

West Perry 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.).

The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be eligible for gifted education services residing within the school district's jurisdiction. Child Find data is collected, maintained, and used in decision-making. Child Find process and procedures are evaluated for their effectiveness. The school district implements mechanisms to disseminate Child Find information to the public, organizations, agencies, and individuals on at least an annual basis. In addition to the District's Annual Public Notice, information regarding Child Find and availability of Gifted Education services and programs is posted on our District's website.

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.

West Perry uses a multi-step process to locate and identify mentally gifted students including parent or teacher referrals, screening tools, demonstrated student achievement, and formal assessments. All third grade students are screened using the Cognitive Assessment Test (CogAT) which is administered by school counselors. Students scoring at or above a Standard Age Score of 125 on the screening form advance to the remaining six subtests. The CogAT results are then combined in a referral matrix that weighs the CogAT results with GATES-2 scores, the Chuska scales for acquisition and retention, teacher reports of enrichment or acceleration, and potential masking factors. Students earning five points on the matrix are referred for a Gifted Multidisciplinary Evaluation. Screening matrix points accrue to referred students as follows : Students can earn two points if present or prior-year teachers report occasions of "successful above-level enrichment work" on the district's "Teacher Report of Enrichment and Acceleration Outcomes" form. Students can earn one point from their teacher's responses to the GATES-2 if the intellectual ability score is greater than 87 or they earn a "Probable" rating in two or more scales, excluding artistic ability. An additional point can be earned from the GATES-2 if the student earns a "Highly Probable" rating in two or more scales, excluding artistic ability. One point may be earned from Chuska scales if the student earns greater than 19 "high" ratings in total across acquisition and retention. CogAT results from the complete post-screener version of the test will earn students zero, two, or five points. Two points are awarded to students with one subtest score of 130 or higher or a full composite Standard Age Score over 125. The five points required for referral to the GMDE are awarded to students with a composite Standard Age Score of 130 or higher. Students who demonstrate potential masking factors such as ESL, diagnosed learning disability, or behavioral difficulties receive an additional point on the referral matrix. After Grade 3, school counselors (at the elementary level) and the Gifted Support Teacher (at the secondary level) follow the same referral process using the full CogAT for parent and teacher referrals. We are in the third year of implementing this screening process and are taking steps to review the collection of data and weightings in the matrix to improve consistency and to ensure multiple pathways to referral.

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.

Indicators of giftedness are taken from a wide variety of sources. The Gifted Multidisciplinary Evaluation process is used to gather the information that assists in determining if a child is mentally gifted according to the state's definition. The Gifted Multidisciplinary Team is formed on the basis of the student's needs and includes the student's parents, a certified school psychologist, persons familiar with the student's educational performance, and at least one of the student's current teachers. The evaluation examines information relevant to the student's suspected giftedness including academic functioning, learning strengths, and

educational needs. The Gifted Multidisciplinary Evaluation may include, but is not limited to, information from ability testing, standardized achievement tests, classwork, curriculum-based assessments, performance skills, and teacher and parent input. School psychologists administer both an intellectual ability test and achievement test that includes mathematics, reading comprehension, and written composition. Both subtest and composite scores are considered, as well as standard errors of measurement. The recommendation for gifted programming relies on the professional judgments and consensus of the Gifted Multidisciplinary Team. Following the evaluation, a written report detailing the student's educational strengths and needs is provided to the parents. The report includes a determination as to whether the student is gifted and in need of specially designed instruction and includes recommendations for the student's programming.

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).

West Perry School District has two elementary gifted support teachers to support gifted education across three elementary buildings and one gifted support teacher who supports the two secondary schools. Push-in services or grade level acceleration are available options to students in grades K-3, with a resource room offered in third grade and beyond. The GIEP team determines appropriate Specially Designed Instruction and support services that are conducted in the instructional setting, provided in a skill area, individualized to meet the educational needs of the student, calculated to yield meaningful benefit and student progress, based upon the student's interests, ability level, readiness and learning needs. West Perry School District promotes a flexible gifted program based upon the GIEP in order to provide instruction with the appropriate level of challenges to accommodate the individual needs. In grades 6-8, push-in opportunities take the form of above-level extensions to lessons and alternative assignments offered to students who test out of units through curriculum compaction. Enrichment occurring in the resource room includes activities such as dramatic arts, STEM projects, 3D design, book discussion, seminar discussion, math enrichment activities, and formal debate. In grades 9-12, enrichment activities occasionally extended regular curricular coursework but typically relate to competition guidelines outside of the regular curriculum. Students participate in activities such as: Scholastic Art and Writing competitions, Youth Arts Day, Renaissance Faire drama and arts competitions, debate league, quiz bowl league, and scholarship competitions. Local mathematics competitions are also made available to students. Some gifted students elect to take honors, Advanced Placement, and, in senior year, dual enrollment classes, with their primary support services being scholarship, college, and career guidance tailored to high-ability post-secondary pathways.

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?

#GY – 13 #GS – 1 #GX – 0 After comparing the PIMS October 1 Snapshot to the number of students identified as gifted, a discrepancy was noted. A process similar to that which is used for identifying students in our student information system who receive special education services is now being implemented to ensure that all students identified as gifted are reflected in our PIMS reporting.

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.

Data reviewed indicates that there appears to be a disproportionality in the area of Economically Disadvantaged. To address this disproportionality, the district has implemented a screener that is administered to all third grade 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.

Training has been provided during full group faculty meetings and/or department collaborations. Most recent training topics have included enrichment strategies, compaction, and the screening process – initiation and involvement. General education teachers are provided with copies of each student’s GIEP and participate in GIEP meetings; accountability for implementation is administratively provided through the observation and supervision process. Training for our gifted education teachers will include options provided by the state, such as the Gifted Bootcamp and seminars. Additionally, gifted teachers will be added to the Intermediate Unit’s list server that provides additional professional development opportunities.

Training for general education teachers	\$0
Staff costs	\$80,730.10
Training for gifted support staff	\$90
Materials used for project-based learning	\$315
Transportation	\$320
Field Trips	\$725

Signatures and Quality Assurance

Chief School Administrator	Date