

CRAWFORD CENTRAL SD

11280 Mercer Pike

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

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 public is made aware of gifted education services and programs through our student handbooks, our school website, and a brochure available in all school buildings. The school psychologist and/or guidance counselor may also provide parents with information pertaining to programming. Gifted support teachers provide information on giftedness and our gifted services at our yearly “Meaningfully Enriching our Students” conference available to all parents of elementary students as well as at elementary open houses.

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

Crawford Central employs a universal screening process as follows: Building level data teams complete a yearly review of all 3rd grade NWEA MAP scores for top 10% of scorers in each elementary building, using building norms as opposed to national norms guarantees program is representative of the population. The gifted data team meets twice annually to screen those students using Stage 1 of CCSD’s Universal Screening Rubric for Gifted Services, which quantifies NWEA MAPs and PSSA data. Teacher recommendations are solicited annually from all second-grade teachers using CCSD’s “End of the Year Teacher Referral Form.” Students found through teacher recommendations and parent referral move directly to Stage 2 screening. Crawford Central School District continually offers opportunities for School-Wide Enrichment which is available to all students. These programs also serve as an additional vehicle for the identification of students who exhibit intellectually gifted characteristics.

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

Crawford Central uses a three-stage process to determine eligibility and need. The first stage is described above. All students who meet criteria in stage one are administered a cognitive screener by their guidance counselor to determine their score for Stage 2. Students meeting criteria for Stage 2, based on cognitive screener, NWEA MAPS, PSSA, and teacher input, receive a full evaluation by a school psychologist. Students who do not meet the criteria to move on to Stage 3, but who demonstrate high performance in one area, will be monitored by the gifted support teacher with input from classroom teachers. During the full evaluation of Stage 3, a school psychologist administers individual ability and achievement tests. Parents and teachers complete gifted rating scales. The student completes an interest inventory. Eligibility is then determined by the GMDT, using a rubric with multiple criteria (quantitative measures of ability and achievement, qualitative input of strengths and achievement), also considering possible factors that may be masking giftedness. For students that are determined to be eligible and in need, the GIEP team then develops a GIEP. Students that show high performance, but are not determined

eligible for gifted services, will be monitored by the gifted support teacher with input from classroom teachers.

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.

Identified gifted students are provided specially designed instruction on an individualized basis according to their GIEP. GIEP goals are based on each gifted student's present level of ability and are designed to enrich or accelerate the regular classroom curriculum. The GIEP Team includes a building principal who has the ability to authorize services to meet each students' needs. Through collaboration with the student's regular education teacher, gifted programming is delivered by both the gifted support teacher in a pull-out or inclusive setting, as well as by the regular education teacher in the regular education setting. Multiple forms of differentiation are employed to provide enrichment of regular education curriculum(curriculum compacting, independent contracts, leveled reading material, etc.). Additionally, gifted students participate in collaborative activities with their like-ability peers on a regular basis to promote problem-solving, critical thinking, and collaboration. Acceleration options include whole course or whole grade acceleration, advanced course work through cyber classes, and early access to college courses, and are implemented based on student need. In our elementary schools, the process of expanding school-wide enrichment opportunities has begun, available to all students, led by the gifted support teacher in collaboration with regular education teachers. These opportunities will expose all students to enrichment activities that promote critical and creative thinking on a variety of topics. At the 7-12 grade levels, Crawford Central School District participates in a collaborative enrichment program with Conneaut and PENNCREST school districts, hosted at Allegheny College. This program, open to gifted students as well as other students who qualify based on their achievement, interest, and available space, exposes students to topics outside of the regular curriculum and enhances creative and critical thinking, collaboration, and self-reflection. At Meadville Senior High School, the gifted support teacher also teaches enrichment electives open to all students.

Chief School Administrator

Date