

Gettysburg 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 Gettysburg Area School District (GASD) is aligned with the requirements in 22 PA Code §16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. The district's Supervisor of Special Education provides information regarding gifted services that can be found in The Annual Public Notice of Special Education Services and Programs. This information is posted under the Student Services tab on the Gettysburg Area School District website. An abbreviated definition of gifted support services offered within the district is also printed 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.

The Gettysburg Area School District (GASD) is aligned with the requirements in 22 PA Code §16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. The Gettysburg Area School District conducts yearly child find procedures to identify all students who are thought to be gifted and in need of specially designed instruction. The Gettysburg Area School District (GASD) identification process has two distinct pathways: The first path to identification starts with a comprehensive child find process that utilizes universal screening data in literacy and math. Universal screening data is collected three times a year, in September, January, and May for students in grades K-5. Students who perform at the 90th percentile or higher (or determined thresholds if local percentiles are not available) are identified by the data teams. At the elementary level, enrichment for high achieving (non-identified) students is provided in the general education classroom and as part of WIN (What I Need) instruction. Enrichment in math is afforded to students receiving a unit pre-assessment score of 90% or higher. Documentation is collected whenever enrichment or acceleration is provided to students. If the student's needs are being met on or above grade level instruction, the child's progress is monitored. If the grade-level team determines the child is in need of more intensive services; or a pace that is beyond the scope of what the grade/course level teacher can provide, then the grade-level team can refer to the student for the second level of screening. Students who reach the 93rd district percentile or higher (or determined thresholds if local percentiles are not available) on the Acadience universal screening measures are pulled for additional diagnostic data. Second level screening includes the K-BIT-2 Kaufman Brief Intelligence Test and teacher rating scale. Students who meet the criteria of a combined number of five points from the K-BIT-2 and teacher rating scale and consideration of intervening factors/masking traits are referred for an evaluation. The district's identification process has two distinct pathways. The first path to identification starts with a comprehensive child find process which utilizes universal screening data in literacy and math. At the middle school level, universal screening data (PVAAS Projections in math and literacy, most recent PSSA scores in ELA and math, reading and I Ready math diagnostic) is collected. Students complete the diagnostic assessments 2-3 times per year in math and literacy. Students who perform at the 90th percentile or higher on at least 2 out of 3 data points will move to the next level of screening. Appropriate instruction is planned for

them at their instructional level in literacy, math, or both. At the middle school level, enrichment for high achieving (non-identified) students is provided in the general education classroom. Enrichment in math is based unit by unit on a pre-assessment score of 94% or higher in the classroom. Documentation is collected whenever enrichment or acceleration is provided. If the student's needs are being met through on or above grade level instruction, the child's progress is monitored. If the grade-level team determines the child is in need of more intensive services; or at a pace that is beyond the scope of what the grade/course level teacher can provide, then the grade-level team can refer the student for the second level of screening. Second level screening includes a brief cognitive assessment and teacher rating. Students who meet the criteria of a combined number of points from the brief cognitive assessment, teacher rating scale and consideration of intervening factors/masking traits are referred for an evaluation. Due to the nature of high school courses being leveled and rooted in choice, parents, teachers, and self-referrals would move directly to screening. The second level of screening includes a brief cognitive test (KBIT-2 REvised) administered by the school psychologist. All student data collected (from level 1 and 2 screening, as well as any documentation surrounding the completion of differentiated work) will be reviewed by the building level data team. The building level team may review data from other students if there are suspected factors that may mask giftedness, in which case documentation of those factors must also be accessible for the team. From this level, Permission to Evaluate (PTE) is distributed to the parents and upon receipt of a signed PTE, the evaluation process is started. The school psychologist will initiate the Gifted Multidisciplinary Evaluation (GMDE). Other members of the Gifted Multidisciplinary Evaluation (GMDE) Team will be notified that the file has begun so that information collected can be populated. Input from the parent, as well as the student as deemed appropriate, will be collected. Teachers provide input regarding academic performance as well as observed characteristics including creativity, leadership, motivation, intellectual ability, and acquisition and retention of concepts. The School Psychologist administers standardized assessments to determine cognitive ability (FSIQ/GAI) and level of academic functioning. During the process, all members of the team will be asked to consider factors which may mask giftedness and report those to the team. Once the report is completed the GMDE Team will meet to review it. If it is determined the student's results from the first and second screenings identify a potential giftedness, and a review of the multiple criteria supports an identification, the team will consider if the student is in need of specially designed instruction. If it is determined the student meets the criteria for identification and exhibits a need for specially designed instruction beyond the scope of the general education setting, the team will conclude the report by making recommendations to the Gifted Individualized Education Plan (GIEP) team in the academic strength area(s) of the student. It is important to note the GMDE team will include the parents. If it is determined the child is not gifted, or gifted and not in need of specially designed instruction, the team will review any current recommendations for instruction based on the student's academic need and be sure to communicate those recommendations to the appropriate teachers. The second pathway begins with a referral from a parent (verbal or written). Immediately upon receipt of a parent request, a representative from the building (either principal or school psychologist) contacts the parent to discuss the parent's request and to summarize the gifted screening process. At the conclusion of the discussion, the next step is determined. If the parent agrees to proceed with screening, the gifted support teacher will initiate the gifted screening process. If the parent chooses to proceed directly to a gifted evaluation, a referral is forwarded to the Supervisor of Special Education, who generates a Permission to Evaluate form to be sent to the parent. When the district receives the signed

