

Manheim Central 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.).

Manheim Central School District utilizes various sources for informing the public of the gifted education services and programs offered including the following: Student Handbooks, Faculty Handbooks, The District's Website, and the School Calendars which are distributed yearly to each household. In addition, the Annual Public Notice of Procedures is included in the District Newsletter each spring.

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.

The MCSD strives to recognize the unique abilities, talents, interests, and needs of intellectually-gifted students who are thought to be gifted and in need of specially-designed instruction. Students who are entering kindergarten are screened to determine their readiness for school. Through that screening, the MCSD is able to identify those students who may need further screening for gifted services. The district also utilizes multiple assessments and data that are varied and diverse, to screen all students. The screening components include but are not limited to: a review of local assessment data, classroom observations, teacher input, parent input, and standardized screening tools. MCSD utilizes the CogAT Screener that is given to all second-grade learners within the district on a yearly basis. Each year, student data (DIBELS, Core Phonics, IRLA, PSSA, STAR, CDT, etc.) is reviewed by the administration and faculty for a variety of purposes including gifted identification. Additionally, classroom teachers identify students who demonstrate higher order thinking and processing in their daily interactions as well as on assessments and work samples. Students are referred to the school guidance counselor who then screens the students with a more formalized tool (Kaufman Brief Intelligence Test (K-BIT)) and, in conjunction with the school psychologist, refer the child for gifted testing. If the determination was made for a complete evaluation, the school psychologist will communicate with parents and obtain the signed permission to evaluate. Information is provided through various sources to assist parents with information about referring their child for gifted services. If parents request an evaluation for gifted testing, the school guidance counselor will collaborate with the school psychologist to get the process started.

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.

MCSD uses multiple criteria to determine eligibility for giftedness. Students who are identified through the process described above or by teachers and parents will be screened by school guidance counselors using the KBIT. The counselor will also gather classroom data from all teachers including previous grades. Requests for gifted evaluations often come from parents, which then triggers the Gifted Multidisciplinary Evaluation process. Once a parent has signed the Permission to Evaluate (PTE), a school psychologist will administer several assessments to include: the Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V), Kaufman Test of Educational Achievement-Third Edition Brief (KTEA-3 Brief), Gifted Rating Scales. The school psychologist will also gather updated teacher and parent input. Students who typically enter the gifted enrichment program receive a Standard Score of 130 or above on an overall measure of intellectual ability in addition to multiple learning criteria. The intellectual ability score is subject to a Standard Error of Measurement of +/- 3. Moving forward, the district will be reviewing the current criteria and revise it as needed based on the needs of the district.

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).

Manheim Central School District provides support for students who qualify for the Gifted Program under the Pennsylvania regulations according to Chapter 16. Our program is offered to all identified students at our elementary, middle and high school levels. The Gifted Program consists of many levels of support including, but not limited to: Pull-Out Enrichment Inclusion Co-Teaching and Co-Planning between Regular Education Teachers and the Gifted Facilitators Independent Projects / Study Acceleration Enrichment Multi-Curricular Seminars Elementary Program: The elementary program is called LEAP (Learning Enrichment Activities Program) and occurs at each of our K-4 elementary buildings. The program consists of weekly pull out which provides enrichment experiences which extend the learning from the regular classroom and provides opportunities for further development in leadership, social/emotional relationships, problem solving and creative and critical thinking. In addition, inclusion services are implemented on a grade level basis dependent upon student need and scheduling parameters. The gifted facilitator also collaborates with classroom teachers to help provide extension and enrichment within the regular classroom. Middle School Program: At our Middle School, the program is called OMEGA (Our Methods for Enriching/Educating Gifted Adolescents). Grades 5-6 – This program closely follows the elementary model with more time for pull out services and more opportunities for co-teaching and co-planning. Grades 7-8 – At this level, the program consists primarily of two parts: seminar offerings and an individually based independent project. Monthly seminars consisting of interactive lessons, speakers, field trips or other dynamic experiences provide enrichment in many different subject areas. In addition, each student works closely with the gifted facilitator to identify, plan, organize and implement an appropriate and valuable independent project which focuses on a student’s gifted strengths and/or interests. High School Program: The High School program, called ALPHA (Advanced Learners Promoting Higher Achievement), further extends the middle school model with seminar offerings in a variety of cross-curricular areas of student interest. In addition, the students complete an independent study project, which focuses more on a specific curricular or academic topic of choice. Emphasis is placed on post-secondary planning, including rigorous course selection at the high school level, to further develop student skills and readiness as relates to their transition.

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 – 118 GS – 8 GX - 1

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.

Yes, the district is reaching underrepresented populations. The non-verbal measure of the Cognitive Aptitude Test (CogAT) utilizes shapes and figures to evaluate the problem-solving and reasoning abilities of a child without relying on their language skills. The CogAT assesses how a student thinks instead of what a student knows. The district also collects a variety of data including standardized and authentic measures to determine the strengths and needs of all 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.

Gifted Support Teachers meet with the Supervisor of Special Education on a monthly basis to review resources and topics related to providing gifted programming for students. The Gifted Support teachers also meet with the Special Education Consultant as frequently as requested to learn about the GIEP

process and discuss needed support. They are able to attend workshops to enhance their understanding and instruction for gifted learners and are connected to programs and opportunities offered through the Lancaster-Lebanon Intermediate Unit 13. Gifted Support teachers provide general education teachers and related service providers with the specially designed instruction that each student requires, provide consultative support to ensure that teachers understand how to best meet their students' needs in the educational setting on at least an annual basis, and have resources available to provide colleagues to address the needs of a gifted learner. General Education teachers are a contributing member to a student's annual GIEP. In the case of students who are dually identified, Special Education Teachers in collaboration with the Gifted Support teachers, develop goals and provide direct consultative support to teachers in regard to how to provide for the needs of the student in their classroom. Gifted Support Teachers also collaborate with educational coaches to ensure that teachers have access to differentiated and accelerated materials. Teachers new to the district are provided with information about how to support and identify gifted learners as part of the district's induction program.

Training for general education teachers	\$500
Staff costs	\$374,947.38
Training for gifted support staff	\$500.00
Materials used for project-based learning	\$3,600.00
Transportation	\$2,300.00
Field Trips	\$1,000.00

Signatures and Quality Assurance

Chief School Administrator	Date
Ryan Axe	2024-02-15