

**Selinsgrove Area SD**

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

## 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.).**

Selinsgrove Area School District ensures proper public notification on an annual and on-going basis. In collaboration with Central Susquehanna Intermediate Unit, the Annual Public Notice of Special Education Services and Programs, for Central Susquehanna Intermediate Unit, Local School Districts and Other Local Agencies Providing Services for Gifted Students and Protected Handicapped Students, is published in local newspapers in August every year. Additionally, that same notice is posted on our school district website under "Pupil Services". Additionally, information is available in student handbooks at each school building.

### **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.**

Students may be identified in several different ways. Teacher Referral: Through classroom based assessments and observations, a teacher may identify that a student has exceptional aptitude for academic achievement and creativity. A teacher would discuss a child's educational progress with his/her parent and recommend that the parent consider using the District's multidisciplinary evaluation process to determine if the child is gifted and in need of specially designed instruction to meet his/her unique learning needs. If the parent agrees, the teacher would request that the multidisciplinary evaluation team review the student's performance data to determine if a more in-depth evaluation is warranted. The multidisciplinary evaluation team is the classroom teacher, the parent/guardian, the school psychologist, the gifted education teacher, and the building principal or the Director of Special Education. A request for a multidisciplinary evaluation may occur one time per school year. Parent Referral: Parents/Guardians may request that the District review their child's school performance to consider a multidisciplinary evaluation to determine if he/she is gifted and in need of specially designed instruction to meet his/her unique learning needs. The performance data will be reviewed at a multidisciplinary team meeting, consisting of the classroom teacher(s), parent/guardian, the school psychologist, the gifted education teacher, and the building principal or the Director of Special Education. If the review of performance data warrants a more in depth evaluation, the parent may, in writing, request a multidisciplinary evaluation by submitting a letter to the Director of Special Education no more than one time per school year. Screening Meeting: When a teacher or parent refers a student, a multidisciplinary team meeting is held. The team consists of: the classroom teacher(s), the parent(s) or guardian(s), the principal, the school psychologist, the gifted education teacher, and any other pertinent professional staff. At the meeting the team reviews the child's performance information. The performance information should include: a completed screening matrix, any current standardized testing information such as PSSA testing, report cards, other curriculum-based assessments, and observations. Based on a review of the information, the team will decide to recommend a multidisciplinary evaluation. If the team decides to proceed with the multidisciplinary evaluation, the paperwork and timelines governing the process, which are outlined in Chapter 16 regulations, will be implemented. The

District uses the above screening procedures on a case-by-case basis for all students in the District to find and identify students who are of superior mental ability. The District uses the screening matrix to screen all students in the spring of their second grade year in order to determine who meets the criteria for further assessment using an abbreviated intelligence test. While this is currently the only time an entire class of students is evaluated, District professionals use student performance data on a yearly basis to identify students who may qualify for the gifted education program. Eligibility Criteria: To be identified as a gifted student, the child must meet these criteria: 1. Score 130 or above on an individual Intelligence (IQ) test such as the WISC-IV and demonstrate through their achievement and rates of acquisition and retention that he/she is a student of gifted ability. 2. If the child scores less than 130 IQ, the student must meet all of the following criteria: 3. Have a reading level, as measured by a nationally normed standardized test, at the 96th percentile for his/her age, or above 4.

Have a math level, as measured by a nationally normed standardized test, at the 96th percentile for his/her age, or above. 5. Have the recommendation of the multi-disciplinary team, which includes a score on the district gifted screener. 6. Once a student has been identified as gifted according to the above criteria, the multi-disciplinary team must decide whether the student is in need of specially designed instruction outside the regular education program to meet his/her unique educational needs. If the team decides that specially designed instruction is needed, the team would write a Gifted Individual Education Program (GIEP) for the child. If the team decides that the child does not need specially designed instruction, the child would continue to receive instruction within the regular education program to meet his/her educational needs. Once a decision has been reached, a Notice of Recommended Assignment (NORA) documents the team's decision. It requires a signature by a parent and by the District Superintendent.

**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.**

Gifted and Identification Manual for Letters, Checklists, and Matrix 1. Student is referred for initial screening. a. Counselor receives TEACHER REFERRAL FORM (T1) or PARENT REQUEST LETTER or sends PARENT REQUEST FORM (P1) to the parents. b. Counselors should make TEACHER REFERRAL FORMS available to the teachers at their request. 2. Counselor sends: PARENT NOTIFICATION FOR SCREENING (P2) and the PERMISSION TO ADMINISTER THE K-BIT (P3). Counselor sends PARENT RECOMMENDATION FORM (P6) if parent requests the screening. 3. The counselor collects permission form and creates a folder for the student. 4. The counselor administers and scores the K-BIT. Testing is done at the convenience of the counselor through the school year. 5. The counselor completes the Pre-Screening data on the Matrix to determine if the student continues with the screening. Minimum score for screening is 7. a. The counselor tallies the number of items checked on the Referral Checklist. b. If the student does not continue for screening, then the counselor sends the K-BIT results NO (P4) or calls the parents to inform them of the K-BIT results. 6A. If the student does qualify for screening, then the counselor sends the K-BIT RESULTS YES (P5), the CHECKLIST FOR RATING TRAITS (PT5); if the teacher referral was made, send the PARENT RECOMMENDATION FORM

