

Profile

LEA Type		AUN
State College Area School District		110148002
Address 1		
240 Villa Crest Drive		
Address 2		
City	State	Zip Code
State College	PA	16801
Chief School Administrator		
Curtis Johnson		
Chief School Administrator Email		
cej12@scasd.org		
Single Point of Contact Name		
Jonathan Klingeman		
Single Point of Contact Email		
jtk21@scasd.org		
Single Point of Contact Phone	Single Point of Contact Extension	
8142311054		

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.).

SCASD publishes and updates its public notice on its website annually: <https://www.scasd.org/Page/33419> The notice is also included in student handbooks.

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.

Chapter 16 requires that "Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction." (22 Pa. Code §16.21(a)) The State College Area School District engages in a number of processes to identify potential candidates for gifted education services. Formal gifted screenings are conducted in grade 3. Additionally, school teams engage in ongoing data analysis to identify students at all grade levels who may be in need of specially designed instruction. Universal Screening Process for 3rd Graders: Level 1A: CogAT (Cognitive Abilities Test Screener) Level 1B: District-Wide Assessment Data in Reading and Math using NWEA MAP Assessment data is compiled. Assessments used vary by grade, but the assessments used are common among all students at that level. The gifted teachers review these students with grade-level teams. In addition to these data, demographic data, including race, primary home language, special education identification, EL status, SES, is also provided to school teams when reviewing for masking factors. Discussion about students with potential masking factors is a component of the universal screening process. As part of the discussions, a school team may conduct a K-BIT-2 (Kaufman Brief Intelligence Test Second Edition (KBIT-2) to briefly measure verbal and nonverbal intelligence. Level 2: The district contacts parents to discuss a potential need for a gifted evaluation. Additional screening activities take place by a review of student data at all grade levels in an ongoing fashion throughout the school year during the regular benchmark periods, including September, January, and May. Classroom teachers can recommend students for a gifted evaluation at any time. Additionally, parents can request a gifted evaluation for their child once per school year. Student data for those moving through a special education evaluation is always reviewed for potential twice-exceptionality and masking factors.

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 Pennsylvania, the term mentally gifted is defined as "outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." (22 Pa. Code §16.1). This includes a person who has an IQ of 130 or higher when multiple criteria, as outlined in Department Guidelines, indicate gifted ability. However, the determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. (22 Pa. Code §16.21(d)). Gifted Evaluation Referral Process: Students can be evaluated at any grade level for gifted services and may be referred for a Gifted Multi-Disciplinary Evaluation (GMDE) through any of the following avenues: Universal Screening: The district conducts annually gifted screenings for students in grade 3. Students who proceed through all levels of the gifted screening process will be referred for a gifted evaluation. Staff Referral: Professional employees at all schools have received training related to the characteristics of gifted students. If a teacher, counselor, or building principal feels that a student may need specially designed instruction, they will refer the student for a gifted evaluation. Parent Referral: Parents can request that their child be evaluated for gifted services once per school calendar year. Without parental consent, the district can't proceed with a Gifted

