

## LAKE-LEHMAN SD

PO Box 38

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 Individuals with Disabilities Education Act (IDEA) requires state educational agencies (SEA) to publish a notice to parents, in newspapers or other media, prior to the identification and/or evaluation of a child in special education. The Lake-Lehman School District provides the public with an annual notice in the newspaper which is facilitated by Intermediate Unit #18. The public notice is also located on the district's website as well as being displayed in each building's main office. Programming for gifted services can be located in the student handbooks.

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

The Lake-Lehman School District utilizes a multi-facet screening process throughout a fiscal year. The screening process includes a review of the students medical history. Benchmark assessments, achievement tests, and curriculum-based assessments are utilized at a minimum of quarterly, throughout a fiscal year. Parent observations and input as well as teacher observations and input are encouraged as well.

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 Lake-Lehman School District determines eligibility for giftedness through a multiple criteria evaluation. The following is an outline of the process: Multiple Evaluation Criteria for Gifted: The multidisciplinary team considers the following criteria. Not one sole measure or criterion is used to determine a student's eligibility for giftedness. Parent input and home/community observations Teacher input and classroom observations Input from the student, if applicable Standard score of 125 or greater on a measure of intelligence (e.g., WISC-V) Attainment of 97th percentile or higher in reading or math on group administered achievement testing (e.g., Stanford Achievement Test); if none available, on an individually administered achievement test A year or more above grade achievement level in one or more subjects as measured by nationally normed and validated achievement tests (e.g., WIAT-4) If available, rating of "Advanced" on the Pennsylvania System of School Assessment (PSSA) in one or more areas assessed at grade level Attainment of 90% or higher in classroom work ("A" average) Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgment Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude, and/or technology expertise An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability Full Scale IQ score of 130+ on an individual assessment of cognitive ability (i.e., WISC-V) Full Scale IQ score of 125-129 AND Standard score of 125+ in reading or math

on an individually administered test of academic achievement (i.e., WIAT-4) General Ability Index score of 130+ on an individual assessment of cognitive ability (i.e., WISC-V) General Ability Index score of 125-129 AND Standard score of 125+ in reading or math on an individually administered test of academic achievement (i.e., WIAT-4) Standard scores of 125-129 on both Verbal Comprehension Index and Fluid Reasoning Index AND Standard score of 125+ in reading or math on an individually administered test of academic achievement (i.e., WIAT-4)

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 program offers students the opportunity for specially designed instruction (SDI) through acceleration, enrichment, and/or both in a child's Gifted Individualized Education Plan (GIEP). The GIEP team determines the most appropriate level of instruction for each child's unique needs in the least restrictive environment (LRE). Acceleration: The GIEP team reviews the child's current performance/ability and programs advanced content for the student above their current chronological grade. The district offers acceleration in the following areas: Early admission to kindergarten (or other grade levels) Grade-skipping Self-paced instruction (independent study) Subject-based/content-based Curriculum compacting Enrichment: The GIEP team will consider differentiated instruction through enrichment activities to supplement the students curriculum. The enrichment activities will be additional intellectual challenges for the student with additional developmental opportunities. The district offers some of the following enrichment activities as examples but are individualized to the students motivation and interests: Vocabulary Arts/Projects/Painting Analysis/Synthesis assignments Numbrix logic/Critical Thinking Puzzles

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Date