

Wallenpaupack Area School District

K–12 Gifted Education Program

Mission Statement

The Wallenpaupack Area School District’s mission is to provide an educational environment that promotes excellence and encourages all students to communicate effectively and to apply technology appropriately as they develop into life-long learners and responsible citizens.

The District strives to contribute to the fulfillment of all students as responsible, creative human beings and, therefore, makes special provisions for those students who demonstrate outstanding talents.

The students have the opportunity to develop their own capabilities and talents and to have their needs addressed on an individual basis.

Curricula for the Academically Gifted and Talented focuses on more complex and in-depth study of major ideas, problems and themes that integrate knowledge within and across systems of thought. It also allows for the development and application of productive thinking skills, which enable the students to reconceptualize existing knowledge and/or generate new knowledge to promote self-initiated and self-directed learning and growth.

Identification and Placement

Function	Activity	Responsible Individual
Sequence of Evaluation	<p>1. REQUIRED FIRST STEP: Administration of individual ability measure, such as Kaufman Brief Intelligence Test, Otis Lennon, Slosson</p> <p>If the student receives the following scores: Kaufman – 135 Otis Lennon – 130 Slosson – 134 Proceed to steps 2 & 3.</p> <p>2. REVIEW OF STUDENT ACADEMIC ACHIEVEMENT Group achievement measures – if current (within one year) achievement results are not available, the child’s school counselor will need to administer a standardized achievement measure, such as a Wide Range Achievement Test.</p>	Guidance Counselor

Function	Activity	Responsible Individual
Sequence of Evaluation (Continued)	<ul style="list-style-type: none"> • Gifted Evaluation Scale rating by classroom teacher. <p>NOTE: All three steps must be taken</p>	
Eligibility criteria for referral to Psychologist	<ol style="list-style-type: none"> 1. The student must receive scores noted previously on the K-BIT, Otis Lennon, or Slosson 2. The Gifted Evaluation Scale results must identify one or more areas in the gifted range 3. Achievement: <ul style="list-style-type: none"> • Group achievement – Overall total score be at or above the 95th percentile • Student performance within one major subject area (Total Math or Total Reading) is at or above the 95th percentile <p>After all three measures are taken, the student must obtain criteria on two of the three measures to be referred for evaluation by the School Psychologist.</p>	Guidance Counselor Regular Ed Teacher
Initiation of a formal multi-disciplinary team assessment	<p>A referral package containing the following information is forwarded to the special education office:</p> <ul style="list-style-type: none"> • The completed Referral for Psycho educational Evaluation Services (blue form) including complete information from the results of the above three steps • The Gifted Worksheet (copy attached) • Permission to Evaluate form signed by the parent • Input forms completed by the Parent, Teacher & Student <p>NOTE: Evaluations are scheduled & completed <u>within 45 school days</u> of parent Permission to Evaluate.</p>	Guidance Counselor Regular Ed Teacher Parent Student
Formal evaluation results	<p>The student must obtain an IQ score of 130 or above in Verbal, Performance or Full Scale.</p> <p>If the results indicate the student is eligible for gifted support, the Gifted Support</p>	Psychologist Gifted Support Coordinator

Function	Activity	Responsible Individual
Formal evaluation results (Continued)	<p>Coordinator writes a Gifted Written Report (GWR). The GWR shall be completed <u>within 10 school days</u> after the completion of multidisciplinary evaluation. <u>Within 5 school days</u> a copy of the GWR shall be delivered to the parent.</p> <p>The Gifted Support Coordinator then contacts the participants of a GIEP meeting and arranges a mutually convenient time for all to meet.</p> <p>An Invitation to Participate in the GIEP meeting is sent to all participants. The Notice of Recommended Assignment and Options forms are prepared and given to the Gifted Support Coordinator for the meeting.</p> <p>If the student does not meet the gifted criteria, after formal assessment, the Gifted Support Coordinator will write a non-exceptional Gifted Written Report (GWR) and a Notice of Recommended Assignment (NORA) will be done by the Special Education Secretary.</p>	<p>Gifted Support Coordinator Building Principal Regular Ed Teacher Parent</p> <p>Special Education Secretary</p> <p>Gifted Support Coordinator Special Education Secretary</p>
Gifted Individualized Education Program (GIEP)	<p>The GIEP is written by the Gifted Support Coordinator and reviewed with the participants at the GIEP meeting.</p> <p>The GIEP must be reviewed annually.</p>	Gifted Support Coordinator
Reevaluation of Gifted Students	A reevaluation is only necessary when discontinuing a student's gifted program or when any new assessments have been completed.	Gifted Support Coordinator
Timelines	<p>The School District shall document the provision of written notice to the parents of a gifted student at least 10 school days prior to conducting a multidisciplinary evaluation or reevaluation.</p> <p>If the GIEP is mailed, the parent is given 10 days to respond.</p> <p>If the IEP is presented in person, the parent is given 5 days to respond. If the parent</p>	

Function	Activity	Responsible Individual
Timelines (Continued)	approves the recommended assignment within 5 days, the District may not implement the IEP for at least 5 days , to give the parents an opportunity to change their minds. Failure to receive written approval for an INITIAL PLACEMENT means the program cannot be implemented.	

