

## YORK CITY SD

31 N Pershing Avenue

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

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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.).

This is advertised in the newspaper. Posters are created and posted in all school buildings, central registration and in the central office lobby. The teacher for Gifted and Talented attends Open Houses, Back to School Nights and Parent/Teacher conferences to share services and opportunities.

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

The district's process for locating students thought to be gifted and in need of specially designed instruction starts with individual data collection. At the beginning of the school year, advanced and proficient scores in English Language Arts and Mathematics on the Pennsylvania System of School Assessment (PSSA) is provided by the Data Specialist Supervisor to the Gifted Support Teacher. Curriculum Diagnostic Tests (CDT's) are analyzed quarterly to identify above proficient/advanced scoring students. Acadience scores and district correlated curriculum math assessments are analyzed for grades K-2 to identify students demonstrating mastery of subject. Teacher input to identify students demonstrating a high rate of acquisition and retention in any subject area.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

Eligibility for a gifted evaluation is determined using student data, achievement, classroom performance, classroom teacher input, Gifted Support Teacher observation of high level thinking in an area of strength, and parental input. This information is shared with school psychologist and a Permission to Evaluate (PTE) is generated.

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: Students in grades K- 8 demonstrating a high level of acquisition and retention in a particular subject area participate in enrichment activities with the Gifted Support Teacher. Enrichment is a collaborative effort between classroom teacher and the Gifted Support Teacher to extend learning for academic growth in an area of strength. GIFTED SEMINAR: A Gifted Individualized Education Plan (GIEP) is written for an identified gifted student yearly with goals, objectives, assessments, and specially designed instruction based on strengths. The determination for acceleration or enrichment in a particular subject area is based on present levels and the academic needs of the learner. Seminars with the Gifted Support Teacher are held weekly to provide research opportunities, collaboration with like-minded

peers, and academic support to reach individual goals.

Chief School Administrator

Date