

## **ALIQUIPPA SD**

800 21st Street

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

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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 Aliquippa School District conducts awareness activities to inform the public of gifted education services and programs by providing information to parents through their website. Parents also gain information about the program during parent-teacher conferences and other general meetings. Parents who inquire about gifted education are presented with procedural safeguards. Any questions about the program are answered by the gifted education staff. Parents are provided with a Notice of Parental Rights when they request a gifted screening. After a child is screened, parents are given information regarding the gifted program and services as they relate to acceleration and/or enrichment. The LEA honors all written requests for gifted evaluation. The procedure for submitting a request for full evaluation is explained in detail by the special education director when a parent inquires about the program.

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

The Aliquippa School District has adopted a system to locate and identify all students within the district who are thought to be gifted a need Specially Designed Instruction (SDI). Students who are suspected by the LEA to have giftedness are screened by our school staff after parents provide written consent. When screen data indicates possible giftedness, a full assessment is completed. At that time, consent to complete a full gifted evaluation is presented to the family. Upon receipt of the completed consent form, the LEA organizes and completes a full evaluation within 60 days. Students are referred by teachers and/or parents for gifted screening. Students are then administered a Slosson Intelligence Assessment as a screener. This score is transferred to a rubric. Gifted and Talented Evaluation Scales (GATES) are completed by the student's teacher(s) as well as a form for levels of acquisition and retention. A gifted behavior checklist is also completed. These scores are also transferred to the rubric. Students receive points on the rubric for state assessment results. After points are tabulated and reviewed, then a determination is made if the student moves on to a complete evaluation. There is a specific scale to determine if a student is eligible. In the event that a parent, and not the LEA, requests a gifted evaluation, the screening process is skipped and the full evaluation process is started within 10 days of receipt of the written consent. The LEA is aware that refusal of a parental request must result in a NOREP within ten days. The NOREP must be marked to explain that the request is denied. However, the LEA does not refuse evaluations for giftedness.

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

To qualify as a student who is gifted a student's scores must be one of two results. The first result is an FSIQ of 130 or above. The second is

an FSIQ of 120 and an IQ score of 125 or greater on either Verbal Comprehension, Perceptual Reasoning, or one of the other sub categories including in IQ testing (Weschler Intelligence Scale for Children, 4th edition). In-order to qualify for gifted services with an score of 125 in a sub category, a student must have teacher recommendation including high grades. The team also considers the effect of a student's disabilities on these factors when determining eligibility. The LEA promotes eligibility through these two pathways.

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 options for both acceleration and enrichment are available for students at all grade levels within the Aliquippa School District. Enrichment is available through SDI which is described in GIEPs from grades K through 12. The school district partners with the Beaver Valley Intermediate Unit (IU27) to ensure these options for students. If students require acceleration within their gifted plans, the LEA offers accelerated classes or the option to move up a grade level. Since the school district serves a low number of students who are eligible for gifted services, the position of gifted teacher makes up half of the FTE for one special education teacher who works in the high school. She received one and a half days of gifted training this school year from the BVIU (IU27). Students have benefited from activities in pull-out and inclusion settings due to training and gifted planning. The LEA provides gifted pull-out time to students who qualify in-order to provide enrichment. In the pull-out setting, students work on enrichment activities and prepare for out-of-district gifted experiences. The JSHS gifted opportunities are limited to cyber opportunities, as well as dual enrollment courses at the local community college. The students may work on an individual project of choice in their specific areas of interest.

Chief School Administrator

Date