

UPPER DAUPHIN AREA SD

5668 State Route 209

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.).

The Patriot News, student handbooks, District website, and a flyer is visible in each District buildings' office.

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

An evaluation process is used to identify those students who are in need of specialized gifted support services. When a student meets the criteria, and is in need of specially designed instruction, then a Gifted Individualized Education Plan (GIEP) is developed to meet that student's identified academic areas of strength. The GIEP is created by a team, including parent(s), student's case manager, student's teacher(s), an LEA, and any other person who is requested to be present by either the parent(s) or the District.

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 District's established procedures for screening and evaluation for gifted education aligns with the Pennsylvania's Department of Education Chapter 16 provisions. The Evaluation is a systematic process through which the need for gifted education services is determined. Determination of gifted ability is not based on IQ score alone. A person with an IQ score lower than 130 may be eligible to receive gifted education services when other educational criteria in the person's profile strongly indicate gifted ability. Multiple criteria indicating gifted ability may include:

- A year or more above grade level achievement.
- Demonstrated achievement, performance, or expertise in one or more academic areas.
- An observed accelerated rate of acquisition of new information with retention.
- Frequent use of high level thinking skills, academic creativity, leadership skills, intense academic interests, communication skills, foreign language aptitude, or technology expertise.
- Evidence that factors, such as gender or race bias, socio/cultural deprivation, disabilities, or limited English proficiency, are masking 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.

Students will work through the general education curriculum with opportunities for subject acceleration and/or individual or small group enrichment (or a combination of both acceleration and enrichment). All programs must be specified through the development and implementation of a GIEP which is driven by student strengths and interests. The following represents essential components required for GIEP development. The GIEP identifies present levels of academic achievement, annual goals, instruction for specially designed instruction,

and supports each student in developing individual strengths.

Jared W. Shade
Chief School Administrator

03/23/2022
Date