

Profile

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Gifted Education Plan Assurance

1. Describe your district's Child Find 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 publishes an annual public notice on gifted services in all student handbooks and the district calendar. These documents are provided to all parents in all schools in the district. The District also has an annual notice published on the District's web page. Finally, the CAIU publishes an annual notice on its web page and in local newspapers on behalf of the District.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

The District locates students who are thought to be gifted in several ways: 1) The District routinely discusses student progress at data team meetings at the building level. During these meetings Professional staff present students who show high academic scores or achievement levels at these meetings. 2) The District routinely reviews standardized testing data such as PA and District level benchmark scores (for example i-Ready) to look for students who achieve high scores (above the 90th percentile). Universal screeners are used to determine student growth as well as students who are in need of an intervention. The universal screeners are also used to monitor our curriculum and the progress in which our students make within our curriculum. In addition to using the data to determine intervention, our District uses national norms to facilitate deeper discussions concerning students who may benefit from enrichment activities and/or further evaluation to determine eligibility Universal screening data is also used to support instructional decisions and grouping in tier one instruction to ensure all students are growing. The tools included in our universal screenings include but are not limited to i-Ready, Aimsweb, CDT, Exact Path, and the Common Literature Benchmark. 3) The District routinely reviews requests from families to conduct evaluations on their student's for the purpose of determining if they meet gifted eligibility. When a family refers their child, the District responds to the request within 10 calendar days, per Chapter 16 regulations. 4) Teachers can refer high-performing students to the Principal/ Counselor or Student Services or to be considered for an evaluation. Once a potential student has been identified by families or staff, the student is then screened using a district-developed rubric which includes multiple data points: A) PSSA/Keystone proficiency level of advanced in math, reading, and if available science, B) Grades in core subjects (math, English, science, social studies, writing, and reading) are in the A or B range, C) A WASI is administered as a screening tool to the student's school counselor and the student scores above 125 in at least one area, D) Benchmark assessments (i-Ready) scores if available are above the 90th percentiles, and E) A "Gifted Rating Scale" (Pfeiffer & Jarosewich, 2003) is administered which screens IQ, Academic, Creativity, Artistic, leadership and Motivation. If the student scores more than 2 "Yes" in any of the 5 criteria areas, the student is referred for a full evaluation to determine gifted eligibility. The scores are attached to the rubric.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

The District will first obtain permission to evaluate from the family for a gifted evaluation. The evaluation team will then review the data gathered during the referral process (described in the question above) and then determine appropriate additional assessments to be administered and/or reviewed in order to determine eligibility. Typically, these include an IQ and achievement assessment, a review of all academic records, direct input from the teachers who work with the child, observation of the student in the classroom, a gifted characteristics rating scale (if not already administered through the referral process described above), and other assessments deemed appropriate. These assessments are designed to show the student's specific areas of academic strength. The

assessments used our school psychologists include: Wechsler intelligence scale for children- Fifth Edition (WISC-V), Woodcock-Johnson Tests of Cognitive Abilities-4th Edition, Wechsler Individual Achievement Test- Fourth Edition (WIAT-4), and the Woodcock-Johnson Tests of Achievement-Fourth edition. The team determines eligibility based on the following factors: A) If the student shows a high IQ (130 or above) or 130 within the confidence interval in one or more sub-tests, while factoring in error management as administered by the school psychologist, B) The student scores advanced or high (90th percentile or above) on baseline assessments such as i-Ready, C) The student scores advanced on the PSSA or Keystone, D) Multiple Grades in core subjects (math, English, science, social studies, writing, and reading) are in the A or B range, and E) Student scores greater than 90th percentile in at least two of the Gifted Rating Scale areas which include: Creativity, Artistic, Leadership, and Motivation. Once a student is determined to be eligible, the team will also use the above information to identify specific areas of need that should be addressed by the GIEP team. These include potential advancement or enrichment areas.

