

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School (AHCCS) desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Education Child Find Policy

Child Find Procedures

AHCCS must adopt and use a system to locate and identify all students within AHCCS who are thought to be gifted and in need of specially designed instruction. Achievement House Cyber Charter School (AHCCS), by direct service, will provide appropriate services, and programs that are created and implemented for the identification and evaluation of each gifted student. Each student eligible for gifted services will receive an education tailored to their individual needs, rather than being defined solely by their classification.

Public Awareness Activities

AHCCS will conduct awareness activities annually, for the benefit of both currently enrolled students, and of children not enrolled in public schools, to inform parents and/or guardians & students, including the public, of the gifted education services and programs AHCCS offers, and how to request these services and programs.

To ensure that all eligible students are identified, we will implement the following public awareness activities each school year:

- **Website:** We will maintain up-to-date information about our gifted education program on our school website. This information will include details about eligibility criteria, evaluation procedures (including universal screeners and how to request an evaluation), relevant resources and forms (such the Notice of Parental Rights for Gifted Students), contact information for gifted program staff, and available services and programming.
- **Annual Parent Notifications:** We will send annual email and school messenger notifications to inform families about our gifted education services and programs.
- **Enrollment Orientation:** We will provide notification to families at the time of enrollment orientation about our gifted education program.
- **Student Handbook and Program of Studies:** We will include information about our gifted education program and services in both our student handbook and program of studies.

Screening & Evaluation Process

AHCCS is required to determine the student's needs through the screening and evaluation process outlined in AHCCS Gifted Education Child Find Matrix, which meets the requirements of Chapter 16: Special Education for Gifted Students. The AHCCS Gifted Education Child Find Matrix outlines the multiple criteria that must be considered to identify a student as gifted at AHCCS. Determination of the mentally gifted must include a cognitive ability and academic achievement assessment administered by a certified school psychologist. If administered in a virtual setting, the assessment company must attest to the validity of the use of the assessment in a virtual setting.

Identification of Gifted Children

According to Chapter 16, the identification of gifted ability must include multiple criteria. First, students should demonstrate achievement levels that are at least one year above grade in one or more subjects, as assessed through nationally normed and validated tests that accurately reflect gifted performance across all academic areas. Additionally, there should be an observed or measured ability to acquire and retain new academic content or skills indicative of giftedness. Evidence of demonstrated excellence or expertise in specific academic areas is also crucial, which can be shown through quality products, portfolios, research, and criterion-referenced team judgments. Furthermore, early and measured use of advanced thinking skills, academic creativity, leadership, intense academic interests, communication skills, foreign language aptitude, or technology expertise should be considered. Lastly, it is important to document evidence indicating that intervening factors, such as English as a second language, disabilities, gender or race bias, or socio-cultural deprivation, may mask gifted abilities.

All students enrolled in gifted education at Achievement House Cyber Charter School (AHCCS) will have opportunities to participate in acceleration or enrichment programs, tailored to their intellectual and academic abilities and needs. To support these efforts, AHCCS will develop and implement a gifted education plan every six years that includes the current Child Find policy. This plan will be made available for public review and comment for at least 28 days prior to its approval by the School Board. Additionally, AHCCS is responsible for establishing a process to identify students who are gifted and require specially designed instruction, while also outlining the special education programs available for gifted students. The school will maintain comprehensive reports detailing students, personnel, and programming elements, including the associated costs necessary for the implementation of the gifted program. Furthermore, individuals tasked with identifying gifted students and delivering gifted education must hold the appropriate certifications in accordance with Article XI of the School Code.

- **Notice and Consent:** Before initiating an initial gifted multidisciplinary evaluation, the school district must comply with all notice and consent requirements.
- **Referral Criteria:** Referrals for gifted multidisciplinary evaluations should occur when teachers or parents suspect a student is gifted but not receiving suitable education. Referrals can be made under the following circumstances:
 - Parents request an evaluation in writing.
 - The school district's screening indicates that the student exhibits high potential consistent with gifted definitions or exceeds the performance of peers in the regular classroom.
 - A court or hearing officer orders a gifted multidisciplinary evaluation.
- **Parent Requests:** Parents can request a gifted multidisciplinary evaluation at any time, limited to one request per school term, which must be made in writing. The school district should

provide the evaluation request form promptly, and if an oral request is made, staff must supply the form within ten calendar days.

- **Composition of GMDT:** Gifted multidisciplinary evaluations will be conducted by Gifted Multidisciplinary Teams (GMDTs) formed based on the individual needs of the student. GMDTs must include:
 - Parents of the student
 - A certified school psychologist
 - Individuals familiar with the student's educational experiences
 - One or more of the students' current teachers
 - Professionals trained in appropriate evaluation methods, considering the student's cultural background when possible.
- **Scope of Evaluation:** Evaluations must be thorough, assessing relevant information regarding the student's suspected giftedness, including academic performance, learning strengths, and educational needs.
- **Input from Stakeholders:** The evaluation process must incorporate information from parents or other regular contacts with the student and may include input from the student if deemed appropriate.
- **Protection Measures:** Specific protective measures must be observed during the evaluation process:
 - No single test or type of assessment should determine a student's gifted status.
 - Intelligence tests yielding an IQ score cannot be the sole measure for students with limited English proficiency or those from racial, linguistic, or ethnic minority backgrounds.
- Assessment tools must be:
 - Free from racial and cultural bias and disability-related bias.
 - Administered in a manner that accurately reflects the student's abilities and achievements.
 - Validated for their intended purposes.
 - Conducted by certified school psychologists following established professional guidelines.
 - Designed to evaluate specific educational needs rather than general IQ alone.
- **Evaluation Report:** The GMDT must create a written report summarizing the evaluation findings, addressing the student's educational strengths and needs, and making recommendations about their gifted status and necessary specialized instruction. This report should also list the names and roles of GMDT members.
- **Determination of Eligibility:** The GMDT will assess eligibility as defined in relevant policies.
- **Timeline for Evaluation:** The initial evaluation must be completed, and the evaluation report provided to the parents within 60 calendar days after receiving written parental consent or a court order, excluding the summer break.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Education Placement Policy

President

Date

Secretary

Date

Referenced Documents:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*. Department of Defense Education Activity. <https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>
2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin. <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>