Multidisciplinary Evaluation (GMDE). Once any of the avenues listed above initiate a referral for a gifted evaluation, the district will issue a Permission to Evaluate (PTE) form to the parents within ten calendar days. Upon return of the signed PTE, the district has 60 calendar days to conduct the gifted evaluation and issue a Gifted Written Report to the team. Evaluation Process: The Gifted Multidisciplinary Evaluation (GMDE) is a process to gather information relevant to the student's suspected giftedness. Indicators of giftedness will be drawn from a wide variety of sources. A certified school psychologist will conduct a comprehensive GMDE that may include, but is not limited to: Cognitive Ability tests (include but not limited to WISC-V, WJ-IV, WNV) National normed individualized, standardized achievement assessment tests (WIAT-IV, WJ-IV, KTEA-III) Gifted Rating Scales - (SIGS, GATES) Classwork samples Curriculum-based assessments (LOCALLY CREATED, BRIDGES MATH, IRA - Independent Reading Assessment, NWEA-MAP) Performance-based skills as demonstrated in portfolios, products, competitions or other demonstrations of skills Teacher observations Parent Input Once the school psychologist has administered the appropriate assessments and collected the data listed above, they will compile all of the information into a Gifted Written Report (GWR). The final report must be presented to the school team and parents within 60 calendar days of the date the Permission to Evaluate form was received by the school district. Prior to the 60-day timeline date, a GMDE meeting will take place with all team members to discuss the results of the evaluation. GMDE team members, at a minimum, will include the: School Psychologist Building Principal or Director Student's Parents Student's Classroom Teachers(s) Student (if appropriate) At the GMDE meeting, the team will discuss the following two questions: Is the student mentally gifted according to PA Gifted Education Law? 1. The child has an IQ of 130 or above. 2. The child has an IQ of 130, which falls within a 90% confidence interval. 3. The child has an IQ of less than 130, where the student has evidence that strongly indicates giftedness (3 of 5 of the multiple criteria: *achievement, *demonstrated achievement, rates of acquisition and retention, early literacy skills, and masking factors. *required as 2 of 3 multiple criteria If the student is identified as gifted, are they in need of Specially Designed Instruction in the identified strength areas? Upon conclusion of the GMDE meeting, if the student being evaluated is determined to be gifted AND in need of specially designed instruction, the school team and parents will meet within 30 calendar days to develop a Gifted Individualized Education Plan (GIEP). Need is typically defined as demonstrated achievement a year or more above grade level. Other indicators that may require discussion of need are those who may be twice-exceptional or ELs (English Language Learners). Each GMDE will determine need based on the many factors associated with the child's academic and socio-emotional needs.

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 students are recognized to be in need of specially designed instruction, a myriad of services are available and vary by grade level: Elementary - Students typically working a year or more above grade level are met with services depending on their demonstrative achievements and abilities. Services include enrichment, acceleration, or a combination of both. For example: Enrichment - students may be provided with in-class enrichment in content areas (such as ELA and/or math), pull-out services with the gifted support teacher, or subject-level or grade-level acceleration. Each student's path is unique depending on the strengths identified through the gifted multi-disciplinary process. Middle School - Students typically working a year or more above grade level are met with services depending on their demonstrative achievements and abilities. Services include enrichment, acceleration, or a combination of both. SCASD is currently developing an MTSS-like model for enrichment services at the middle level. Establishing a Learning Enrichment (LE) MTSS framework at the middle level will essentially serve three purposes. The first is to provide clear and transparent general education programming for all stakeholders (students, parents, teachers, counselors, psychologists, and administrators), allowing for smooth transitions from elementary to middle and from middle to high school. The second is to present consistent and systematic methods of identifying advanced learners who may be in need of more targeted enrichment interventions within the general education classroom. Finally, this framework will assist in guiding the GMDE or GMDR process in determining if a student with gifted identification can have their

