District building principal and school psychologist reviews the referral and requests for an evaluation and issue a request for permission to evaluate. The school psychologist will then complete a comprehensive evaluation and issue a gifted written report that outlines the students learning strengths. In addition to standardized assessments, other data, such as local/state assessments, classroom-based assessments, and classroom performance, are considered. Parent, teacher, and student input are also sought throughout the multi-disciplinary evaluation process. A recommendation will be made to the multi-disciplinary team regarding a student's eligibility and need for gifted support services. The basis for making determinations is included in the gifted written report. It includes teacher reports, parent reports, acquisition, and retention rates, learning strengths, aptitudes, interests, higher-level thinking skills, leadership skills, communication skills, and achievement testing.

Thus, as mentioned earlier, no one test, or type of test is used as the sole criterion. If a new student enrolls in the GMSD with a completed GIEP from a different district, the GMSD school psychologist, director of special education, and gifted support teacher review the records provided. The LEA documents the provision of written notice to the parents and issues a notice of recommended assignment (NORA) to place the student into gifted programming. Every attempt is made to replicate the student's program at their previous LEA of attendance.

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.

Student needs are identified and addressed through various methods such as pull-out compaction and acceleration, grade advancement, and enrichment/above-level activities in the regular education classroom. The LEA utilizes pre-and post-testing for gifted students to determine master and gaps in standards-based curriculum, which are then addressed through pull-out gifted support services. The GMSD has identified the talent areas for consideration of program planning. The talent areas are as follows: (a) specific academic talent, (b) intellectual talent, (c) creativity talent, (d) leadership talent, (e) visual/performing arts talent. Creative approaches are often used to engage students in activities fostering growth and independence. Examples include mentorships, independent projects, summer enrichment programs, competitions, exploratory entrepreneurship opportunities, and school-wide involvement activities (school newspaper, talent shows, spirit groups). At all levels, students and teachers monitor progress towards goal attainment throughout the school year. Progress toward goals is shared and reviewed with parents quarterly and at annual GIEP meetings. General education teachers are provided a copy of all student GIEPs including goals and specially designed instruction statements. Annually at GMSD, gifted education students are consistently meeting their GIEP goals. students show growth based upon the need for subject and grade advancement following gifted support services. Gifted education students often score in the advanced range on the state-standardized assessments - PSSA and Keystone Exams. Many GMSD gifted students have been able to advance in grade by course or grade level

Matthew Lane  
Chief School Administrator

07/11/2022  
Date