

CARLISLE AREA SD

540 W. North St.

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 Carlisle Area School District, in compliance with Chapter 16, locates and identifies all students who reside within the District who are thought to be gifted and in need of specially designed instruction. The Annual Public Notice is advertised within local newspapers, school district website and student handbook. At the request of a parent, a teacher or other school professional, a student can be screened by the school counselor and if applicable, referred for further testing in the form of a psychological evaluation. In grades K-5, elementary building data teams regularly review benchmark testing results and may refer a student for a gifted evaluation as well. A student is considered to be mentally gifted, and in need of specially designed instruction, if either their IQ is 130 or higher or they meet the following multiple criteria: 1) a year or more above grade level achievement in one or more subjects as measured by nationally-normed and validated achievement tests; 2) an observed or measured rate of acquisition/retention of new academic content or skills; 3) demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research as well as criterion-referenced team judgment; 4) early and measured use of high level thinking skills (Guilford/Bloom's Taxonomy), academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise; 5) documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

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

Each building utilizes the Child Study Team process that allows for students' strengths and needs to be discussed as a team. If a student is thought to be academically gifted or a higher achiever, then the team meets and expresses the need for further review. The psychologist is involved in this process. Parents also have the ability to request that this review/screening takes place.

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

Each building utilizes a screening tool to establish a baseline. From that information, further need for an evaluation is determined. If an evaluation is indicated, permission to evaluate is sent to parents. The team of teachers within this evaluation provides input and shares present educational levels. Parent input is included as well. The school psychologist uses multiple criteria including IQ and achievement scores to determine eligibility and the need for specially designed instruction.

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.

Each building provides gifted programming on a consistent basis. At the elementary buildings, this is structured as a traditional “pull out” opportunity with a focus on enrichment or accelerated activities. This can be individualized or within a small group. At the middle level, students experience a combination of pull-out programming and in-class acceleration. At the high school level, students have extensive opportunities for acceleration within their core classes, and through Advanced Placement (AP) and Honors courses. In addition, high school students have an opportunity for pull-out experiences which do not interfere in their class schedule. The middle and high school levels offer additional experiences and opportunities.

Chief School Administrator

Date