needs met within the LE MTSS framework or if the student requires interventions beyond what is consistently and pervasively offered at middle-level general education classroom (specially designed instruction through a GIEP). The learning enrichment offered in Tier 1 of the framework includes an extensive list of universally accessible opportunities such as classroom differentiation, academic clubs/teams, and AREA (enrichment and intervention period) selections, among many others. The framework also establishes methods for using evidenced-based criteria to assist in determining which students may be in need of Tier 2 targeted or small-group interventions. These methods incorporate a review of NWEA MAP data, classroom achievement data, and teacher observation, while some of the targeted interventions include invitations to the Middle-Level Learning Enrichment Google Classroom, seminars with visiting professors, and specialized contests/clubs. Those students who may benefit from intensive support or enrichment based on demonstrated mastery can be referred by a school professional (classroom teacher, LE/GS specialist, counselor, psychologist) tier 3 intervention where general education coursework may be supplemented or replaced with independent contracts, small group pull-out or focused inquiry. For example: Enrichment - Enrichment experiences provide students with exposure to content, methods, and problem-solving skills that extend beyond what takes place in the regular classroom. When it is determined that an additional academic challenge is necessary, Learning Enrichment/Gifted Support teachers work with the general education teachers to provide opportunities that strive to meet the students' present needs. This could include extension activities related to the curriculum that take place within the classroom or instruction delivered in a small-group setting where students interact with peers demonstrating similar strengths and interest needs. Students at the middle level are encouraged to take part in various academic clubs and competitions such as MathCounts, Math League, Quiz Master/Quiz Bowl, Science Olympiad, Solar/Hybrid Car Challenge, National Geography Bee and the Technology Students Association. Learning Enrichment/Gifted Support Teachers may also offer mini-course offerings based on the needs of each school, grade level, and content area. High School - Students typically working a year or more above grade level are met with services depending on their demonstrative achievements and abilities. Services include enrichment, acceleration, or a combination of both if the student requires interventions beyond what is consistently and pervasively offered at high school-level general education classroom (specially designed instruction through a GIEP). However, it is not uncommon, given the unique programming options established at the high school, for students to be referred to re-evaluation to identify whether the need for a GIEP continues. As the services at the high school level are numerous and offered through general education, many gifted students may be identified as no longer having a need for a GIEP. These best practices are available to all students, regardless of gifted identification, and serve as a model for best practice to ensure talented learners are met with support and not just students who have high IQs. For example, The Learning Enrichment Program is flexible enough to meet the needs of students who have different interests, skills, and educational goals. Options for enrichment experiences include but are not limited to Graduation Projects, Tutoring, Lab Experiences, Enrichment or Art Smart Classes, Penn State Classes, Independent Study, Mentorship/Internship, Practice Music, Private Lessons, Coaching, and Community Service. Students interested in scheduling enrichment time are encouraged to meet with the program's specialists for applications and contracts well in advance of the onset of each semester.

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?

GD/GS = 40 GY = 220 GX = 266 **This data does not include the 50+ universal screening evaluations that will be completed in the spring of 2024. SCASDs gifted data is regularly reviewed by administration and gifted teachers to ensure accuracy. On average, the district is regularly hovering around 10% of the district being identified as mentally gifted with or without a G/IEP.

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.

Through the research done on our gifted universal screening data, there is a disproportionality between the ESL, black, and brown students' identification. Asian students are also disproportionately over-identified in comparison to the population. This data matches the data reported through several research studies across the country on issues related to gifted identification. The process is two-fold: ensuring an equitable screening and evaluation system while also planning for how equity work in the area can require enhanced and even different programming for students from marginalized populations. SCASD has included this area in its Equity Plan and continues to work with researchers and companies in the gifted education world to learn and grow from its data. As part of these discussions, we are continuing to analyze the data from screening, piloting other equitable processes, and planning for the future, including advocacy for funding and changes to PA's laws at the state and national levels.

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.

SCASD invests in numerous resources to continue building its understanding and best practices related to gifted education. As part of the school year, administrators, gifted education, and general education teachers are invited to apply and/or attend conferences at the National (NAGC, SENG) and State (PAGE, IU Networking, PDE Conferences, etc) levels. In addition, teachers are invited to submit requests to these conferences for consideration to showcase the work SCASD is doing within these areas. Supply budgets include a focus on supplies needed for students but also for teachers, such as books and other resources that are used to enhance professional development. These include book studies, focus groups, and other targeted areas as identified through the needs of the department. Gifted support teachers regularly provide training to teachers and administrators through informal and formal means, especially during universal screening as they review student data and potentially masking factors.

Training for general education teachers	7,500
Staff costs	1,970,665.67
Training for gifted support staff	7,000
Materials used for project-based learning	20,300
Transportation	1,500
Field Trips	2,800

Signatures and Quality Assurance

Chief School Administrator	Date
Curtis Johnson	2024-02-19