(P6) and the PARENT QUESTIONNAIRE (P7) to the parent(s) at this time. 6B. The counselor completes the top portion on the REQUEST FOR GIFTED SCREENING FORM (C1). The teacher or team indicates when the gifted referral was discussed with the parent. • The counselor distributes the GIFTED EVALUATION SCALE, and RATE OF ACQUISITION FORM (T2) and RATE OF RETENTION FORM (T3) to the classroom teacher (grades K through 4) or the team (grades 5 through 12). • The counselor collects all teacher information within one week of distribution. The teacher and parent checklists are tallied for the number of responses and then assigned a score from the Matrix. The CHECKLIST FOR RATING TRAITS (parent PT5) is numbered and then tallied. Assign category numbers: 0=Seldom or Never; 1=Occasionally; 2=Considerably; 3=Almost Always. Match the total score on this checklist to the Matrix score. 7. Once all materials have been collected from the parents and the teacher/team, then the counselor reviews the data and determines the need for classroom observation, CBA, etc. 8. The counselor completes the Matrix a. Screening Data (page 2) – Complete Form C2 (Achievement Tests by Grade Level). Starting with number 3, enter the numerical data that corresponds to the specific child’s 26 levels. Note: you may not have data for every single category. Please refer to form C2 for numbers 3 and 4. Only use most recent achievement data. b. Complete items 5-10 (if you have existing data) and total 3-10 and place score in box at bottom. 9. Complete Page 3, Additional Options, if needed. 10. Add totals from pages 1, 2, and Additional Options. Enter that total in the box Total Screening Score. 11. Take the total screening score and divide by the number of completed items used to obtain that score to find the Average. If the Average is 4.0 or higher, this indicates that the student should go on for further evaluation with the WISC-IV (and possibly the WIAT-II Screener) to be administered by the Certified School Psychologist. 12. The counselor sends the Matrix on to the School Psychologist with the other referral packet information and forms. Record Keeping 1. The Gifted Identification Matrix is filed in the student’s cumulative folder for future reference. 2. If the child is not referred for a Gifted Multidisciplinary Evaluation (GMDE), then the school counselor keeps the Multiple Criteria protocol for 2 years and then purges those protocols (K-BIT and all completed teacher/parent checklists and questionnaires). 3. If the child is referred for a GMDE, the original Matrix and protocols are forwarded to the school psychologist and Central Office Secretary for the Gifted Written Report (GWR). The school psychologist maintains protocols and the Matrix goes in the student’s cumulative folder. 4. If the student is identified for Gifted services, the school psychologist sends collected protocols (checklists/questionnaires) to the Gifted Support Teacher for the Gifted IEP file. 5. If the child is not identified for Gifted services, the school psychologist returns collected protocols (checklists/questionnaires) to the school counselor to keep on file for 2 years.

**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).**

For all students with a GIEP, the GIEP team considers acceleration, enrichment, or a combination of both to best meet the needs of the student. Acceleration is not limited to advancement in grade level. Most of our students who receive acceleration do so by subject matter.

The most common subjects that students are accelerated in are math, foreign language, and English. Enrichment is also offered on subject matter or based on student interests. In grades K-8, students are scheduled for enrichment class periods with their gifted teacher. Students are provided with choices for activities that coincide with their specific GIEP goal. Students are also encouraged to participate in competition and outside events. SASD provides differentiated instruction to students with GIEPs within the regular education setting on a daily basis. Students may accelerate or test out of a chapter or unit. If they test out, they are then provided with extending thinking activities to enrich their prior knowledge on the topic being taught.

**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?**

In our recent PIMS October 1 snapshot, We reported 72 students gifted with or without a 504 and receiving services on a GIEP. Of those 72, 3 students also have a 504 service agreement. We have two students identified as dually exceptional and no students reported gifted and does not require specially designed instruction. All of our 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.**

In October, 2023, our total district population was 2,501 students with approximately 3% of students identified as gifted. Of the 74 students identified gifted, 39 are female and 35 are male. Ethnicity: Black or African American (not Hispanic) 1 Hispanic (any race)

3 White (not Hispanic) 65 Multi-Racial (not Hispanic) 1 Asian (not Hispanic) 2 Selinsgrove

Area School District strives to meet the educational needs of all students. As a district we are identifying gifted students proportionately by providing teacher professional development in recognizing giftedness across diverse backgrounds, outreach programs, local assessment results, and community partnerships to ensure equal opportunities for all students.

**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.**

Building administrators receive annual training provided by the Director of Special Education pertaining to Gifted Reports and LEA responsibilities. Regular and Gifted Education teachers will receive training in the following: Universal Design for Learning, recognizing giftedness, gifted education identification process, and social/emotional learning.

<b>Training for general education teachers</b>	5000
<b>Staff costs</b>	215,389
<b>Training for gifted support staff</b>	2000
<b>Materials used for project-based learning</b>	1500
<b>Transportation</b>	500
<b>Field Trips</b>	500

**Signatures and Quality Assurance**

<b>Chief School Administrator</b>	<b>Date</b>