

## **PENNSBURY SD**

134 Yardley Ave

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

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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.).

Information is shared with District families annually via the District website and information is available in the main office of each school. Building administration shares information with parents and staff. The district also works with a Gifted Parent Advisory Committee that has representatives from each building and provides information directly to parents regarding processes, procedures, and updates to standards. Gifted programming is provided for our identified students in accordance with Chapter 16 (Pennsylvania's Gifted Regulations). Pennsbury's gifted support continuum of programming. the program is overseen by several district administrators who support designated gifted support teachers in all of our school buildings.

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

Universal assessments are completed for all students during their elementary years. From this data, profiles of cognitive ability are gleaned, and this data is viewed alongside measures of academic performance. A student can be referred for an evaluation to determine their eligibility and their need for gifted support programming either by parents or by representatives from the school district. If parents request an evaluation, this must be presented to the school district in writing. Parent requests for a gifted evaluation should be directed to your child's building-based principal and/or school counselor. It is at this time that Gifted Procedural Safeguards are shared with parents to help to provide a procedural framework for the process.

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 a formal evaluation timeline has been established, a Gifted Multidisciplinary Team (GMDT) shall be formed, and this team will help to determine the student's eligibility and need for gifted support programming. The determination of gifted eligibility must include a summary analysis and evaluation completed by a Certified School Psychologist. School psychologists are qualified to determine a child's eligibility for gifted services and to determine their degree of need as well. During the evaluation process, psychologists will look for any intervening factors that could mask a child's eligibility for programming. Eligibility for gifted services is based upon the regulations outlined in Chapter 16. A summary of these requirements includes the following: Mentally Gifted means: a person who as an IQ score of 130 or higher OR when multiple criteria (\*) indicate gifted ability. Determination of gifted ability is not to be based on IQ score alone. Deficits in working memory and processing speed cannot be the basis for an ineligible IQ score. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must

include an assessment by a certified school psychologist. (\*) Multiple Criteria defined: A year or more above grade level for the normal age group in one or more subject areas, as measured by nationally normed and validated achievement tests. Observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. Rate of acquisition is the relative ease with which a student learns new information or acquires skills. Rate of retention is the ability of the student to retain and use information or skills in meaningful ways. Demonstrated achievement, performance or expertise in one or more academic areas. Evidenced by excellence of products, portfolio/research, and team judgment. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise. Documentation, observations, validated or assessed evidence of any intervening factors (i.e., ESL; gender, race bias; socio/cultural deprivation are masking gifted abilities. At the end of the evaluation process, the school district will complete an eligibility determination report (documented in a Gifted Written Report, also known as a GWR) within 60 calendar days—not to include summer days—which may lead to the development of a GIEP.

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.

The Pennsbury School District uses the MTSS process to support students in need of enrichment. It is aligned with our MTTSS district-wide model of multi-tiered support and ensures that underserved students or students with masking issues are identified earlier. Data is used to inform school teams of students in need of enrichment and/or acceleration and provides high-achieving students with access to a differentiated curriculum. Tier I -Opportunities for flexible instructional grouping of students (flexible grouping)within the classroom setting. -Complexity of instruction are varied as needed. -Students are given opportunities to explore, develop, and demonstrate their strengths and interests. -May include cross curricular units and learning centers. -Assignments may be differentiated by content, process, or product that extend general classroom assignments. Tier II -This tier includes some strategic targeted instruction, provided individually or in small groups. -Small and flexible grouping. -Students may be placed in small groups with peers of similar strengths and interest needs, when possible. -Supplemental curriculum that aligns with core and standards. -This tier contains differentiated instruction and enrichment opportunities to access curriculum -Students may be exposed to activities that can take them inside or outside of their classroom setting. (WIN Time) -Advanced skill group instruction can occur through flexible groups Tier III -Interventions for students whose academic and intellectual needs are not being met by Tier I or Tier II supplemental, targeted instruction. -Students require more in-depth curricular activities that differs in pace and complexity from their peers. -Students may be referred or Identified for further forms of specialized programming within this tier. (Gifted Support Screening/Testing) -Possible interventions within this tier could include acceleration and/or

consultation with the gifted support teacher. -Acceleration could occur in one or more areas of reading, science, or math depending on the individual needs of the student -Student continues to receive Tier I and Tier II interventions throughout the day

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06/05/2023  
Date