

**Moon Area SD**

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

## Profile

<b>LEA Type</b>	AUN	
Moon Area School District	103026363	
<b>Address 1</b>		
8353 University Blvd.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Moon Township	PA	15108
<b>Chief School Administrator</b>		
Barry Balaski		
<b>Chief School Administrator Email</b>		
bbalaski@moonarea.net		
<b>Single Point of Contact Name</b>		
Ashley Beeson		
<b>Single Point of Contact Email</b>		
abeeson@moonarea.net		
<b>Single Point of Contact Phone</b>	<b>Single Point of Contact Extension</b>	
412-264-9440	1114	

## 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 Moon Area School District sends the Public and Parental Notice Information Notice for Child Find to every residential structure/mailbox in Moon and Crescent Townships. The Notice can also be found on the Moon Area School District Website and is available for parental review at all buildings within the District.

**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.**

Initial screening for possible gifted assessment may be requested by a teacher or parent/guardian at the building level. The screening process involves a review of records and completion of district established surveys to assess a student's strengths and performance with existing curriculum expectations. Screening forms are available for teachers and parents to initiate this process. Information is previewed through a MATRIX to generate candidates for individualized assessments to include cognitive/IQ, academic and 'gifted' performance. Once a student is recommended to advance to the next level of review and a Chapter 16 Permission to Evaluate is secured from the parent/guardian, data collection is requested from the regular education teacher responsible for the student's primary instruction. This individual evaluation phase includes a cognitive assessment, gifted rating scale, and standardized achievement tests in reading and mathematics. See next section for more information.

**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.**

In the Moon Area School District, students who are thought to be gifted are evaluated using a screening and evaluation process. Requests for gifted evaluations may be made by teachers or parents. Determination of mentally gifted ability, along with the need for gifted support is based on the following criteria: teacher recommendations; parent recommendations; a student's recent group achievement test scores; recent individually administered ability (IQ) test scores; rates of acquisition and retention; performance, expertise in one or more academic areas; specialized skills, interests, aptitudes (such as high level thinking skills, academic creatively, leadership skills, intense academic interest, communication skills, foreign language aptitude, and technology expertise); and/or other criteria indicating eligibility and need. These areas are evaluated using the Moon Area School District Gifted Matrix, which utilizes a point system for scores and assessment. A student is required to receive a minimum number of matrix points or obtain a cognitive ability score of 130 or above, and require gifted supports and services in accordance with PA Chapter 16. For grades K-2, students must earn a minimum of 30 points out of a possible score of 38 in order to be recommended for gifted placement. For students in grades 3-12, a minimum score of 35 out of 43 possible points must be obtained. During the initial screening process, school counselors collect the following data for the matrix: PSSA Reading and Math Percentiles, Star Reading and Math Percentiles, Acadience Reading Composite Score Percentile, Parent and Teacher Ratings of Gifted Characteristics, Teacher Ratings of Acquisition and Retention Levels, and Report Card Grades as applicable based on the student's current grade level. If the student meets the designated cut score on the screening portion of the matrix, the youth is referred for an individualized evaluation completed by the school psychologist. The evaluation consists of individually administered, nationally standardized measures of cognitive ability and academic achievement. Commonly utilized measures of cognitive ability include: the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V), Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG), and the Reynolds Intellectual Assessment Scales – Second Edition (RIAS-2).

Typically, the overall composite IQ score is selected; however, if extenuating circumstances present, such as a very scattered cognitive profile, the school psychologist may consider other composite scores. In order to receive any points in the cognitive domain on the matrix, the student must obtain a composite IQ score of 114 or higher. The higher the IQ score, the more points are earned on the matrix with a maximum of 5 possible points. Frequently used measures of academic achievement include: Wechsler Individual Achievement Tests – Fourth Edition (WIAT-4) and the Woodcock-Johnson IV Tests of Achievement (WJ IV ACH). Academic assessment focuses on reading comprehension and math problem solving skills. In order to receive any points in this area on the matrix, the student must obtain a composite reading comprehension or math problem solving score of 115 or higher. Similarly to the cognitive portion, higher academic achievement standard scores earn more points on the matrix for a maximum of 3 possible points each in reading and math. In addition to these assessments, the student’s classroom teacher also completes the Gifted Evaluation Scale – Fourth Edition (GES-4), which assesses gifted characteristics such as intellectual skills, creativity, specific academic aptitude, leadership ability, and skills in the performing and visual arts. All data from the screening and evaluation process is compiled by the school psychologist in the Gifted Written Report (GWR). The evaluation is completed within the 60-day timeline. The GWR is mailed home and results of the evaluation are reviewed with the student’s parents. The district will continually review the efficacy of the gifted matrix with regard to the identification of students in need of gifted supports and services and will make necessary revisions in the future as deemed appropriate.

