

## **FARRELL AREA SD**

1600 Roemer Blvd

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.).

Notice for special education evaluations, including gifted evaluations, are posted annually in student handbooks and on the district website.

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

Assessment data is reviewed by the educational staff. If a student is suspected of achieving at a higher than average rate, a discussion with the classroom teacher and/or parent takes place to determine if a gifted evaluation is necessary. In addition, teachers notify either the special education director or the school psychologist if there is a concern that a gifted evaluation may need to be conducted. Parents can request an evaluation at any time.

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 utilizes cognitive assessment, achievement assessment, formative assessment, teacher/staff input, and parent/guardian input. Although an IQ score of 130 is typically the standard for determining giftedness, all areas of the cognitive and achievement performance are considered when the team makes the determination if the student is gifted.

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 district participates in a consortium of enrichment programs (Quest) with several neighboring districts. Although identification of giftedness is not a requirement for this program, the majority of identified gifted students participate in this program. A teacher pulls a group of students several times a week to conduct enrichment activities. In addition, the consortium participates in several enrichment field trips throughout the year, including a trip to Wallop's Island for the 6th grade students. Other gifted students may be provided acceleration in an area of strength. This is determined through the Gifted Individual Education Plan (GIEP).

Chief School Administrator

Date