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. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

The District provides a gifted program at all three levels that are slightly different based on student needs and age appropriateness. Elementary: Gifted students participate in a 90 minute, before-school gifted class on a weekly basis. The curriculum of the class includes work on social-emotional issues related to giftedness (i.e. working in a group, wh engaging in challenging work that is different from non-gifted peers is important, positive thinking, etc.). The curriculum also provides opportunities to work on acceleration activities outside of the regular classroom curriculum. These activities are typically based on the student’s specific area of giftedness and are of high interest. The District offers transportation to Gifted students who participate in the before-school gifted class. During the school day, the Gifted teacher consults with regular ed sta to ensure that gifted students are appropriately challenged through acceleration and/or enrichment activities within the classroom. Often assignments are modified to be more challenging for students who are eligible for gifted services. The District also provides opportunities for Gifted students to participate in out-of-grade level instruction (for example taking a middle school math class as a 5th grader, or learning a language while in elementary school from high school staff via remote learning. Middle School: the middle school program is similar to the elementary gifted program. Students participate in a gifted class at least two times during a five day cycle during the student resource period. This allows the students to receive gifted services without being pulled from any regular education class. During the gifted class, students work on social-emotional skills related to being gifted as well as acceleration activities that are of high interest. In addition, the District's middle school gifted teacher consults regularly with regular education staff regarding enrichment and acceleration activities that are appropriate to be implemented in the regular education classroom using the curriculum the regular teacher is responsible for. Student assignments are adapted to ensure that gifted students are appropriately challenged within the regular education environment. High school: The regular education curriculum in the high school provides various acceleration and enrichment activities to all students. These include honors level classes, AP classes, internship opportunities, Co-op opportunities, and participation in college-level classes through the District's dual enrollment agreements with several local colleges and universities. The high school gifted teacher assists students with enrolling in high-level classes that are appropriate challenges for their areas of giftedness. The gifted teacher also meets with The gifted high school students on a frequent basis to continue instruction in social-emotional learning issues related to giftedness as well as problem-solving students' participation in high-level coursework. Student acceleration is possible within the high school curriculum and gifted students often meet graduation requirements early, which allows them to participate in elective enrichment opportunities.

5. Look at the district’s most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially

designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

The District has 72 students who are identified as gifted with or without a 504 and receiving services on a GIEP (GY), two students who are identified as dually exceptional/twice exceptional and receiving services through an IDEA IEP(GS), and zero students identified as gifted and does not require specially designed instruction (GX). All of the District's gifted students are accounted for in PIMS.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

The District does not have any students identified as gifted in the Black or African American or Hispanic Population. This is disproportional to our general enrollment population. The District also has an underrepresentation of students who are economically disadvantaged. Our buildings meet at a minimum of four times per year to review data. Using the October 1st PIMS submission, the District examines data for gifted identification proportionality. When areas of disproportionality are identified, the psychologists, gifted teachers, and administration work together to identify root causes and action plans to address the cause. This can include, but is not limited to, analyzing data sorted by underrepresented populations and performance level as well as any cultural factors to address any factors that may mask eligibility considerations.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

Each year, the District provides training to all gifted and regular education teachers, principals, administrators and support staff. The annual training is completed by building and level during professional development days. Additionally, professional staff participating in the District's Induction program receive training on gifted education during the first two years of the program. General education teachers are held accountable for delivering gifted services in a number of ways. The District has established a system of sharing necessary components of each student's GIEP in the student information system. Annually, non-instructional time is dedicated for review of those documents and regular education teachers are required to sign-off that they have completed and understand the individual needs of the students in their classroom(s) and/or courses. When GIEPs are updated throughout the school year, the student's teachers will receive an email notification from the gifted teacher that the student information system has been updated.

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| Training for general education teachers | training completed by District personnel |
| Staff costs | \$300,000 |
| Training for gifted support staff | provided by CAIU 15 |
| Materials used for project-based learning | \$200 |
| Transportation | \$200 |
| Field Trips | \$500 |

Signatures and Quality Assurance

| Chief School Administrator | Date |
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