PTE, the evaluation timeline starts, and the Gifted Multidisciplinary Team has 60 days to collect the information detailed above.

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 Gettysburg Area School District, a parent survey is requested to be completed when permission to evaluate for consideration of gifted identification is issued. Parents are asked to complete the survey and share examples related to their student's learning, acquisition of skills, and interests. Upon receipt of the signed gifted permission to evaluate, the school psychologist begins administering assessments of nationally standardized and normed cognitive ability and academic achievement above grade level. Assessments are selected based on the student's age and grade level. Teachers are asked to provide input regarding the student's learning strengths by completing a teacher survey and sharing examples of the student's learning rate and acquisition of information, creativity, and interests. The parent survey, teacher survey, information from the student (if appropriate), and assessment information are summarized in the gifted written report with the assessment data. The student's previous academic performance and intervening factors/masking traits are also taken into consideration. Once the GWR is completed, the GMDT team will meet to review the information. All of the information including parent input, teacher input, standardized assessment data, and masking traits are incorporated into a matrix to be used to recommend consideration of the 1st prong of eligibility. If a student scores 11 or higher, there is strong evidence that the student has met the 1st prong of eligibility. Regardless of score, the Team will convene to review the data and consider other factors that cannot be quantified (rate of acquisition and retention, demonstrated achievement and/or performance beyond collected quantitative data—i.e. projects in/out of school, portfolio, areas of interest, evidence of academic creativity and/or critical thinking, additional evidence of intervening factors and impact) as well as consider the second prong (in need of specially designed instruction). The team will then have a discussion to consider if the student is in need of specially designed instruction. If it is determined that the student meets the criteria for identification, and exhibits a need for specially designed instruction beyond the scope of the general education setting, the team will conclude the report by making recommendations to the Gifted Individualized Education Plan in the academic strength area(s) of the student. It is important to note that the GMDT team will include the parents. If it is determined that the child is not gifted, or gifted and not in need of specially designed instruction, the team will review any current recommendations for instruction based on the student's academic need and be sure to communicate those recommendations to the appropriate teachers.

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).

GASD relies upon the MTDS system to prescribe the continuum of services. Once it's been determined by the teacher through preassessment that

the student has mastered unit concepts; differentiation might include a change in pace, content, task, or product. Other considerations at Tier I include: Compacted Curriculum Units Independent Learning Contracts Activity Menus Learning Centers Differentiated Assignments (in lieu of classroom assignments) Cluster Grouping Flexible Grouping Professional Development for general education teachers If a student requires more intensive support, as evidenced by the data, Tier 2 could include: Individualized change of pace, content, task, or environment that might be outside of the classroom, Acceleration in one content area while sustaining current grade level placement, Advanced course material is typically one year above grade level, Advanced skill group instruction, and support is in addition to differentiated instruction in Tier I For a limited percentage of the population who require the most intensive support, Tier 3 could look like: Individualized change of pace, content, task, or environment that may be outside of grade level or even school depending on the age of the student, Acceleration in multiple classes, Advanced course material, in addition to differentiated instruction in Tier I at the grade level the student is currently working at. Students who perform at the 90th percentile or higher (or determined cut-offs for which local percentiles are not available) are identified by the grade level teams and appropriate instruction is planned for them at their instructional level in literacy, math, or both. At the elementary level enrichment for high achieving (non-identified) students is provided in the general education classroom and as part of small group instruction. These groups are formed at the beginning of the year and middle of the school year. enrichment in math is based upon unit pre-assessment score of 90% or higher in the classroom. Math/STEM and reading are often a combined enrichment class in the primary grades. enrichment groups are fluid and subject to change based on student data. Gifted identified students will have access to class time for an independent research project if specific SDI is provided in their GIEP. The gifted support teachers act as case managers and fully support students, classroom teachers, and families. Gifted support teachers are responsible for crafting all documents related to and including the GIEP. The gifted support teacher works in collaboration with the classroom teacher and the student to assure that the student receives an appropriate degree of challenge and intellectual growth in the classroom. Gettysburg Area Middle School (GAMS) relies upon the MTSS system to prescribe the continuum of services. Once it's been determined by the teacher through pre-assessment the student has mastered unit concepts; differentiation might include a change in pace, content, task, or product. Other considerations at Tier I include: Compacted Curriculum Units, Independent Learning Contracts, Activity Menus, Learning Centers, Differentiated Assignments (in lieu of classroom assignments), Cluster and Flexible Grouping If a student requires more intensive support, as evidenced by the data, Tier 2 could include: Individualized change of pace, content, task, or environment that might be outside of the classroom, Acceleration in one content area while sustaining current grade level placement, Advanced course material typically one year above grade level, Advanced skill group instruction, support is in addition to differentiated instruction in Tier I For a limited percentage of the population who require the most intensive support, Tier 3 could look like: Individualized change of pace, content, task, or environment that may be outside of grade level, Acceleration in multiple classes, Advanced course material in addition to differentiated instruction in Tier I at the student's grade level. Gettysburg Area High School provides gifted support to students who are eligible in accordance with chapter 16 of the Pennsylvania School Code. At the high school level, specially designed instruction is primarily delivered in the classroom setting instead of an alternate setting. Students are encouraged to select courses that reflect their academic needs and their interests; within those courses, students have the opportunity to work at a pace and depth which is consistent with their learning