**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).**

When a student in the Moon Area School District is identified as Mentally Gifted by a Certified School Psychologist, the Gifted Individualized Education Plan (GIEP) Team, including the parent(s), must convene in order to develop a GIEP within 30 days of issuance of the GWR. The GIEP will outline the planned instruction to be provided for the gifted student based on the determination of the Team. Upon completion of the initial GIEP, parents are presented with a Notice of Recommended Assignment (NORA) from the District with which they can elect to agree or disagree with the contents included in the placement. Gifted services provided include enrichment opportunities within the classroom, as well as lessons, activities, workshops, and competitions outside of the general education classroom. If agreement between parents and the District cannot be reached, parents may request Mediation or an impartial Due Process Hearing. Moon Area School District offers and implements an amalgamation of enrichment and classroom activities and lessons for students in grades K-12 who have been identified as in need of gifted services. The K-12 Gifted Programs recognize gifted students need creative and divergent thinking environments which promote higher-order thinking skills, creative problem-solving strategies, and in-depth analytical responses. The Gifted Education Teachers provide the General Education Teachers with a copy of the students’ Goals, Short-Term Learning Objectives, and Specially Designed Instruction. Teachers collaborate to develop enrichment opportunities within the ELA, Math, or Science classrooms so that students continue to make progress toward their Goals. Progress towards Goals is monitored and shared with parents each semester and at the annual GIEP meeting. The Gifted Individual Educational Plans written for each child in grades K-5 provide open, flexible environments which afford lessons which can be designed to foster progress and new interests at appropriate rates of development. The students have an opportunity to participate in lessons of advanced content throughout the Challenge Program which meets their individual needs. This creates a heightened enthusiasm for learning. Such lessons include, but are not limited to, anatomy; architecture; art studies; chemistry, computer technology; environmental sciences; current events; electronics; engineering (chemical, electrical, industrial, mechanical, nuclear); face-recognition technology; financial literacy; history; legal systems; marketing; mathematics; molecular biology; nanotechnology; performing arts related activities; physics; space and gravitational waves (LIGO-Laser Interferometer Gravitational Wave Observatory); Stock Market; technology; vocabulary development. The lessons are scaffolded to meet the increasing mastery levels of the individual students. Additionally, the Challenge Pull-Out Program offers Educational Field Site Visits (partnerships with local

companies) and/or Guest Speakers, which are conducted multiple times throughout the year to provide culminating, applicable learning experiences to the material taught within the Challenge Program. These experiences remain with the child for years and expose the children to potential career opportunities. The students also have opportunities to compete in Gifted Competitions and Programs offered through the Allegheny Intermediate Unit or other academic hosts. At the middle school level (6-8), the GIEP Team develops the Goals and Objectives in a student's GIEP using the Present Levels of Educational Performance which include teacher input, parent input, data from within the prior year, and student input. Student input is gathered in a survey to assess their interests. In addition to opportunities provided in the regular education classroom, students have the opportunity to meet with the Gifted Support Teacher multiple times a week to participate in enrichment activities such as OnSets, Linguistics, Equations, Writing Workshops, Calculus, America Bowl, Eco-Challenge, Fluid Power Challenge, History Bowl, Literary Festival, Math League, Propaganda, Presidents, Shakespeare Monologue Contest, Stock Market Game, and Science Bowl. At the high school level (9-12), the GIEP team develops the Goals and Objectives in a student's GIEP using the Present Levels of Educational Performance which include teacher input, parent input, data from within the prior year, and student input. Student input is gathered in a survey to assess their interests and their college and career goals. In addition to opportunities provided in the regular education classroom, students have the opportunity to take AP, CHS, and Honors level courses as well as dual enroll at local colleges and universities. Many of these courses are offered so that students can build a rigorous schedule that challenges them in their areas of identified strengths. Students are also provided with the opportunity to participate in academic enrichment activities such as Model EU, Tests of Engineering Aptitude Math and Science (TEAMS), the Stock Market Game, Math League, Mock Trial and Academic Games.

**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 October 1 snapshot, dated as 10/2/2023 for the 23-24 school year, roughly 4% of the MASD student body was identified as gifted. 3.91% (161 students) were designated as GY. The percentages for both GS and GX were 0.097 (4 students) each. After cross referencing the PIMS data with data in the IEP Writer software, district staff determined that all gifted students are properly 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.**

Gifted identification of students does not proportionately reach all underrepresented populations. Discrepancies have been identified with the following underrepresented subgroups: female, economically disadvantaged, black, multiracial, and Hispanic. Additionally, the Asian subgroup is currently overrepresented within the gifted student population. Addressing underrepresentation in gifted identification will involve a thorough evaluation of our pre-referral process. Communicating effectively and having collaborative efforts between school and community will help create a more inclusive process.

**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 mandate has been addressed for gifted education by providing professional development for general education teachers and staff to identify and respond to gifted learners in a multitude of settings. Specific training sessions occur during scheduled in-service days. Accountability measures often include ongoing assessments and evaluations of teachers' implementation of gifted services in the classroom through a multi-tiered system of supports. Gifted Education professional development is part of our induction programming for new staff. In addition, the local intermediate unit is utilized for staff trainings. The gifted

education teachers collaborate and work with staff on a consistent basis to offer coaching and feedback on ways to support professional development and our gifted learners in the classroom.

<b>Training for general education teachers</b>	\$0.00
<b>Staff costs</b>	\$615,031.88
<b>Training for gifted support staff</b>	\$0.00
<b>Materials used for project-based learning</b>	\$5,500
<b>Transportation</b>	\$1,000
<b>Field Trips</b>	\$2,000

Signatures and Quality Assurance

Chief School Administrator	Date