

North Schuylkill 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.).

North Schuylkill School District provides notice through a variety of resources. Specifically, we utilize the Schuylkill IU 29 for our annual notice. The countywide annual notice was published in the Pottsville Republican on Monday, September 14, 2022. For the 2023-2024 school year, the notice will be published in early September. Additionally, NSSD includes gifted information on the district website. Gifted education information posted on the website includes parent information, annual notice, notice of parent rights, and gifted education frequently asked questions. Parents are also given the contact information for building level administrators to contact regarding gifted education. School calendars and handbooks that are distributed to each student at the beginning of the school year include information for parents and students regarding gifted education.

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.

Universal Screening North Schuylkill School District utilizes a universal screening process using school benchmark data. Grade level data meetings are held monthly to review student data and analyze students' strengths. The student data review helps determine which students need enrichment within the curriculum and a gifted screen. The benchmark assessments reviewed at North Schuylkill include: DIBELS/Amplify for reading, DIBELS/Acadience for math, Spring Math, curriculum-based assessments, average grades, PSSA scores, PVAAS projections, Classroom Diagnostic Tools (CDT) and Keystones. Students are referred for a gifted screening when benchmark data is consistently above benchmark, or they are above the 90th percentile when compared to same aged peers. Additionally, the Otis-Lennon School Ability Test (OLSAT), a group administered screener, is administered in Grade 2 to all students during the spring semester. If a student scores above or near a 125 on the OLSAT they are recommended for a Gifted screening. Gifted Screening When a gifted screening is recommended at the North Schuylkill School District, parents are notified school Psychologist and Gifted Support Teacher gather input from teachers, available student data, which was mentioned above, the Kaufman Brief Intelligence Test Second Edition Revised (K-BIT-2R) is administered. The (K-BIT-2R) provides a quick estimate of general intelligence and is based on the measurement of verbal and non-verbal abilities. The Gifted Screening also includes the following: AIMSweb benchmark for Mathematics and Reading, teacher input is gathered, and Identification of any potential masking traits. The school psychologist and gifted team provides a recommendation in regard to proceeding to a Gifted Multi-Disciplinary Evaluation (GMDE). At North Schuylkill School District, the gifted screening process uses a point matrix described below. First, K-BIT-2R – 3 points for 130 and above, 2 points for 125-129, 1 point for 120-124. Second, AIMSweb – 3 points for well-above benchmark, 2 points for above benchmark, 1 point at benchmark. Third, teacher input on the General Intellectual Ability Scale (formative) – 2 points for 130 and, 1 point for 120-129. Points can also be earned if there is evidence of masking traits. North Schuylkill School District determines that six or more points are needed in order to be referred for a full gifted evaluation. A permission will be issued by North Schuylkill to conduct an evaluation at this time.

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.

At North Schuylkill School District, when a student meets the criteria mentioned above, they will be referred for a full Gifted Multidisciplinary Evaluation (GMDE). The GMDE will be conducted by a district school psychologist. Additionally, parents can request an evaluation at any time. This point is discussed with parents throughout the screening process. A Permission to Evaluate for Gifted Support (PTE) and Parental Rights and Procedural Safeguards is sent to parents.

