

CORRY AREA SD

540 East Pleasant Street

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 District outlines information on the gifted education services in the annual Child Find notice in local newspapers, in the school calendar, on the District website, and in the Student Code of Conduct manuals.

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

The district actively seeks out students who are thought to be gifted and may need specially-designed instruction. Initial screening for gifted support services may be requested by a teacher or parent/guardian at the student's school or through the district's central office. The screening process includes a review of records, classroom performance, local and state assessments, and input provided by teachers and parents to determine the student's academic strengths and needs relative to existing curriculum expectations. At the elementary level, these screenings are conducted by the Child Study Team (CST) in each building, and the middle and high school through the Student Assistance Program (SAP). This information is previewed through a screening matrix to determine if the student meets the criteria for further evaluation.

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

Once it is determined a student meets the criteria for further evaluation, a Chapter 16 Permission to Evaluate is provided to the parent/guardian for signed permission to proceed with an individual multidisciplinary evaluation. Eligibility is not determined by cognitive ability/IQ score alone, but by a combination of factors. The school psychologist explains the evaluation process to the parent and once signed permission is received, begins the evaluation. Relevant information is collected from the parent. Regular education teachers responsible for the student's primary instruction provide additional data, including skill attainment and aptitude, classroom observations, performance, and assessments. The comprehensive evaluation also includes individualized cognitive and academic achievement assessments, gifted rating scale, and rates of acquisition and retention scales. Results of the multidisciplinary evaluation are analyzed through a gifted identification scoring matrix to determine eligibility for gifted support services, and a Gifted Written Report (GWR) is completed and presented to the parent. If the student is found to be eligible and in need of specially-designed instruction as a gifted student, a Gifted Individualized Education Plan (GIEP) will be developed based on the student's learning strengths.

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 identified as gifted and in need of acceleration and/or enrichment receive gifted support services in multiple ways. GIEP teams make decisions based on the individual strengths of the student when developing the GIEP. CASD offers a continuum of gifted support services, including curriculum enrichment within the regular education classroom, course compaction, pull-out gifted services comprised of planned learning experiences, like-peer enrichment opportunities, independent goal setting/consultative services, enrichment opportunities in the community, and subject and grade level acceleration.

Chief School Administrator

Date