

## **MOUNT UNION AREA SD**

603 North Industrial Drive

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 Mount Union Area School District follows the child-find procedures as described Chapter 16 of Title 22 of the state code for the identification of gifted children. The District partners with the Tuscarora Intermediate Unit (TIU 11) to post the annual Child Find Notice in local newspapers in the Fall. Public notice of the District's gifted education program is described on the District's website, school policy, and in both the elementary and high school school handbooks.

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

Mount Union Area School District Gifted Screening Universal/ Level I: Kindergarten – Reading at level “I” or higher and/or scores at or above the 90th Percentile in LNF, LSF. Math scores at or above the 90th Percentile in OCM/NIM (math benchmark assessment). 1st Grade – Scores at/above 90th Percentile in LNF/LSF, and in Math OCM/NIM. Shows skills/knowledge 1-2 years above grade level in an academic area. 2nd Grade – Scores at/above 90th Percentile in R-CBM, M-CBM, and/or showing skills/knowledge 1-2 years above grade level in an academic area. DIBELS January 2nd grade >300. 3rd-12th Grade – Scores at the 95th Percentile or higher on standardized tests, regularly score in the top 5% of their academic classes, and/or showing skills/knowledge 1-2 years above grade level in an academic area. 3rd Grade October - DIBELS/CDT: Literacy >500, Math >1200. 4th Grade October - DIBELS/PSSA/CDT: Literacy >500 & PSSA= Advanced, Math >1200 & PSSA= Advanced. 6th Grade October – PSSA/CDT: Literacy >1600 & PSSA= Advanced, Math >1600 & PSSA= Advanced. Level II: (when a student meets or exceeds the Universal/Level I criteria) 1. A Notice of Referral and Permission for Screening is signed by parents 2. A Parent Information Form is completed 3. Teacher and Parent both complete Creative Thinking Rating Scale 4. Teacher completes Teacher Observation Checklist 5. Guidance Counselor/Gifted Teacher scores the forms above and completes the Supplementary Gifted Performance Worksheet 6. If all criteria are met, Guidance Counselor/Gifted Teacher administers IQ screener to student. Criteria set at FSIQ 125 or higher. 7. Guidance Counselor/Gifted Teacher completes Response to Individual Screening and shares results with the parents. If all criteria are met, the School Psychologist is informed and parents sign a PTE for a GMDE. If criteria is not met, parents sign the Response to Individual Screening Form indicating a PTE is not appropriate at the given time and the screening is closed.

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

If screening information warrants further investigation, permission is requested from the parent to conduct a more formal assessment.

Parents have the option to request a formal assessment despite or instead of screening. Once written permission is received, the school

psychologist completes a multidisciplinary evaluation for giftedness, which includes norm-referenced standardized intelligence and achievement tests to be considered along with information collected during the screening process. Additional data from the multidisciplinary team members, e.g., parent, teacher, school nurse, and other school personnel, specifically related to areas of potential giftedness are also collected. Any intervening factors which may mask gifted ability are also documented. The school psychologist uses these multiple factors to determine if the child shall be identified as being gifted. Information is compiled in a Gifted Written Report (GWR), which is then shared with the parent and other team members.

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 gifted education program takes a variety of forms based on individual student strengths and needs. At the Elementary level (K-5), gifted education primarily takes the form of pull-out enrichment based on the student's strengths/interests and/or extensions of the general education curriculum. Additionally, it may include co-teaching/in-class support, pull-out support, staff support, acceleration, and/or participation in district-wide activities. At the Jr/Sr High School (6-12) levels, the student's academic interests and post-secondary plans drive the opportunities for academic enrichment. These students are notified of dual enrollment, AP courses and exams, scholarships, summer academic programs and other community programs which might be available to them, both enrichment and acceleration opportunities are discussed during the Gifted Individualized Education Plan (GIEP) meeting.

Dr. Amy J. Smith  
Chief School Administrator

03/29/2023  
Date