

## UNIONVILLE-CHADDS FORD SD

740 Unionville Road

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.).

In conjunction with the Chester County Intermediate Unit, the district annually posts the Notice of Special Education Services in the local newspaper at the start of each school year. Additionally, the notice is published on the district's public website on the Gifted Education page, posted in each of the school and district offices, and indicated in the student and parent handbooks.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.  
Parents and teachers can request that a student be evaluated at any time to determine the student's eligibility for gifted services by contacting school personnel. School personnel will provide them information regarding gifted education. The Pennsylvania Department of Education Chapter 16 regulations define "mentally gifted" as: "Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." The term mentally gifted includes a person who has an IQ of 130 and other factors (advanced achievement, exceptional rate of acquisition and retention, demonstrated expertise, higher level thinking skills) that indicate gifted ability. Gifted ability cannot be based on IQ score alone. If the IQ score is lower than 130, your child may be admitted to gifted programs when other conditions strongly indicate gifted ability. A student that is identified as being gifted must also demonstrate the need for specially designed instruction. This means that the regular education program and curriculum cannot meet his or her instructional needs and a Gifted Individual Educational Plan (GIEP) is needed to enrich or accelerate the student's instructional program. In addition to parent and teacher requests, universal screening of students is completed three times a year for students in grades 2-8 using the STAR assessment in reading and math. For students in grades K-1, students are screened based on classroom performance within the curriculum and teacher recommendation. STAR provides actionable data to help identify high achieving students. Once identified by the STAR assessment as a high achieving student, student curriculum based scores are reviewed to determine if students appear to demonstrate a need in the curriculum. A student that is identified as gifted must demonstrate the need for specially designed instruction above and beyond the general education curriculum. Above grade level curricular assessments and cognitive assessments are administered in order to help determine a need. Once a student is identified as having a need, the Gifted Multidisciplinary Team will meet to develop a plan to enrich or accelerate the student's instructional program outlined in a Gifted Individualized Education Program (GIEP).
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 uses a matrix to gather information about a student's performance within the curriculum. A student who demonstrates academic strengths in reading and math through group administered assessments, as well as high achievement within curriculum assessments, earns points within the matrix. Matrix points earned determine if further ability testing is warranted. Ability testing takes the form of standardized cognitive assessment and above grade level tests. Based on the student's demonstration of gifted programming needs, enrichment or acceleration may be recommended. In order to consider multiple criteria as specified in the regulations, the district has adopted a two-tier process including assessment of cognitive ability and academic achievement, both of which contribute to the eligibility determination. All second through eighth graders will be assessed for possible eligibility for gifted services through our universal data collection protocol. School counselors also review the records of all new students to the district to determine the need for Gifted Education assessment. The following is our process. Phase I - Universal Data Collection Teachers and School Counselors will collect Phase I Data, which includes group-administered STAR Math and Reading assessments three times during each school year in second through eighth grades. STAR provides actionable data to help identify high achieving students. Once identified by the STAR assessment as a high achieving student, student curriculum based scores are reviewed to determine if students require further assessment to identify if a student has areas of giftedness. Phase II A and B - I.Q. Testing - Wechsler Intelligence Scale for Children-WISC IV and Above Grade Level Assessments. If a student meets the criteria in Phase I the student will move to Phase II. School Counselors in collaboration with the Gifted Support Teacher collect Phase II Data. The above level assessments are locally created using District curricular materials. The assessments are administered in small groups or individually and students are allotted two hours to complete the assessments at the elementary level and ninety minutes at the secondary level. The School Psychologist will administer an I.Q. test. The results of the I.Q. test as well as the data from the other phases are considered in the final determination of a child's need for gifted services in our Gifted Education program. A school psychologist with input from the team compiles the data and makes a recommendation of general education, enrichment and/or acceleration. This recommendation and the evaluation results are reported to the parents.

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.

Gifted students have the opportunity for both enrichment and acceleration based on the needs they are demonstrating in the regular education curriculum. These needs are determined by reviewing classwork, final grades, rate of acquisition, assessment scores and student interest. Students can be enriched or accelerated in a particular content area. Students can also be whole-grade accelerated. Gifted programming is driven by individual student goals and specially designed instruction delivered in the regular education classroom or

through individual or small group instruction in the gifted education classroom.

Chief School Administrator

Date