

NORTHEAST BRADFORD SD

526 Panther Lane

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.).

The district believes in communicating with all families. The district discusses the gifted program at multiple open meetings throughout the year, and ensures that all gifted related forms and notices are up to date on our website and in student handbooks.

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

The district utilized the child study process as part of the MTSS model. The district uses a referral system for child study in which teachers can identify students who are either struggling or excelling with tier 1 instruction. Students who are excelling are then offered differentiation during various WIN (what I need periods). If a student who is excelling continues to need more, then parents are contacted to begin the conversation of possible testing.

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 certified psychologists to administer all cognitive and achievement test. The district typically utilizes the WISC or the WIAT for the cognitive battery and the district utilizes the GATES-2 along with other achievement scales. Through this the psychologist follows board approved guidelines when making a gifted determination.

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 provides many opportunities for gifted students. The district created GIEP's in accordance with the law that outlines accommodations for identified students. The district employs a teacher at the elementary and the high school level to oversee identified students. Specifically, students are offered differentiation within the classroom, preferential scheduling, acceleration field trips, acceleration options within the classroom setting, and access to upper level classes via colleges or online academies.

Matthew Holmes
Chief School Administrator

02/05/0004

Date