

Public Review

## Profile

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1201 Shadow Oaks Ln		
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<b>City</b>	<b>State</b>	<b>Zip Code</b>
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Public Review

## 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 following is written into our published Gifted Services Plan: In compliance with the law, the Northern Lehigh School District posts the Gifted Services Annual Notice. This information is included in our school handbooks and is posted on the Northern Lehigh School District webpage. A copy of the Gifted Services Annual Notice can be found in Appendix A of this plan. This is our annual notice in the appendix of our plan: Appendix A - Gifted Services Annual Notice In Pennsylvania, students qualify as exceptional if they are mentally gifted. "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. School districts are required to conduct child find activities for children who may be eligible for gifted services under 22 PA Code Chapter 16. For additional information regarding gifted services, parents/guardians may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence. Parent/Guardians of identified students are afforded specific rights by law. These rights are not limited to annual program review and specific procedural rights in matters of dispute over educational programs and/or placements. For further information, contact: Dr. Tania Stoker, Assistant Superintendent Northern Lehigh School District 1201 Shadow Oaks Lane Slatington, PA 18080 Phone: 610-767-9800 opt 3 E-Mail: [tstoker@nlsd.org](mailto:tstoker@nlsd.org)

### **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 following is written into our published Gifted Services Plan: SCREENING AND REFERRAL PROCESS Chapter 16 requires each school district to 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)) School District Screening At least annually, the Northern Lehigh School District reviews student information to identify students who may be mentally gifted and should be considered for a gifted evaluation using established procedures. This screening process fulfills the District's responsibility to identify students who may need services or instruction that typically are not provided in general education. The school team reviews existing information about all students' abilities and performance, which includes but is not limited to the following: • DIBELS 8th Edition • PSSA (3-8) • IXL – Language Arts / Math (1-12) • Classroom Diagnostic Tool (CDT) • Keystone Exams (8-12) • USA Test Prep – Literature / Algebra I (9-12) • Course/Class Grades • Other assessment data The district may initiate a referral for a gifted evaluation based on the data collected for screening. The special education office will send a Permission to Evaluate form to the parent along with a parent input form. The Permission to Evaluate form must be signed and returned for the evaluation to proceed. Staff Referral Staff referrals for gifted multidisciplinary evaluation are made when a student demonstrates characteristics consistent with giftedness and/or academic performance that far exceeds that of other students in the general classroom. When it is determined that a teacher referral should proceed, the district will send a Permission to Evaluate form to the parent along with a parent input form. The Permission to Evaluate form must be signed and returned for the evaluation to proceed. Parent/Guardian Referral Parent referrals for an evaluation for gifted services, in verbal or written form, can be communicated to any professional staff member. We encourage

parents to submit their request in writing to the school principal. The district will then send a packet to the parent containing a Permission to Evaluate along with a parent input form. The Permission to Evaluate form must be completed and returned to the special education office to begin the evaluation process. Parents may request an evaluation for gifted education at any time. A sample parent request form is included in Appendix B of this plan.

**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.**

The following is written into our published Gifted Services Plan: EVALUATION AND ELIGIBILITY FOR GIFTED When a multidisciplinary evaluation is recommended, a more intense review procedure to ultimately determine student need for gifted support service is conducted. However, parents may request an evaluation for gifted education at any time. Either through screening procedures or direct teacher/parent referral, parents will be notified of the intent to complete a multi-disciplinary evaluation verbally and through the issuance of a Gifted Permission to Evaluate form. After a signed copy of the Gifted Permission to Evaluate Form is received, the district will complete the evaluation within 60 calendar days. All gifted evaluations include the administration of the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), an individually-administered intellectual assessment, to obtain a student's Full Scale IQ (FSIQ). The Wechsler Preschool and Primary Scale of Intelligence - Fourth Edition (WPPSI-4) may be used for primary-aged children, while the Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-4) may be used for students at the secondary level. In addition, all gifted evaluations will include administration of the Wechsler Individual Achievement Test - Fourth Edition (WIAT-4), an individually-administered achievement test designed to measure skill development and strengths in the areas of mathematics, reading, and written expression. Standardized assessments administered for this process will be conducted by the School Psychologist. If due to other factors (i.e. language, disability, etc.), the multidisciplinary team, in conjunction with district School Psychologists, do not believe these measures are appropriate for the student, an alternate assessment will be used in determining student eligibility for gifted support services. Other assessment information includes gifted rating scales measuring student intellectual ability, academic ability, motivation, leadership, and creativity and checklists measuring acquisition and retention provided by classroom teachers in core content areas. The gifted evaluation process described will also include data review from universal screeners, curriculum based assessments, report cards, academic performance (acquisition and retention), review of performance on state/local assessments, input from teachers, parents/guardians, and other factors. This data review will be completed by staff members including classroom teacher, School Counselor, School Principal, Interventionists, and School Psychologist. The aforementioned data/information will be gathered to determine student eligibility for gifted services under the classification of "Mentally Gifted." "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) "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. 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 student 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. Determination of mentally gifted includes an assessment by a certified school psychologist. (22 Pa. Code §16.21(d)) The multiple criteria indicating gifted ability include: (22 Pa. Code §16.21(e)) (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (2) An observed or measured rate of acquisition/retention of new academic

