

## EPHRATA AREA SD

803 Oak Blvd

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

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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.).

Parents, teachers, or any stakeholder who suspect that a child is in need of specially designed instruction beyond that required in 22 Pa. School Code §4 (relating to academic standards and assessments) may request in writing that their child be evaluated under the criteria of 22 Pa. School Code §16.22 or by calling the school district and starting a conversation of concerns. The public notice is published in the local newspaper 1 time a year. The notice also appears on the District website, in each school building, and in local daycare and doctor offices.

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

The District holds training annually for staff and parents to help locate students who need to be evaluated for possible gifted services. Characteristics of giftedness are located on the District webpage under gifted services. As required by Pennsylvania Chapter 16, Ephrata Area School District uses multiple criteria in determining a student's eligibility for gifted services. EASD screens all students in the winter of their 2nd grade year: based on universal assessments given to all elementary age students. Those students who meet the screening criteria are further assessed using other standardized measures and multiple criteria within a matrix to determine their eligibility. Parents, staff members, and stakeholders can always request an evaluation in writing or through a phone call, email, text, or through the child's school team.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

Students who are suspected of giftedness are referred to the school counseling office. Referrals are made by parents, staff members or community members. All students who live in the Ephrata Area School District boundary, are eligible to be screened and/or tested for giftedness even if they attend other schools outside of the District. In order to identify all students who made need gifted services an annual screening in completed in 2nd grade. Second grade classroom teachers, with building team support, administer the OLSAT in the winter months. This score is added to other matrix related scores to determine if the student goes on to a full evaluation. Parents may decide to move their child to a full evaluation if they suspect the screener score does not represent their child's abilities. All learners who meet screening benchmarks are moved into the next level: s full evaluation. After parent permission is received, a full evaluation is completed. School psychologists use the gifted matrix to determine if a student is gifted and needs specially designed instruction. The matrix is designed to determine eligibility through a multi-criteria process. Our goal at Ephrata is to identify learners in need of gifted

programming using multiple sources of data determined through areas of learner readiness, creativity, academic achievement, performance on district assessments and performance in the classroom as well as level of repetition needed to understand materials. If after all testing and information gathering (from all stakeholders), the student is deemed eligible for services, a team gathers to write 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.

Ephrata Area School District Gifted Support Services strives to meet the needs of identified gifted students by providing experiences and activities not ordinarily covered in the regular curriculum. The gifted program focuses on four major domains of academic and personal development areas: 1. Cognitive: which includes research and the development of independent study skills. 2. Creative Thinking: which includes brainstorming, fluency, flexibility, originality, and elaboration. 3. Critical Thinking: which includes inquiry, logical reasoning, problem solving, and gathering, analyzing, and interpreting information. 4. Affective: which includes self-understanding, interpersonal skills, and coping strategies. Students goals reflect their individual gifted needs. Specially designed instruction is defined for each individual and allows the student specific means to access the curriculum. A student's team determines specific services which range in levels on a continuum such as enrichment, compacting, and acceleration. Students and their GIEP team gather to discuss the evaluation, student's current education, and needs to create the GIEP. Programming comes in the form of push-in, pull-out, and/or a combination of both. Students may be eligible for advanced classes, college classes, differentiation, special designed instruction, and/or specific opportunities. The GIEP team determines individualized programming. The team meets annually, but can meet more often if needed.

Superintendent/Chief Executive Officer

Date

# Ephrata Area School District

803 Oak Blvd, Ephrata, PA 17522

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## Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Ephrata Area School District reviewed and approved the **Comprehensive Plan** at the following Board Meeting, held on October 18, 2021. The plan(s) was (were) approved by a vote of 8 (**yes**) and 0 (**no**).

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Ephrata Area School District reviewed and approved the **Induction Plan, Professional Development Plan and the Gifted Education Plan Assurances** at the following Board Meeting, held on December 20, 2021. The plan(s) was (were) approved by a vote of 8 (**yes**) and 0 (**no**).

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*



Comprehensive Plan

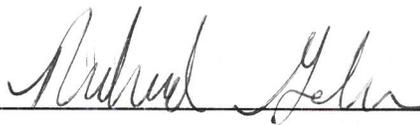
Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

School Plan(s)

*List school name and plan type on the next page.*

Affirmed on this 20<sup>th</sup> day of December, 2021

By:  (Signature of Board President)

Richard Gehman (Print Name)

Ephrata Area Board of Education

<u>School Name</u>	<u>Plan Type</u>

**Plan Types:**

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I