

## **MUHLENBERG SD**

801 Bellevue Avenue

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

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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.).

Board Policy 114: Gifted Education The policy of the Muhlenberg School District is to adhere to and implement faithfully for all resident school-aged children who are mentally gifted or who are thought to be mentally gifted the requirements of Chapter 16 of the regulations of the Pennsylvania State Board of Education, as they exist on the date of the adoption of this policy and as they may be hereafter revised or amended. The Superintendent shall ensure that all information concerning gifted screening, evaluations, eligibility criteria, programs and services, and parent rights are published to the community, including to parents of children attending private schools, through at least one newspaper of general circulation, on the District Website, and by posting or other means of conspicuous display in each public school. The Superintendent shall also ensure that information concerning student achievement, performance, and behavior that might indicate gifted ability is collected at regular intervals and reviewed by appropriate staff, and that screening activities are undertaken by appropriate staff in a manner that enables those staff to discern valid evidence of gifted ability. Screening instruments and techniques shall be reliable and free of racial, gender, national origin, and disability bias.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction. Evaluations. The Superintendent shall ensure that multidisciplinary teams conduct timely evaluations of all students who, based on screening or on parent referral, are thought to be mentally gifted. Such evaluations shall use a variety of testing and assessment techniques that are valid for the purpose used, are reliable, and provide a measure of intellectual ability and other factors that indicate gifted ability.
3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Programming. Through the strategic planning process, the Superintendent shall ensure that a continuum of program and service options exists within the District to meet the needs of all mentally gifted students for enrichment, acceleration, or both.
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.

Enrichment Most students require enrichment or tiered assignments, which are given in place of regular education assignments and graded in place of their regular work. If there is a small group of students in the school with similar interests and aptitudes, they may be brought together for a set period of time each week to pursue a topic of study under the guidance of a teacher. The topic may change frequently or

develop into a long-term exploration, but it usually is open-ended and has real-world application. Tiered assignments work well in skill areas where the student has not yet met the outcomes but can do so easily and requires an additional challenge. For example, in math class, the student may be performing similar operations as his peers but using more challenging numbers or completing more steps. In language arts, the student may read more challenging texts, write in a more sophisticated genre, or use more complex words in word study. Acceleration Acceleration occurs when students move through the traditional curriculum at rates faster than typical while maintaining high grades and motivation. In Muhlenberg, grade-skipping, dual-credit courses such as Advanced Placement, and subject-based acceleration (e.g., when a 9th grade student takes a high school course or an 8th grader is accelerated to take a 9th grade course) are utilized. This allows matching the level and complexity of the curriculum with the readiness and motivation of the student. Independent study In an independent study, the student selects a topic of interest in math, ELA, or science. The student and teacher work out parameters for process (how much time each day, where research will take place, what materials will be needed, what other persons will be involved, etc) and product (how will the student demonstrate what was learned, will the product be shared, will it serve a real—life purpose, etc.) The independent study suits students who have task commitment and who tend to finish regular work quickly and correctly. This independent study can be part of a class, worked on in gifted, or can be available for credit (but the credit option is usually only available for 11-12th grade). Extension Many teachers provide follow-up or extension activities as time allows. When gifted students finish early, these may be suitable ways for them to get the challenge and depth of understanding they require. Open-ended, real-world problems are excellent ways to extend students' learning. Often, this is requested by the parents and/or student. Many regular education teachers will develop a separate google classroom where students can find extended activities.

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10/12/2021  
Date