content or skills that reflect gifted ability. (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgment. (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise. (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities (defined in 34CFR 300.8), gender or race bias, or socio/cultural deprivation are masking gifted abilities. The Gifted Multidisciplinary Evaluation (GMDE) will be completed and a copy of the Gifted Written Report (GWR) presented to parents/guardians within 60 calendar days from the date that the Permission to Evaluate (PTE) was received. Student eligibility will be determined on an individual basis by the multidisciplinary team. Students with an IQ of 130 are eligible for gifted support services. For students with an IQ less than 130, other factors, such as academic performance, demonstrated achievement, and other observed skills mentioned previously, strongly indicate gifted ability in order for that student to be considered eligible for gifted services. In these cases, students with an IQ from 125-129 or General Ability Index (GAI) and achievement on a standardized assessment at or above the 95th percentile will be considered for gifted programming. All of this assessment information will be compiled in a gifted written report. Based on the aforementioned criteria, recommendations will be made as to whether the student should receive specially designed instruction for gifted education or whether the student should continue in the current regular education program. Parents are invited to attend a formal meeting with the Gifted Multidisciplinary Team (GMDT) to review the Gifted Written Report (GWR). The entire team, including parents, teachers, School Psychologist, and other relevant staff members meet to review the Gifted Written Report (GWR) to make a final determination as to student classification as "Mentally Gifted." For students found eligible for gifted support services, an invitation to participate in the GIEP meeting will be sent to parents at least 10 calendar days in advance of the GIEP meeting and a GIEP shall be developed within 30 calendar days after issuance of the GWR.

**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 following is written into our published Gifted Services Plan: GIFTED SERVICES School districts must, by direct service or through arrangement with other agencies, provide gifted education for gifted students which enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs. In each of our schools gifted support services adjust with the developmental level of the student. Student strength-based opportunities are developed through the GIEP team meeting. Opportunities for enrichment and/or acceleration will be explored which may include differentiated instruction up to grade level acceleration. Below is a summary of the continuum of gifted programs in the Northern Lehigh School District at each level. Elementary School In both Peters Elementary School (K-2) and Slatington Elementary School (3-6), students receive academic extensions and enrichment opportunities according to their individualized gifted education plan. These experiences help students to explore areas of strength while being challenged through academic rigor. For students who have a need for specially designed instruction that goes beyond the grade level courses available to them, students may be accelerated. Middle School In the middle school, students have the opportunity for enrichment through their courses, and in 8th grade, may take Algebra I. For students who have a need for specially designed instruction that goes beyond the grade level courses available to them in the NLMS curriculum guide, students may be accelerated. This is done through enrollment in upper level middle school courses or high school courses. Independent study options are also available through Bulldog Academy (our in-district cyber option). High School At the high school level, GIEP goals are developed if students have a need for specially designed instruction that goes beyond the courses available in the NLHS Program of Study. In many cases, student

needs are met through honors or advanced placement (AP) courses, independent study, the scholars or emerging health programs, dual enrollment, or career and technical education options. For students who have a need for specially designed instruction that goes beyond the grade level courses available to them in the NLHS Program of Study, students may be accelerated.

**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?**

NLSD has 19 students categorized at GY, 1 as GS and 1 as GX. Two students who underwent a gifted evaluation were found to be "mentally gifted" but didn't require specially designed instruction. They should have been labeled as ineligible for gifted but weren't in the previous platform used for special education. The district has since switched platforms and PowerSchool now accurately reflects our gifted population.

**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 analysis of our gifted identification data reveals disparities in proportional representation among student demographics within our population of 1,600 students. While gender representation is equitable, White students are represented at 81% in the gifted program compared to 74% in the overall student population, indicating a slight overrepresentation. Conversely, Hispanic students are underrepresented (14% vs. 19%), and economically disadvantaged students also show underrepresentation (19% vs. 39%). The representation of Black students, along with ESL, homeless, and military-connected students, is close to that of the overall population, with discrepancies reflecting only one or two students in these areas. To address these disparities, we recommend increasing outreach and awareness among underrepresented populations, reviewing our identification criteria to ensure equity, providing professional development on inclusive teaching practices, and collaborating with community organizations.

**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.**

To meet the requirements for in-service training related to gifted education, our district provides a professional development plan. During our opening in-service days, we offer a comprehensive overview of gifted services at all educational levels, including updates on state regulations. Additionally, we conduct booster training on a cyclical basis, featuring a Foundations of Gifted Education that reinforces key components of our Gifted Services Plan. Our gifted teachers also participate in Gifted Bootcamps and Gifted Networking sessions throughout the school year, further enhancing their skills and collaboration with peers. This ongoing training ensures that all faculty members are equipped with the necessary tools and knowledge to effectively identify and support gifted learners, fostering a collaborative approach to meeting the diverse needs of our students.

<b>Training for general education teachers</b>	0
<b>Staff costs</b>	46750

<b>Training for gifted support staff</b>	25
<b>Materials used for project-based learning</b>	0
<b>Transportation</b>	808
<b>Field Trips</b>	0

Signatures and Quality Assurance

<b>Chief School Administrator</b>	<b>Date</b>

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