

PINE-RICHLAND SD

702 Warrendale Rd

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

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.).

At the beginning of each school year the Pine-Richland School Districts posts in various media annual public notice regarding the availability of gifted education services and available programs. Media include the district website and annual report. The annual report is shared with parents and placed in the offices of each school building and public library.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
The Pine-Richland School District uses a comprehensive process to locate students who are thought to be gifted and/or highly achieving and may need specially designed instruction. Our Multi-Tiered System of Support (MTSS) process is a system in place in each of our buildings. The process allows teachers to recommend highly achieving students for immediate enrichment. Data is continually gathered that allows the MTSS team to recommend a student for a gifted evaluation. Additionally, the district utilizes the Cognitive Abilities Test (CoGAT) as a universal screener in grades 2 and 5 to identify highly achieving students for gifted 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 referred for a gifted evaluation, a district developed matrix is utilized to determine qualification for gifted services. The matrix consists of scores weighted in multiple areas including cognitive and achievement testing, CoGAT testing, and teacher and parent rating scales. Points are awarded in each of these areas to ensure that qualification is not based solely on IQ scores.

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.

Both students who qualify for gifted services and students who are highly achieving but do not qualify are offered a continuum of services for acceleration, enrichment, or both. At the K-3 level Cluster grouping based on reading levels and differentiated math opportunities/pathways are utilized. Pull out services are provided 1 to 3 times per week to focus on individual strengths. Various exploration topics are identified and competitions such as Math Kangaroo are provided. At the 4-6 level, tier I supports such as math pathways and cluster grouping are utilized. Pull out services can be provided daily for 40 minutes with focus on STEM, computer science and other strength based topics. Partnerships with outside agencies such as the cultural trust and robotics workshop are leveraged. At the 7-12 level, our program of studies is leveraged to provide advanced and accelerated instruction. In addition to previously mentioned

procedures, student are encouraged to participate in the development of their own gifted/highly achieving programming with consultation from gifted education teachers. Additional outside competitions are encouraged and supported by our gifted education staff. At each level, students may be considered for grade acceleration. In order to qualify for grade acceleration, a student must meet criteria outlined within the district's gifted qualification matrix and psychologists recommendation. Subject acceleration in math is also considered in certain circumstances based on a subject acceleration matrix.

Chief School Administrator

Date