

Fleetwood Area SD

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

Profile

LEA Type		AUN
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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.).

The district informs the public of the gifted education services and programs offered through notice on the district website. The Gifted Support teachers attend Meet the Teacher/Open House events to provide awareness. In addition, the local intermediate unit provides Child Find notices in the local paper.

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.

In the Fleetwood Area School District, parents may request a Gifted Multidisciplinary Evaluation (GMDE) at any time throughout the year. This request can be provided in writing or verbally. When provided verbally, the parents are asked to put their request in writing, but the request will continue even if they do not provide this documentation. When a parent request is made, the district's school counselor will complete a brief intelligence test first. This will provide the team with information regarding the student's cognitive ability and whether a gifted evaluation should be conducted. If a student obtains a standard score of 125, the district will continue with the evaluation. If a student receives a score that is less than 125, the district will discuss the recommendations with the team. However, if a parent continues to want the evaluation, the parent will be provided with a permission for the evaluation. Teachers and other professional staff may also make a recommendation for a GMDE at any time when they suspect a student is exhibiting signs consistent with gifted ability. The team (i.e. administrator, school counselor, general education teacher, gifted support teacher, school psychologist) will review student data, administer a brief intelligence assessment, and discuss the recommendation to determine if a GMDE is warranted. In addition, all students participate in the district's gifted screening process in February of their second grade year. As part of the 3-tier gifted screening process, all students participate in the first tier which consists of a teacher-led group administered assessment that measures various cognitive processes: verbal reasoning, visual perceptual reasoning, and fluid reasoning. This assessment was developed to measure various cognitive skills. Through years of data collection, this initial assessment has shown to be effective in finding students who are or potentially are gifted. Based on individual performance in Tier 1, some students will move to the second tier (students who score 79% or above on the assessment) and will be administered the Kaufman Brief Intelligence Test- Second Edition (KBIT-2) by the school counselor. Those students who obtain an overall composite score of 125 or above will move to Tier 3 and will participate in a GMDE with the district's School Psychologist. Parents are notified with a letter between each tier as to whether their child will move to the next tier or not. After a parent request is received or if a student is referred for an evaluation by the school, a Permission to Evaluate is provided to the parent. Once signed consent is received, the evaluation will proceed and be completed within 60 calendar days (excluding summer months).

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 Fleetwood Area School District, a student will be referred for a gifted evaluation based on the results of the district’s gifted screener, a parent request, or a team request. Once the Permission to Evaluate is signed and received by the parent/guardian, the 60 calendar day timeline will start for completion of the gifted evaluation by a certified School Psychologist. A gifted evaluation consists of data including parent/teacher input, student input (if appropriate), a review of records, results of an individually administered cognitive assessment, results of an individually administered achievement assessment, and completion of rating scales (Chuska Scales/Gifted Characteristics Checklist/Scales for Identifying Gifted Students- Second Edition) by the student’s teacher and parent (SIGS-2 only). In order to qualify for gifted services, the student must meet the criteria outlined in the district’s gifted matrix. The matrix focuses on a point system that provides points based on the student’s obtained scores on the data collected. The matrix focuses on a student’s cognitive ability, academic achievement, and behaviors associated with giftedness. First, most points are provided to a student for a FSIQ/GAI of 130 or above. Fewer points are provided for students whose FSIQ/GAI score has a 95% confidence interval with an upper limit that reaches 130, or if there is an individual index score of 130 or above. The student must obtain a score at the 91st percentile or above on the Wechsler Individual Achievement Test- Fourth Edition (WIAT-4) or Woodcock-Johnson Tests of Achievement- Fourth Edition (WJ-IV ACH) in the areas of reading comprehension, math problem solving, or essay composition/writing samples. Based on the results of completed checklists and input, the student must be exhibiting high rates of acquisition and retention. The student must also be exhibiting several behaviors, as measured by the SIGS-2, that are likely indicative of being gifted. Scores on the SIGS-2 are obtained from both teachers and parents. The team also considers whether there are intervening factors present that could be masking gifted ability. Lastly, as part of the gifted evaluation, it is determined whether the student is demonstrating a need for specially designed instruction and supports that cannot be provided through the general education curriculum. The district uses the following matrix to identify students as gifted: Gifted Identification Matrix

(WISC-V, WJ-IV COG) FSIQ or GAI of 130 or above	9	OR FSIQ or GAI within 95% confidence interval reaching 130	6	OR Index Score > 130 (VCI, FRI, VSI).
.....3	ACADEMIC ACHIEVEMENT (WIAT-4, WJ-IV ACH; at or above the 91st percentile) Reading Comprehension/Passage Comprehension	1	Math Problem Solving/Applied Problems	1
.....1	Writing Samples/Essay Composition	1	TEACHER AND PARENT RATING SCALES Chuska Scales Rate of Acquisition and Retention (teacher only); 26/30 earned	1
.....1	Scales for Identifying Gifted Students-Second Edition (SIGS-2)-Teacher 3 or more areas of 130 or above	2	1-2 areas of 130 or above	1
.....1	Scales for Identifying Gifted Students- Second Edition (SIGS-2)- Parent 3 or more areas of 130 or above	1		

INTERVENING FACTORS ESL 1 IEP/504 Plan/Diagnosis impacting educational performance 1 Total Points Earned _____
 ___ 10 or more points: Recommended for Gifted ___ FSIQ or GAI > 130 and Total Points <10: Gifted but not in need of SDI ___ FSIQ or GAI < 130 and Total Points <10: Not gifted

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).

