

WEST YORK AREA SD

1891 Loucks Rd

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

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.).

Students requiring specifically designed instruction are determined through an established protocol reflecting the National Gifted Education Standards and Chapter 16 of the Pennsylvania State Board of Education Regulations. Identification is based on multiple criteria such as:

- Intellectual abilities of 130 or better as determined by and evaluation by a certified school psychologist
- A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests
- High levels of acquisition/retention of new academic content or skills that reflect gifted ability
- 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, communications skills, foreign language aptitude or technology expertise

Gifted Multidisciplinary Evaluation (GMDE) Upon completion of the psychological assessments and gathering of other multiple criteria measures, the Gifted Multidisciplinary Team is convened to determine whether or not the student qualifies for gifted services as per Chapter 16 of the PA School Code. Multiple criteria are used in this determination including results from individual intelligence and achievement tests, group administered achievement scores when available, Parent Questionnaire, performance within the classroom toward grade level standards and benchmark assessments, rates of Acquisition and Retention, Gifted Traits vs High Achiever Traits Checklist, Report Cards, Student Observation (Saudargas), Teacher Information Sheet, Gifted Characteristics Inventory (parents and teachers) as well as recognizing any intervening factors that may mask gifted abilities. The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in the regulations indicate gifted ability. No one test or measure is sufficient to determine giftedness, and the evaluation and testing literature recognizes that there is a margin for error in any standardized testing. If a student's IQ is less than 130, other factors such as academic performance, demonstrated achievement and other observed skills must strongly indicate gifted ability in order for that student to be admitted to a gifted program. Such data would assess the student's rate of acquisition of new material and rate of retention for new learning. Additional information indicating gifted ability may be exceptional interest and ability in a specific area.

Gifted Written Report (GWR) The information gathered by the GMDE is compiled into a Gifted Written Report. The report brings together the assessment results, scholastic information, and other relevant factors concerning the student's educational needs and strengths. The report makes recommendations as to whether or not the student should receive specially designed instruction for gifted education or whether they should remain in their present regular education program. If the GMDE recommends the child is eligible for gifted education, the district arranges for a Gifted Individualized Education Program (GIEP) meeting. If the GMDE recommends the child is not eligible for gifted

education, the process is concluded with the signing of a Notice of Recommended Assignment (NORA) indicating the child is not gifted and not in need of specially designed instruction. If the GMDE recommends that the child is gifted but not in need of specially designed instruction, the district will arrange for a meeting to discuss appropriate enrichment opportunities within the regular education classroom.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction. Screening School personnel, or parents who suspect that their student may be in need of specially designed instruction beyond what is provided in the regular classroom, may contact their child's school counselor or teacher and provide a written request for screening. All teachers are alerted to the characteristics of gifted children and may refer children for screening at any time. Parents may also request screening or an evaluation. Once a student is referred for screening, the parents and teacher fill out a Gifted Characteristics Inventory; the gifted support teacher collects classroom and available state assessment data and the gifted support teacher administers the K-BIT2. A rubric is used to determine whether the team would recommend the student to the certified school psychologist for testing. The outcome of the screening is provided to the parent. If, at the end of the screening process, the student is thought to be gifted, a written consent/permission to evaluate is provided to the parents. Upon receipt of the signed consent from parents, the certified school psychologist completes a gifted multidisciplinary evaluation within 60 calendar days. The evaluation generates data from a variety of sources. If the outcome of the screening does not suggest that the student is a strong candidate to move forward with a formal evaluation with the school psychologist, then parents are provided a letter regarding this finding and notified that if they still choose to have their child evaluated, they need to make that request in writing.
3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Multiple criteria utilized include results from data collected through the screening rubric, administration of individual standardized intelligence and achievement tests, group administered achievement information (PSSA), grade level benchmarks/local assessments, classroom performance including review of report card data, rates of acquisition and retention, areas of strength (higher level thinking, leadership, communication, intense academic interest, technology), parent and teacher questionnaires and checklists, as well as addressing the potential impact of any intervening factors that could potentially mask gifted abilities.
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 West York Area School District meets the needs of gifted students in a variety of ways. At the classroom level, teachers differentiate instruction to meet the needs of their learners. For the gifted students, this means that their learning is often accelerated. Gifted students are also scheduled as a cohort so they are with like-minded peers in their classrooms. Students are able to go in more depth with their learning throughout the year in their classroom and also in the seminar classroom. Students have choice with regards to demonstrating their knowledge of material by creating projects. At the elementary level, the gifted support teacher collaborates with classroom teachers to provide enriched instruction in the regular education classroom. The gifted support teacher also pushes into the regular education classroom to co-teach in different subjects throughout the year. The gifted students meet with their gifted support teacher at minimum once/cycle during seminar. This time allows the students to explore projects of interest, completing research, and activities. Based upon performance with specific skills mastered within the classroom, students also have the opportunity to work with their like-minded peers on enrichment activities. At the middle school level, students also meet regularly with their gifted support teacher. The teachers work on a variety of activities at each level to enrich student learning based on topics of interest. At the middle school, students are scheduled in a high achieving group with the gifted support teacher pushing into the regular education classroom to co-teach in different subjects throughout the year or pulling students out of the classroom to provide enrichment in the gifted support room. This group's learning is accelerated which allows for in-depth study of specific topics during the year. Students often take advanced courses or courses that result in accelerated scheduling at the high school (Algebra 1). High School credits are not earned within the middle school schedule. Any courses that accelerates High School scheduling will appear on the students high school transcript with the final grade. High School credits are not earned in the Middle School schedule. The Bulldog Block period in the schedule is used to provide enrichment in STEM. At the high school, students have daily access to the gifted resource room during lunches and free periods. They receive information regarding contests, competitions, enrichment opportunities, etc. through their Learning Management System. Students take advanced placement and honors courses. When requested, the gifted support teacher works with regular education teachers to provide resources, create projects and rubrics, and unit or lesson planning. Regular course work may be differentiated according to student interest upon student or parent request. The gifted support teacher will run book discussion groups, seminars, competitions, workshops, etc. during flex time upon student interest and request. West York Area High School Students are also able to take Dual Enrollment courses in person and online at local colleges with agreements in the district. There are two College in High School courses with the University of Pittsburgh - American Government and Western Civilization II - available as well. Students may create their own electives through the option of an Independent study. Gifted juniors currently meet with the gifted support teacher for graduation project and career planning.

Chief School Administrator

Date