When consent is received, the district begins the evaluation process. The school psychologist requests input from parents and teachers utilizing the Scales for Identifying Gifted Students, 2nd edition (SIGS-2). The SIGS-2 provides rating scales for gathering trustworthy information in the process of selecting students for participation in gifted education. The SIGS-2 includes seven separate rating scales allowing for data collection in general intellectual ability (GIA) as well as each of the four core domains: mathematics, language arts, science, and social studies. Additionally, the SIGS-2 includes rating scales in leadership and creativity. In addition to the SIGS-2, rates of acquisition are measured by the CHUSKA Scales, a set of rating scales filled out by the student's teacher. Next, the school psychologist administers an individual standardized cognitive ability assessment which may include the Wechsler Intelligence Scale for Gifted Children, 5th edition (WISC-V), Woodcock-Johnson Tests of Cognitive Abilities, 4th edition (WJ IV), and/or the Comprehensive Test of Nonverbal Intelligence, 2nd edition (CTONI-2). In addition to cognitive ability assessments, the district school psychologist will also administer individual standardized achievement assessments which may include the Wechsler Individual Achievement Test, 4th edition (WIAT-4) and/or the Woodcock-Johnson Tests of Achievement, 4th edition (WJ IV ACH). Performance on Aimsweb benchmark assessments, classroom assessments, and universal screening data listed above are also reviewed in regards to student achievement. Additionally, potential masking traits such as a diagnosis that affects education, socioeconomic status, life stressors, English as a Second Language, etc., will be considered as part of the matrix for multiple criteria. Once data has been collected, the school psychologist will compile all data into a Gifted Written Report (GWR) summarizing the collected information. A student whose IQ is 130 or higher will automatically qualify for gifted services. For students whose IQs are less than 130, the district will utilize the following matrix, based on multiple criteria, to determine the student's need for gifted services:

- Cognitive ability (IQ): 130 or higher – automatic qualifier; 125-129 – 2 points; 120-124 – 1 point • Achievement tests: 130 or higher – 3 points; 122-129 – 2 points • CHUSKA: 90%-100% -- 3 points; 80%-89% -- 2 points • Teacher rating scales (SIGS-2): 130 or higher – 2 points; 120-129 – 1 point • Parent rating scales (SIGS-2): 130 or higher – 2 points; 120-129 – 1 point • Evidence of masking traits: 3 or more masking traits – 3 points; 2 masking traits – 2 points; 1 masking trait – 1 point

If a student scores nine points or higher on the district's matrix, the student will be considered eligible for gifted support services. The GWR will be provided to parents and a meeting will be offered. If a student qualifies for gifted services, a GIEP will be developed and services will be provided based upon the student's ability.

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).

Students in grades K-12 receive appropriate levels of differentiation in the general education classroom. Students receiving gifted support will work through the general program with opportunities for subject acceleration, individual or small group enrichment, (or a combination of both acceleration and enrichment), and curriculum compacting as needed. The enrichment portion is based on the student's individual areas of strength. There is a small portion of the elementary gifted program that is a pull out/check in framework. In the upper elementary and middle schools levels, the options for enrichment and acceleration are both pull out and subject centered acceleration. In some cases, gifted students may be served through grade level promotion. Also in middle and high school, acceleration and enrichment is accomplished through a combination of course selection (the higher level courses offered provide the majority of a gifted students' enrichment/acceleration) and meeting with the gifted instructor. In addition, students may choose in dual enrollment in college courses and/or choosing a gifted annual goal that is career-focused.

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?

According to the PIMS snapshot, there are currently 4 students at the elementary level and none of them have a 504. However, at the Jr./Sr. High School, there are 19 students with 1 having a 504 as well. There were no students received by the special education department that were identified as GS or GX. They were all accounted for in PIMS. Our current PIMS administrator does an excellent job working with the special education secretary to maintain accurate and organized records. We are always trying to improve the accuracy and organization of the gifted paperwork and process. It is something that is analyzed yearly.

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 North Schuylkill School District identification of proportionately reaching underrepresented populations was addressed when the gifted team decided to do a student search with an entire grade level. The team felt that all students would be represented in the initial child find. It was also discussed that there will be an additional year added into this because of the potential for missing new students that may not have been within our school district during the previous find. Our district has a very transient population and supporting the needs for all students is essential. We feel this simple change will address any inconsistencies.

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 gifted coordinator and teacher within the district works closely with the gifted department within IU29. They attend the gifted boot camp session and bring these experiences back to the regular education teachers so that support can be provided 24/7. The special education department is also bringing in a lawyer to review with teachers the requirements and expectations when proving feedback for IEP meetings and/or classroom accommodations. This is going to be extended to the Gifted population and addressed with teachers as well within the district. This type of training is going to occur yearly, as well as, the gifted boot camp sessions.

Training for general education teachers	2500
Staff costs	47,900.63
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
Robert J. Ackell	2023-10-03