Program Goals

The Gifted Education Program at Wallenpaupack Area School District has the following goals for meeting the Individualized Education Program for identified students:

- Acquire a broad base of knowledge
- Explore career opportunities
- Develop higher order thinking skills
- Become self-directed learners
- Communicate effectively
- Be informed and responsible citizens
- Work collaboratively
- Produce quality products

Instructional Program

During the Gifted Individualized Educational Program (GIEP) development process, the GIEP team selects academic areas in which there is a need for additional knowledge that cannot be provided in the regular school curriculum.

The program utilizes challenging resources and a variety of learning experiences to meet the strengths, needs, and interests of individual students within and beyond the regular education classroom. The student is included in the regular education classroom environment during most of the school week.

The teachers of gifted students use differentiated instructional strategies, which may include:

- Course compacting
- Acceleration
- Open-minded thinking and problem-solving
- Flexible grouping
- Student-led discussion, debate, literature circles
- Tiered lessons
- Independent study (individual and small group)

Resources selected for use with gifted students are aligned with the PA Academic Standards, e.g. Project Learning Tree, Junior Great Books, and Hands-On Equations. The program meets the needs of the students through the following grade level appropriate strategies:

Kindergarten

- Enrichment within the regular education classroom

Grades 1 – 5

- Combination of pull-out enrichment classes and enrichment within the regular education classroom
- Examples of activities within the pull-out classes include, but are not limited to:
 - Aeronautics/Flight
 - Architecture/Structures
 - Archaeology
 - Environmental Studies – Project Learning Tree, Classroom Connections, Trees For the Future
 - Math – Hands-On Equations, It's Alive Math
 - Language Arts – Analogies, Student Centered Discussion Groups, Literature Circles, Junior Great Books
 - Social Studies – Geography, Local History, Peace Corps World Wise Schools Program
 - Competitions – Knowledge Master Open
 - Service Learning Projects
 - Independent Studies in Other Student Interest Areas
- The students will spend approximately two 40 minute periods per week in the pullout program; additional time is available as required.

Grades 6 - 8

- Combination of pull-out enrichment classes and enrichment within the regular education classroom
- Students and parents may choose additional challenge by scheduling advance level classes
- Examples of activities within the pull-out classes include, but are not limited to:
 - Architecture/Structures
 - Archaeology
 - Brain Study/Learning and Memory
 - Foreign Languages
 - Photography – Polaroid Education Program
 - Economics/Young Investor Programs
 - Science Activities and Projects
 - Language Arts – Analogies, Student Centered Discussion Groups, Literature Circles
 - Social Studies – Geography, Local History, Peace Corps World Wise Schools Program
 - Competitions – Knowledge Master Open
 - Service Learning Projects
 - Independent Studies in Other Student Interest Areas
- The students spend approximately one 70 minute period per week in the pullout program; additional time is available as required.

Grades 9 – 12

- Combination of pull-out enrichment classes and enrichment within the regular education classroom
- Students and parents may choose additional challenge by scheduling advanced level classes
- Examples of activities within the pull-out classes include, but are not limited to:
 - Career Mentoring
 - Let's Get Real! – a real life business problem solving competition
 - Mock Trial
 - Junior Academy of Science
 - Math Contests
 - TEAMS – Test of Engineering Aptitude in Math and Science
 - Stock Market Game
 - Lyceum Philosophy Discussion Groups
 - Einstein and Relativity, Astronomy
 - Forensic Science Project
 - Future Care Technologies
 - Ecology Projects
 - Independent Studies in Other Student Interest Areas
- The students spend the amount of time necessary per week to complete their chosen projects.

Staff Development

Training in differentiated instructional strategies and gifted education is provided at district in-service sessions and regional and state conferences.

Graduate level courses are available in gifted education.

Community Involvement

The services of appropriate community resource persons and institutions are an integral part of meeting the needs of the gifted students.

Program Evaluation Procedures

The students, parents, and teachers within the program complete quarterly assessments of student progress.