

NORTHERN YORK COUNTY SCHOOL DISTRICT

Notice of Gifted Education Services and Programs Child Find

In compliance with Chapter 16, (Pa. Code 16.21 (b)), the Northern York County School District is responsible for locating, identifying, and educating school-aged students requiring specially designed programs or services:

Each district shall conduct public awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and the parents of school age children not enrolled in the public schools. Awareness activities shall be conducted annually and include providing information in local newspapers, other media, student handbooks and on the school district web site. (22 Pa. Code §16.21(b))

Definition of Giftedness and Referral Process

Mentally gifted is defined 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. (22 Pa. Code §16.1)

Northern York County School District offers special education services, in the form of acceleration or enrichment, or both, for students who are identified by a gifted multidisciplinary team (“GMDT”) as “mentally gifted.” A child is considered mentally gifted when his or her cognitive ability or other factors, as determined by a multidisciplinary team evaluation, indicate that he or she has outstanding intellectual ability which requires special programs and services not ordinarily available in the general education program.

Chapter 16 requires that school districts use “multiple criteria” in the screening of students for eligibility in gifted programs. Students will enter our Special Interest Program because they meet the selection criteria and also show a need for specially designed instruction as required by Chapter 16 regulations. To determine a need for specially designed instruction beyond the regular education, school districts are on a continuum.

Students can be screened at any grade for the program and may be referred for a Gifted MultiDisciplinary Evaluation (GMDE) through any of the following avenues:

Teacher Referral: A student’s teacher and school counselor have received training related to the characteristics of gifted students. If the teacher feels that a student may be in need of specially designed instruction, they will make the referral.

Parent Referral: A parent can, at any time, make a written request that their child be screened for the Special Interest Program. Parents may contact any school official regarding their interest in comprehensive screening. When a request for a GMDE is made, the school must respond to the parent within 10 calendar days.

Student Referral: A student may ask, at any time, to be screened for the program. Pursuant to appropriate parental consent the district will initiate screening.

Data Referral: A referral may be generated from a data source such as an assessment made for universal screenings, curriculum-based assessments, standardized tests, and other assessments of achievement and/or ability.

Screening: Chapter 16 requires that each school district shall adopt and use a system to locate and identify all students that are residents of the school district who are thought to be gifted and in need of specially designed instruction. Each school district shall determine the student’s needs through a screening and evaluation process that meets the requirements of Chapter 16.

Gifted Evaluation: For students who are potentially gifted students, the district will take the following steps:

1. Conduct the Gifted Multidisciplinary Evaluation
2. Compile a Gifted Written Report
3. Convene a Gifted Individualized Education program team meeting to determine whether the student is gifted.
4. Develop a Gifted Individualized Education program if the student is a gifted learner.

A child can be identified as both a child with a disability and mentally gifted. In such cases, the rights of the child and his or her parents are governed by the rules applicable to children with disabilities under Chapter 14.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact David Borrell, Director of Student Services, at 432-8691 X 1112 and request an explanation.

Characteristics of Gifted Children

- I. An exceptional ability to acquire and retain knowledge
 - Observes and remembers details beyond what is expected
 - Absorbs details quickly and recalls them at much later dates
 - Grasps concepts easily with limited repetitions
 - Already may know much of the content
 - Excellent short and long term memory
 - May not appear to be engaged but has the answers
- II. An exceptional ability to apply higher level thinking skills
 - Displays advanced reasoning in ethical development
 - Can review, synthesize and quickly articulate essential ideas/concepts
 - Asks “what if” questions and likes questions with multiple answers
 - Bored with drill and practice
 - Makes insightful cause-effect connections
 - Excels in making predictions, understands consequences
 - Jumps to intuitive answers, often without multiple steps or official procedure
- III. An exceptional ability to create new knowledge
 - Produces many original and elaborate new ideas
 - Non-conformist; sees unusual and multiple ways of doing things
 - Enjoys self-expression, unusual twists in learning, is inventive and different
- IV. Exceptional Personal/Interpersonal Skills
 - Often self-directed; takes little direction to stay on task
 - Diverse interests which cover many topics
 - Critical perfectionist
 - Immense intensity to tasks of interest
 - Leadership and organizational ability, may seem bossy
 - Keen and well-developed sense of humor
 - Immense emotional response, may be overly dramatic and compulsive
 - Low threshold for responsiveness; easily excited or irritated