



# CENTRAL YORK

— SCHOOL DISTRICT —

## 2022-2025 Gifted Comprehensive Plan

1. *Describe your entity's awareness of activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)*

**Mission:** To develop and support the enrichment and acceleration of learners' strength area.

**Vision:** To nourish and develop learners to become independent thinkers, while building confidence and empowering them to realize and apply their unique strengths and potential.

The LEA has a place on the website that highlights gifted (Enrichment/Acceleration) services within the district. Information is shared about the gifted evaluation process as it relates to Pennsylvania's Chapter 16 regulations. The Gifted Enrichment and Acceleration page is part of Central York School District's Special Education Program page. The contact information for the Director of Special Education, Special Education Supervisors, and Enrichment and Acceleration teachers are listed. The Lincoln Intermediate Unit #12 publishes the Child Find notice through the local newspaper and has it posted on their website. Additionally, Central York School District posts this information on their website under annual notices.

The LEA seeks out potential gifted students through staff meetings, discussions with teachers, school counselors, parents, and administrators. If a student is thought to be gifted the screening process begins. Also, a parent can, at any time, request that their child be screened for gifted support services. Parents may contact any school staff member regarding their interest in a gifted screening.

2. *Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).*

As part of Child Find, the Central York School District is responsible for identifying students that need gifted education. A comprehensive screening plan is in place for students in grades K-12. Students who meet the gifted screening criteria are

referred for a Gifted Multidisciplinary Evaluation (GMDE). Multidisciplinary evaluations shall be conducted by a Gifted Multidisciplinary Team (GMDT). Referrals for formal screening may be initiated by teachers or parents on the basis of observations and/or school achievement.

School staff, including teachers, school counselors, and principals, have received training related to the characteristics of gifted and high-achieving learners. If a school staff member believes that a learner may be in need of specially designed instruction, they will make the referral for a gifted screening. A parent can, at any time, request that their child be screened or evaluated for gifted support services. If a parent requests an evaluation, the screener will be forgone. Parents may contact any school staff member regarding their interest in a gifted screening.

The LEA utilizes universal screeners (Acadience, HMH Math, Reading Inventory Lexile scores, and other curriculum based measures, state assessment scores, classroom observations, and parent and teacher input information), through benchmark and diagnostic assessments, to examine a 360 degree data profile of student achievement. Referrals for formal screening may be initiated by teachers or parents on the basis of observations and/or school achievement. The individual making the referral completes a checklist of characteristics of students (gifted screening form) documenting areas of gifted ability. Referrals are shared with the enrichment/acceleration specialist (E/A specialist). The school psychologist and school administrator is also included to determine if the learner should move forward with the KBIT-2 screening. The team considers students that are performing at the 95th percentile or above when considering whether to move forward with the next step of the screening process. If the team moves forward with the KBIT-2 screening. On the KBIT-2 screener, if the learner scores a 120 or higher standard score, it is recommended the learner move forward with a gifted multidisciplinary evaluation (GMDE).

Upon receiving a gifted screening referral, the LEA uses a multi-criteria screening and evaluation process to identify learners thought to be gifted. This process takes into account evidence of achievement, intellectual ability and aptitude, and the judgments of school personnel and others familiar with the capabilities and needs of the student. Additional information is gathered for those students that are continuing with the screening process. This information may include, but is not limited to test data, the most recent report card, portfolio assessments, classroom observations, and/or curriculum based assessments. Upon review of the aforementioned multiple criteria, the Enrichment/Acceleration Specialist and School Psychologist reviews the screening portfolio with the learner's teacher to determine the need for the administration of the KBIT-2 screener. Parents are notified of the results. All screening data is reviewed and

the team determines whether to move the student to a full evaluation defined under Chapter 16.

When students are demonstrating high achievement and/or gifted characteristics, a gifted screening request form is requested by the teacher and provided by the principal. The teacher is to call the parent to notify them of their request/referral for screening. The teacher completes the form within five days and submits it via email to the Enrichment/Acceleration Specialist (E/A Specialist), principal, and school psychologist. The form is reviewed and the E/A specialist schedules a time within the next 10 school days to meet with the classroom teacher to discuss and review the screening request. If the team determines that additional data is needed prior to a full evaluation, a formal screening to include the Kaufman Brief Intelligence Test - Second Edition (KBIT-2) may be recommended. The classroom teacher and/or the E/A Specialist will notify the parent of the next steps and include the school psychologist and building principal. The E/A Specialist will send home the permission form to complete the formal screening. The permission form should be returned to the E/A Specialist. The E/A Specialist administers the KBIT-2. The E/A Specialist consults with the school psychologist upon completing the KBIT-2, intervening factors are taken into consideration at this time, when determining the next steps.