rate and their academic need. In order to facilitate enrichment and acceleration, classroom educators with specialized content knowledge provide the best means to meet students' needs. GAHS courses offer high-level, appropriate instruction at a suitable rate to meet students' needs. When students self-select the highest level courses available, the level of challenge should remain high. Advanced Placement (AP) and College in the High School (CHS) give students the opportunity to complete college-level work. In addition to these advanced options, the Gifted Support (Gifted) teacher may collaborate with the teacher of an AP course, AP, CHS, or accelerated, to provide greater challenge or intellectual stimulation for any student. The Gifted teacher remains the facilitator of the student's GIEP. The Gifted teacher works in collaboration with the classroom teacher and the student to assure that the student receives an appropriate degree of challenge and intellectual growth in the classroom. Students are expected to take the initiative in contacting the Gifted teachers if they require help accessing services.

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?

Based on GASD's last October 1 snapshot, our Gifted population for each category is identified below: Gifted without a 504 plan - 69 students Gifted with a 504 plan - 1 student Gifted and receiving services through an IDEA IEP - 1 student Gifted and does not require specially designed instruction: - 5 students Yes, all the district's gifted students are 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.

In regards to proportionately reaching underrepresented populations, GASD does struggle with identification of underrepresented populations, as a large majority of the students who reside within our district's borders identify as Caucasian. However, during our screening process, each school team follows the screening process identified in section 2 of this plan, and identifies students without regard to their racial identification or socio-economic standing. There are a number of students who may not meet the criteria for evaluation for Giftedness, however, may be in need of enrichment, and are invited to join, especially at the Elementary level of programming. Students in secondary programming are provided enrichment opportunities, as well as options to take additional higher level coursework, inclusive of Advanced Placement Courses, and access to Dual Enrollment options through Harrisburg Area Community College and Gettysburg College.

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.

GASD partners with Lincoln Intermediate Unit #12 to access a large amount of training opportunities to help support student achievement, and also provides information from outside entities, including PaTTAN, to our instructional staff and administrators. Lincoln Intermediate Unit #12

for operates a "Gifted Bootcamp" which is offered to staff (Gifted and Regular Teachers, Administrators, and School Psychologists to name a few) who are in the first three years of their position who require additional support and knowledge of what Gifted education is, as well as Chapter 15 guidelines, or have expressed an interest in exploring Gifted Education as part of their own Professional Development Plan. The Gifted Learning Community through Lincoln Intermediate Unit #12 is a quarterly professional development/training community operated by Lincoln Intermediate Unit #12, which meets in-person at least once quarterly, and provides monthly networking opportunities and newsletter with information for additional professional development opportunities. Our Gifted Education staff and Administrators are also encouraged to attend the yearly Pennsylvania Department of Education, Bureau of Special Education Conference which is held in Hershey, PA. We also encourage our instructional staff to research professional development opportunities which can be included within their yearly learning plan. Staff may submit information to the Building Principal for approval to be included within their learning plan, and, if approved, will be required to provide evidence of completion of the trainings and utilize the learned skills within their daily practice. In-district opportunities for in-service training include yearly introduction of the Gifted program by the Gifted teachers to their building learning community, as well as planned in-person trainings provided to address differentiated instruction, increasing rigor, and alternate forms of assessment, all of which provide enrichment to support our students who are identified as gifted outside of the Gifted Services which they are receiving.

Training for general education teachers	0
Staff costs	408,416.27
Training for gifted support staff	5,000
Materials used for project-based learning	5,000
Transportation	0
Field Trips	0

Signatures and Quality Assurance

Chief School Administrator	Date
Jason Perrin	2025-01-21