

MANHEIM TOWNSHIP SCHOOL DISTRICT

450A Candlewyck Road, PO Box 5134

PA Department of Education: **Gifted Education Plan** | 2022 - 2025



Profile i

⬆ 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.

- 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.
- The school district 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.
- 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).

Gifted Education Plan Assurance i

⬇ Chapter 16

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 Manheim Township School District conducts child find activities for children who may be eligible for gifted services via 22 Pa Code Chapter 16. Parents who suspect that their child needs specially designed instruction beyond that required in 22 PA School Code Chapter 4 (relating to academic standards and assessments) may request in writing that their child be evaluated under the criteria of 22 PA School Code §16.22. If a student is both gifted and eligible for special education, the procedures in IDEA and Chapter 14 shall take precedence.

Manheim Township School District provides public notice to all residents by receiving an Annual Notice brochure in the mail, the information provided in student handbooks, and the district's website.

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

Manheim Township School District's referral for gifted multidisciplinary evaluation shall be made when teachers or parents suspect the student--- of not receiving an appropriate education under Chapter 4 (relating to academic standards and achievement) or the student is thought to be gifted because Manheim Township School District's screening processes show high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom.

Manheim Township School District employs a number of formal processes annually to identify potential candidates for gifted education services. This systematic screening process fulfills the District's obligation to conduct child find activities for students who may need services or instruction not ordinarily provided in the general education curriculum.

At any time, teachers and/or parents/ guardians may request a screening for a child in grades K-12. Upon receiving parent consent for the screen, the school counselor administers a brief cognitive ability assessment, and the student's teacher(s) complete(s) a gifted rating form. Results from these measures are entered into a Gifted Screen Matrix to determine eligibility for further evaluation. Gifted screenings may be requested once per calendar year.

Secondary students, grade 9-12, will automatically be referred for the comprehensive evaluation. The school psychologist would issue a permission to evaluate to the parent/ guardian.

A universal gifted screen process will be implemented for students in grades 1 and 3 who are not already identified as gifted or been screened for gifted eligibility in the past calendar year. These students will have the opportunity to take a group administered school ability test. Results from this group test will be considered along with district achievement data and, when applicable, teacher ratings from a gifted rating scale. The multiple data points will be entered into the Gifted Screen Matrix to determine eligibility for further evaluation.

Gifted Screen Matrix includes multiple data points: cognitive screen tool, achievement data, and teacher ratings from a gifted rating scale

A minimum score on the Matrix is required to proceed with the comprehensive evaluation. If the minimum score is met, the school psychologist would issue a permission to evaluate and provide it to the parent/ guardian. (or if the student is recommended for further testing, the school counselor notifies the school psychologist who will then initiate the Gifted Evaluation Process). If the score is not the required minimum score on the Gifted Screen Matrix, the school counselor will send the Screening Matrix/ Parent Letter to inform parents of the screening outcome. A copy will also be placed in the child's cumulative file.

Parent/ Guardian still has the right to request a comprehensive gifted evaluation and must submit their request in writing to the building principal.

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 Pennsylvania Department of Education (PDE) defines a “gifted student” as a child “with an outstanding intellectual and creative ability that requires specially designed programs and/or supports not ordinarily provided in the regular education program.” Specifically, a gifted student is “a child with an IQ of 130 or higher or when multiple criteria indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of a person strongly indicate gifted ability.

Multiple criteria indicating gifted ability include:

A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (22 Pa. Code §16.21(e) (1)). An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (22 Pa. Code §16.21(e) (2)). Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by the excellence of products, portfolio, or research, as well as criterion-referenced team judgment. (22 Pa. Code §16.21(e) (3)). Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (22 Pa. Code §16.21(e) (4)). Documented, observed, validated, or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio-cultural deprivation are masking gifted abilities. PA. Code. §16.21(e) (5)).

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. *

Manheim Township School District's Gifted Services Program expands, extends, and enhances the core learning for gifted students through differentiated learning and enriched educational programming, in order to have the best opportunity to reach their full potential, while supporting personal development, responsible citizenship, and life-long learning among our students.

The District utilizes a varied approach to supporting gifted students' goals at every level. The GIEP team (which may include school personnel, parent/guardian, and student) develops a plan for receiving enrichment, grade or subject acceleration, or enrichment and acceleration in the core subject areas. Gifted students are provided with opportunities for enrichment by both the

regular education and the gifted support teacher. Students in grades 3-12 are encouraged to participate in additional enrichment activities, including special field trips and the Student Enrichment Experience (SEE) Seminars. The SEE Seminar program is provided by IU13 Instructional Services provides the SEE Seminar program and offers a variety of enrichment opportunities, taught by industry professionals.

At the elementary level, opportunities for learning may be delivered through a push-in and/or pull-out model using grade-level enrichment, curriculum compacting, and/or acceleration. The goal is to allow our gifted students to explore ideas and concepts beyond the regular classroom curricula scope while building upon their own exceptionalities and unique learning needs.

Gifted students also have an opportunity to participate in the Excel classroom for independent study at the middle level. The goal is to allow our gifted students to explore ideas and concepts beyond the regular classroom curricula scope while building upon their own exceptionalities and unique learning needs.

At the secondary level, gifted students are assigned to a gifted support teacher who provides advocacy, support, and resources. The gifted support teacher also works with students, parents, counselors, and teachers to help students meet their goals to ensure rigorous educational programming for our students. Gifted support teachers monitor academic progress and meet with students individually each marking period to review the attainment of the GIEP. Students have direct access to the Gifted Schoology (Resources). This includes EDX Courses, Khan Academy, and MIT Education Access. Eligible students also have access to Honors, Advanced Placement, and Dual Enrollment courses.

Signatures and Quality Assurance ⓘ

Chapter 16

Steps to Complete this Section:

1. The Superintendent/Chief Executive Officer's electronic signature and date signed are necessary before submitting the plan.

Fields with asterisks (*) are required.

Chief School Administrator *

Date *

mm/dd/yyyy