On the KBIT-2 screener, if a learner scores a 120 or higher standard score, in consideration of previously mentioned factors, the learner may be recommended to move forward with a Gifted Multidisciplinary Evaluation (GMDE). The school psychologist contacts the parents to share the results of the screening and to discuss the appropriate next steps.

A parent can, at any time, request that their child be screened or evaluated for gifted support services. Parents may contact any school staff member regarding their interest in a gifted evaluation. Parents may also request that their child be evaluated (one time per year). When a parent request is submitted, either verbally or in writing, either the E/A specialist, school psychologist, or administrator will contact the parent. The district's screening process (as outlined above) is explained, and a decision is made as to the appropriate next step.

- 3. Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).*

The Gifted Multidisciplinary Evaluation (GMDE) begins through the referral process or a written request from the parent. Parents may request a Gifted

Multidisciplinary Evaluation (GMDE) once per school year. This request may be in writing or a verbal request. When a parent's request for a GMDE is received, no matter our screening policy, protocol must be followed within regulatory guidelines of responding within 10 calendar days. The Gifted Multidisciplinary Team (GMDT) will either issue a Permission to Evaluate (PTE) or a Notice of Recommended Assignment (NORA) as a formal response to the written request.

When moving forward with a GMDE to determine eligibility and potential need for gifted specially designed instruction the GMDT is formed. The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents/guardians, a certified school psychologist, persons familiar with the student's educational experience and performance, one or more of the student's current teachers, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student's cultural background.

The school psychologist issues the PTE to the parents/guardians. The permission form must be signed by parents prior to the beginning of the evaluation process. The initial evaluation shall be completed and a copy of the Gifted Written Report (GWR) presented to the parents/guardians no later than sixty (60) calendar days after the school receives written consent for the evaluation or receives an order of a court or hearing officer to conduct a multidisciplinary evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.

Multiple criteria are considered as part of the GMDE process, facilitated by the school psychologist. The school psychologist reviews the learner's educational strengths and needs as shown by educational performance levels, including local assessments such as Acadience, HMH Math, Reading Inventory Lexile scores, and other curriculum based measures, state assessment scores, classroom observations, and parent and teacher input information. In addition, the psychologist will conduct an individual assessment of the learner's achievement levels, intellectual abilities, and gifted traits, using standardized assessments of ability and achievement. Intelligence testing is completed using one of the following measures: Wechsler Intelligence Scales for Children - Fifth Edition (WISC-V), Wechsler Adult Intelligence Scales - Fourth Edition (WAIS-IV), or the Reynolds Intellectual Assessment Scales - Second Edition (RIAS-2). Selected reading, math, and writing subtests of the Wechsler Individual Achievement Test - Fourth Edition (WIAT-4) are administered by the school psychologist.

The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Department Guidelines indicate gifted ability.

Determination of gifted ability will not be based on IQ score alone. The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d)). If a student's IQ is less than 130, other factors must strongly indicate gifted ability and need for specially designed instruction, in order for that student to be identified as gifted and eligible for specially designed instruction provided through a GIEP. Multiple criteria includes but is not limited to achievement, rate of acquisition/retention, demonstrated achievement, early skill development and intervening factors masking giftedness. Central York School District considers the 95% confidence interval of the Full Scale IQ (FSIQ), Verbal Composite Index (VCI), and Fluid Reasoning Index (FRI) when considering scores less than 130, using a 95% confidence interval range of 124-130 in consideration of multiple criteria for giftedness.

The school psychologist shall prepare a written report that brings together the information and findings collected from the GMDT's evaluation or reevaluation concerning the student's educational needs and strengths. The report must make recommendations as to whether the student is mentally gifted and in need of specially designed instruction, indicate the basis for those recommendations, include recommendations for the student's programming and indicate the names and positions of the members of the GMDT.

4. *Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "program" refers to the continuum of services, not one particular option.*

Gifted services are offered to eligible students in grades K-12. Programs include seminar sessions and/or curricular enrichment with modifications and adaptations in areas of demonstrated curricular need designed around goals within individual GIEPs (under Chapter 16 regulations). Opportunities for enrichment and acceleration are integrated into the continuum of services including subject-matter and whole-grade level enrichment and/or acceleration, utilizing a variety of strategies from traditional to blended/dual-enrollment learning programs. The LEA recognizes and supports enrichment and acceleration as a key intervention for providing challenging educational opportunities for advanced learners.

