

Spring-Ford Area SD

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

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.).

The Spring-Ford Area School District shares its annual Child Find notice to inform the community about gifted education services through several platforms: the district website, local newspaper ads each Fall, and student handbooks. The district's local intermediate unit, MCIU, also helps distribute the notice to school administrators, who make it available in each school building. Additionally, the district provides parents with further information on the website, including FAQs, program guidelines, and documents outlining parental rights.

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 Spring-Ford Area School District conducts screenings and evaluations to identify students who may be gifted and require specially designed instruction. At least once a month, teachers, guidance counselors, building administrators, school psychologists, and instructional support staff collaborate to review benchmark data and classroom performance to identify students who may benefit from academic enrichment and gifted support services. Parents are encouraged to submit recommendations through the district website, parent information nights, and parent-teacher conferences. Gifted screenings follow a child-centered approach, ensuring that students identified as potentially gifted have access to screening services promptly. Guidance counselors administer the K-BIT as part of the screening process. To recommend a gifted evaluation, a student must meet one of the following criteria: A total composite score of 130 or higher, OR A score between 125 and 129, along with one or more of the following: PSSA scores at or above the 95th percentile AIMSWEB benchmark scores at or above the 95th percentile MAP scores at or above the 95th percentile Report card grades that exceed expectations Benchmark curriculum-based assessments in ELA or math at or above the 95th percentile Additionally, input from parents and teachers indicating potential giftedness is considered in the decision-making process. If the screening results suggest a student qualifies for a full evaluation, parents will receive a letter along with a Permission to Evaluate Consent Form. For students not currently enrolled in public school, the district arranges an informal meeting with the parents and any available teachers to review existing records and gather additional input. If the data indicates the student may be gifted, a Permission to Evaluate is promptly issued. If the student is not considered potentially gifted, the district provides written notice via a Notice of Recommended Educational Placement. If a parent requests a full Gifted Evaluation without first completing the screening process, the screening will be included as part of the evaluation.

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 accordance with Pennsylvania School Code (Chapter 16), students are individually assessed for giftedness based on specific guidelines and regulations outlined in the law. The Spring-Ford Area School District follows a set process to determine whether a student is gifted. A student may be identified as gifted if they have an IQ of 130 or higher, or if they meet multiple criteria. It is important to note that determination of giftedness is not based solely on IQ scores—students with IQs lower than 130 may still qualify for gifted services if other educational criteria are met. The process for determining eligibility for gifted programming is as follows: **Psycho-Educational Evaluation:** A certified school psychologist conducts a full evaluation, which includes cognitive testing, achievement testing in areas such as reading comprehension, math concepts, and written expression. The psychologist selects appropriate tests based on the student's individual strengths and needs to ensure the most accurate and unbiased results. Commonly used tests include the WISC-V, WIAT-4, and KTEA-3, but the district's testing library offers additional options for specialized circumstances. **Multiple Criteria Assessment:** In addition to test scores, a comprehensive academic record review is conducted. This includes input from teachers and parents through questionnaires, as well as ratings from tools like the SIGS-2. Other factors such as unique skills, talents, and any awards or honors the student has received are also taken into account. The district does not currently use a matrix for this process. **Evaluation Report:** Once assessment data is collected, a Gifted Written Report (GWR) is generated and provided to the parents. The GWR includes cognitive scores (e.g., FSIQ and Index Scores), standard achievement scores, report card grades, curriculum-based assessment scores, standardized test results (e.g., MAP, PSSA, Aimsweb), and SIGS-2 scores, along with observations and input from both parents and teachers. **Determination of Eligibility:** If the student is found not exceptional, the GWR, Procedural Safeguards, and a Non-Exceptional Notice of Recommended Educational Placement (NORA) are sent to the parents via certified mail. If the student is determined eligible, a Gifted Individualized Education Plan (GIEP) meeting is scheduled within 30 days. This process ensures that giftedness is determined through a comprehensive evaluation, considering multiple factors beyond IQ scores alone.

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 Spring-Ford Area School District offers a range of services for students who qualify for gifted education. These services are outlined in the Gifted Individualized Education Plan (GIEP), which targets areas of demonstrated gifted achievement. In addition to formal gifted services, teachers incorporate differentiated instruction in the general education classroom to enhance the learning experience for all students. **Elementary Level (Grades K-6)** At the elementary level, students identified as gifted participate in pull-out enrichment sessions once a cycle, receiving services for one class period. The gifted teacher also collaborates with general education teachers to provide enrichment activities, focusing primarily on language arts and/or math. Acceleration opportunities for elementary students are determined through a systematic process that uses a detailed rubric and point system. This rubric includes data from standardized assessments,

curriculum-based assessments, parent and teacher input, and report card grades. The rubric helps determine eligibility for single-subject acceleration or grade-level acceleration. If a student meets the criteria, a GIEP meeting is scheduled to establish specific goals for the area(s) of acceleration. Middle School Level (Grades 7-8) In seventh grade, students receive daily gifted support and enrichment during their social studies class. In eighth grade, gifted students receive support three times per cycle through a co-teaching model in Language Arts. High School Level (Grades 9-12) At the high school level, students have access to advanced coursework, including honors and Advanced Placement (AP) classes, which provide opportunities for both acceleration and enrichment. Gifted students collaborate with their counselors and/or parents during course selection to choose the appropriate courses for acceleration and enrichment. Additionally, students may opt to receive gifted support services during study hall, which is available as part of the course selection process. The district's gifted services ensure that students receive appropriate academic challenges, tailored to their strengths and needs, at every grade level.

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?

Looking at the District's most recent PIMS reporting, the following numbers were extracted: Total Gifted: 532 GY – 361 GX – 150 GS – 21 All gifted students have been 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.

Although our district does not use a universal screener to identify underrepresented populations, we do implement several Childfind measures beginning in kindergarten. Data teams meet regularly to review student performance on standardized assessments such as FastBridge, iReady, and the PSSA. Classroom teachers are involved in these meetings and are encouraged to identify students who demonstrate exceptional performance in the classroom and may require gifted support services. Any teacher or parent request for a gifted evaluation is honored through a screening process that includes a review of student records and a brief IQ test.

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.

Special Education Supervisors conduct training for gifted teachers during the annual school orientation. In addition, Gifted Education teachers have opportunities throughout the year, during professional development days, to collaborate with general education teachers to

review and discuss students.

Training for general education teachers	N/A
Staff costs	985,075.00
Training for gifted support staff	N/A
Materials used for project-based learning	N/A
Transportation	N/A
Field Trips	N/A

Signatures and Quality Assurance

Chief School Administrator	Date