

Shamokin 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.).

The Shamokin Area School District is committed to providing Gifted Support services to those students who are eligible and in need of these services. The district conduct's awareness activities to inform the public of gifted educational services and programs through annual publication on our district webpage, annual notice printed in the newspaper and student handbooks. The awareness activities also include information at parent/student orientations K-12, back to school nights, parent/teacher conferences, PTA meetings and individualized conferences with the guidance counselors and gifted teacher.

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.

Gifted Screening Process The Shamokin Area School District, in an effort to meet the needs of its gifted students and comply with 22 Pa. Code Chapter 16 has developed a gifted process for the screening of "thought to be gifted" students. The process is a multi-level process that can be implemented for identification. Level I Screening "Systematic First Look" The Principal, Regular Education teachers and Gifted Support Teacher shall, at least annually, review existing information about all students' abilities and performance including but not limited to: • DIBELS assessment (kindergarten through Grade 3) • iReady Benchmark Assessments (Grades 1 through 4) • PSSA • CDT's – (Grades 3 though 11) Criteria: Students who achieve above grade level benchmarks status on the DIBELS assessment, the 95th percentile in either the math, language or reading areas of the IReady Benchmarks, and the top 10% of performers on the PSSA will be referred for Level II Screening "Intense Review" for the gifted program. Classroom teachers will observe student performance compared with the normal peer population and keep anecdotal records on any student they suspect may qualify for further screening. Any student thought to be gifted should be referred for Level II Screening. Level II Screening "Intense Review" Any teacher, the Principal or the student's parent may refer a student for Level II Screening. The referring professional must complete a Teacher Input Form and Student Data Sheet for the student, and a copy of Characteristics of Gifted Learners Form. These forms are available in the school psychologist's office and must be given to the school psychologist when completed. As part of the Level II screening, a Kaufman Brief Intelligence Test will be administered and a classroom observation done by the Gifted Support Teacher or school psychologist. The results of the Kaufman Brief Intelligence Test, Teacher Input Form, Characteristics of Gifted Learners, and Student Data Sheet will be reviewed by members of the screening team and a consensus achieved in order to determine whether the student is a reasonable candidate to be referred for the GMDE (Gifted Multidisciplinary Evaluation) process. The screening team shall consist of the student's classroom teacher, guidance counselor, gifted support teacher, school psychologist and school principal. The team does not need to meet for this process if a consensus can be reached on paper. Level III – Multidisciplinary Evaluation Referral for the GMDE should be made when: 1. Teacher, parent, or administrator believes the student to be gifted; 2. Student is not receiving appropriate education under Chapter 4 (relating to academic standards and assessment); and 3. One of the following apply: • The student's parents request an evaluation. (22 Pa.Code§16.22(c)) • "the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom". (22 Pa. Code §16.22 (b)(2)) • A hearing officer or judicial decision orders an evaluation. The evaluation will include, but will not be limited to, the following: • Individually Administered Intelligence Test • Achievement Tests • Gifted Parent Inventory Data • Developmental History • Information on Early Skill Development • Data from group administered IQ and achievement

tests, curriculum based assessments • Academic performance, rates of acquisition and retention • Intervening factors masking giftedness, if warranted • Student's strengths and needs The Gifted Written Report (GWR) will summarize the findings from the evaluation concerning the student's educational strengths and needs. The report will make recommendations as to whether the student is gifted and in need of specially designed instruction. If the GWR recommends that the student is gifted and in need of specially designed instruction, the Gifted Individual Education Plan (GIEP) must be done within 30 calendar days after the GWR is written.

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.

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concerning the student's educational strengths and needs. The report will make recommendations as to whether the student is gifted and in need of specially designed instruction. If the GWR recommends that the student is gifted and in need of specially designed instruction, the Gifted Individual Education Plan (GIEP) must be done within 30 calendar days after the GWR is written.

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 elementary, grades K-6, gifted/enrichment program is developed to each individual student's strength and needs. The gifted teacher collaborate with the regular education teacher to implement the GIEP and programming. The teachers will work to provide enrichment activities and acceleration based on the students strengths and needs. The gifted teacher will also provide direction instruction and enrichment in a small group or individual setting with gifted students. The middle and high school gifted program, Grades 7-12, focuses on advance placement and course work. The students have the ability to participate in higher grade level courses. They have the ability to eliminate pre-requisite courses. Students also have the ability to enroll in higher education classes such as dual enrollment in local community colleges and the ACE program at Bloomsburg University.

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?

Our most recent upload identified 4 student with GY and 1 student GS. All the district 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's identification proportionately is reaching all populations. The district reaches all parents and students by ensuring that all parents are aware of gifted programming in the district. Information is provided on the district website, student handbooks and through teacher communication. Teachers are also made aware of gifted identification through teacher/district in-service trainings and information.

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.

The Shamokin Area School District will provide in-service training for district staff during faculty meeting and in-service training days. Trainings will be provided by the district school psychologist, Supervisor of Special Education, Gifted Teacher, and/or the CSIU 16. In the past, the district has trained staff during faculty meetings and in-service trainings. The CSIU has provided training to district staff virtually. The district's gifted teacher attends the CSIU Gifted Teacher Network meetings. Documentation of district trainings will be documented through teacher sign in sheets.

Training for general education teachers	0
Staff costs	10,809.59
Training for gifted support staff	0
Materials used for project-based learning	0
Transportation	0
Field Trips	0

Signatures and Quality Assurance

Chief School Administrator	Date