At the K-3 level, students that show a need for compaction receive services from the Enrichment and Acceleration specialist (Gifted Support Teacher). Students meet with the E/A specialist to receive instruction in a hybrid form of in person and digital in their strength area in the regular education classroom or in the gifted support classroom. In math compaction, HMH pre-assessment and post-assessments guide each student's unique needs. K-3 students referred by teachers and/or parents for

subject or whole grade acceleration go through a process in which intensive data is collected using the IOWA acceleration form and a team meeting is held. Students may receive acceleration by attending class at another building, classroom, or within their own classroom. Students that demonstrate a quick grasp of material, high critical thinking skills, and need for subject area challenge work, may be referred to the E/A specialist. Students are pulled out of class for 30-60 minutes per week to participate in enrichment activities. Students complete a math/reading challenge linked to their current area of strength. Once their challenge is successfully completed, students move on to their enrichment projects. Third Grade students participate in long term projects with real life applications such as the "Teacher Snack Store". Third graders with advanced writing skills submit short stories and poems to children's literacy magazines. Second graders with high verbal comprehension are learning French and applying it by writing to their French pen pals through the French Embassy's program. Students use *Ozbots*, *Lego Boost*, *Dash and Dot* robots to become proficient coding sequences, loops, events, conditionals, functions and variables. Second and Third graders study types of simple machines using K'nex kits. They also study electric currents using *Little Bits*. Kindergarteners and first graders integrate reading, math and science to complete STEM tales. Fairytales that require the reader to design tools the protagonist needs using the engineering design process. Students have access to solitary chess logic puzzles, Q-Bitz visual spatial puzzles, Dog and Cat Crime reading comprehension puzzles, and Sweet Treats visual spatial puzzles. Students at this level can join after school coding clubs.

In grades 4-6, learners who receive gifted and enrichment services are encouraged to select their own project-based learning opportunities each marking period. Students meet with the E/A specialist to receive instruction in a hybrid form of in person and digital in their strength area, in the regular education classroom or in the gifted support classroom. Students are offered 15-20 projects to choose from and are asked to complete two during the trimester. The 15-20 projects offered are organized into five categories and cover a multitude of subjects and skills. Some of the projects are math-based, some are reading-based, some involve writing, others involve history, and many are STEM-based. Some of these opportunities are hands-on. Others are research projects. Expectations for the projects are then individualized for each student, based on the project selected, the student's strengths and their level of ability. Students are also offered opportunities to participate in regional, state and national competitions like the Thomas Edison Pitch Project, PA Media and Design Competition and 3D Design Challenge. When deemed appropriate and necessary, students may be subject- or full-grade accelerated, or they may experience a compacted curriculum in a small group or individualized setting, based on need.

In middle school, learners are assigned a collaborative learning community (CLC) for gifted learners, Skyward identification of giftedness regardless of GIEP status, and learners are encouraged to join organizations and clubs related to individual academic strengths and personal interests, as identified by GWR targeted annual goals that correspond to an individual class. Gifted learners receive academic individualized goal plan(s) annually. Collaboration with their team of teachers takes place bi-weekly. There are a multitude of additional opportunities provided to gifted and high achieving learners at CYMS, such as: Math 24, Mathcounts (after school competitive math club), Thomas Edison Competition, MADCOM Competition, 3D Design Competition, Literacy Contests/Book Club, Thinking Cap Quiz Bowl Competition, Envirothon (after school competitive science competition), Robotics, Individualized Research Projects, Individualized Online Enrichment Options, Enrichment/Compacting with Possible Acceleration, Personal/Professional Interest Enrichment, and Technology Enrichment

At the high school level, as a learner who is identified as having gifted abilities, learners are also assigned a collaborative learning community (CLC) for gifted learners, Skyward identification of giftedness regardless of GIEP status, and learners are encouraged to join organizations and clubs related to individual academic strengths and personal interests, as identified by GWR targeted annual goals that correspond to an individual class. The gifted learner will continue to receive individualized support in all or a combination of the following: frequent access to gifted case manager, opportunities to work with intellectually similar peers, information/encouragement/support with building extracurricular opportunities (clubs, contests..etc.), dual enrollment, optional learning space availability (places other than assigned classroom), access to enrichment resources in one or more content/interest areas, on-line learning options, self-paced learning options, and/or accelerated learning options. No later than a gifted learner's second year of high school, a gifted reevaluation, through a record review, is completed to determine if the student is still in need of a gifted goal and specially designed instruction. If a GIEP is needed, course specific annual goals in math, science, and/or literacy are determined by the gifted reevaluation report and developed by the GIEP team.