The purpose of the Fleetwood Area School District’s gifted support program is to provide students with a continuum of services that align with their identified need for enrichment, acceleration, or both based on academic strength. Districtwide, the gifted programming fosters investigation, inquiry, critical thinking, and real-world problem solving in a rigorous learning environment to promote life-long learning. Social and emotional learning is nurtured in an atmosphere promoting risk-taking, perseverance, stamina, collaboration, and personal goal-setting. In grades kindergarten through fourth, identified gifted students are pulled out from the general education classroom for approximately 90 minutes per 6 day cycle during targeted instructional time. This instruction provides them with individualized learning experiences within all academic areas that develop and strengthen higher-level thinking, problem solving, communication, and technology abilities. The lessons are designed for students to guide their learning experiences while the gifted support teacher monitors, facilitates, and enhances their learning. In the general education classroom, instruction is differentiated to expand upon the core curriculum with consultation provided by the gifted support teacher. The gifted support teacher is available for collaborating and coteaching with the general education teachers in the classroom to enrich the curriculum through activities, projects, and assignments. In addition, subject acceleration, curriculum compaction, or whole-grade acceleration/grade advancement occurs when data indicates a need. In grades fifth through eighth, identified gifted students are provided with individualized learning experiences during targeted instructional classes 3 times per 6 day cycle for approximately 40 minutes per class. This instruction promotes student exploration of a wide variety of differentiated and challenging lessons. The students are engaged through discussions, individual interest projects, and complex inquiry-based tasks which enhance critical thinking, research abilities, communication, and technology skills. Students begin to discuss and consider careers that utilize individual strengths and interests. The gifted support teacher provides students with enrichment when appropriate and support to the general education teachers through a consultation model. In addition, subject acceleration, curriculum compaction, or whole-grade acceleration/grade advancement occurs when data indicates a need. In grades ninth through twelfth, students have a variety of opportunities to choose from based on individual data and strengths. Honors, Accelerated, and Advanced Placement (AP) courses are available, as well as independent studies and dual enrollment with local colleges. Students participate in career exploration activities to further identify possible careers based on individual strengths and interests. The gifted support teacher is available for assistance to

students based on individual need and provides students with enrichment when appropriate. In addition, the gifted support teacher utilizes the consultation model with general education teachers to allow for meaningful learning in the general education curriculum. In addition, subject acceleration, curriculum compaction, or whole-grade acceleration/grade advancement occurs when data indicates a need. Students are encouraged to participate in competitions and extracurricular activities based on their individual strengths and interests.

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?

All students identified as gifted are accounted for in PIMS. Below are the number of students in each category: GY: 41 students GS: 4 students GX: 1 student Total: 46 students

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 district data for gifted identification proportionality shows the district identification screening process proportionately reaches underrepresented populations. As part of the 3-tier gifted screening process, all students participate in the first tier which consists of a teacher-led group administered assessment in February of their second grade year. This assessment was developed to measure various cognitive skills in the areas of verbal reasoning, visual perceptual reasoning, and fluid reasoning. The visual perceptual reasoning and fluid reasoning sections of the first tier remove verbal language barriers in the screening process for students who are English language learners, students with autism, students who are deaf or hearing impaired, students with speech and language disabilities, and students with other learning disabilities. Since students typically move forward to Tier 2 based on their overall score, more of a discussion is needed for our students who are English language learners or for those who have disabilities who may not perform well on certain sections of the screener. If the team identifies a significant strength in one of the areas, a discussion should be held regarding their classroom performance and strengths to determine if they are exhibiting signs that they should move on to Tier 2 of the screening 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.

District staff received multiple training sessions from a consultant focusing on special education and inclusionary practices. The focus of the training was to help staff understand how to use universal design for learning to address the strengths and needs of all of our learners. Instruction was also provided in small-group instruction to assist with differentiation. Gifted Support teachers consult with teachers and

support staff who teach identified gifted students, as well as those students who require enrichment. Gifted Support teachers, as well as other staff, have participated in professional development in the Albright Cohort for Total Experience Learning® and Berks Leadership Series on Navigating AI in Education to provide differentiated learning and experiences for students. Gifted Support teachers attend Gifted Network Meetings at the local IU and Gifted in PA webinars for training and to keep current with new information pertaining to Chapter 16.

Training for general education teachers	\$3100
Staff costs	\$305,121
Training for gifted support staff	\$9205
Materials used for project-based learning	\$278.96
Transportation	\$13,679.18
Field Trips	\$975

Signatures and Quality Assurance

Chief School Administrator	Date
Greg M. Miller	2024-02-15