



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

Gifted Education Plan Assurance

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 public notice of gifted education services and programs is on the Colonial School District website. It is reviewed each year and updated as needed. Each student handbook in the Colonial School District also contains the public notice. The annual notice is published by the Montgomery County Intermediate Unit on behalf of the Colonial School District in a local newspapers. The MCIU furnishes a list of all newspapers where the annual public notice appeared at the start of the school year. Colonial School District also publishes a calendar that is available to all community members. The public notice is contained in the calendar.

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 Colonial School District utilizes multiple methods for the child find of potentially gifted students. These methods include parent/guardian, student, and staff referrals, review of data collected through curriculum-based assessments, Link-It Benchmark Diagnostic Assessments in reading and math, and review of annual PSSA scores and curriculum-based assessments. Additionally, in the spring of second grade, each student participates in the SAGES-3 (Screening Assessment for Gifted Elementary and Middle School Students), a group administered standardized assessment of aptitude. Once a student is identified through the screening process, the school-based team reviews the available data and teacher input. If the student meets the criteria for further evaluation, a comprehensive gifted evaluation will be offered.

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 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, multi-criteria GMDE that may include, but is not limited to:

- Cognitive ability tests (e.g., WISC-5, KABC, SB-5, RIAS-2, W-J IV)
- National normed individualized, standardized achievement assessment tests (e.g., WIAT-4, W-J IV, KTEA-3)

- Gifted Rating Scales (GRS)
- Classwork samples
- Curriculum-based assessments (e.g., Link-It)
- 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) which is presented to the school team and parent(s)/guardian(s) within 60 calendar days of receipt of the signed Permission to Evaluate.

As part of the Gifted Evaluation process, the team will consider the following two questions:

Is Student mentally gifted according to PA Gifted Education Law?

- Student has an IQ of 130 or above.
- Student has an IQ of less than 130, where Student has evidence that strongly indicates giftedness (for example, standardized achievement scores, demonstrated achievement in the classroom, rates of acquisition and retention, and masking factors.)

If Student is identified as gifted, are they in need of Specially Designed Instruction in the identified strength areas?

Each GMDE will determine “need” based on the many factors associated with the child’s academic and social-emotional needs and document these needs and recommendations in the GWR. Following completion of the GWR, if Student being evaluated is determined to be gifted AND in need of specially designed instruction, the school team and parent(s)/guardian(s) will meet within 30 calendar days to develop a Gifted Individualized Education Plan (GIEP). Other indicators that may require discussion of need are those who may be twice-exceptional or ELs (English Language Learners).

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).

Gifted programs are highly individualized based on a student's gifted IEP. For acceleration, students have an opportunity to accelerate in subjects as needed, in particular in math and science. Colonial School District partners with other schools and outside providers when needed for this acceleration. Enrichment programs are delivered in a variety of methods and may allow students to explore a particular interest, go into greater depth and breadth in a subject, create individualized projects, or do additional high interest exploration.

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?

It appears that Field 80 of the October PIMS report does not accurately reflect the District's number of Gifted Support students or the services provided to these students. As such, we are in the process of correctly entering this data into PowerSchool and have developed a process by which correct entries will be routinely made. As such, future reports should be accurate.

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.

Colonial School District's efforts to address disproportionality is a multi-step approach that includes: 1.) Regularly revisiting the Gifted Support identification Rubric in order to consider multiple criteria of eligibility. 2.) Continued training at faculty meetings each year at both the elementary and secondary levels that include teacher education on recognizing multiple criteria for Giftedness. 3.) Universal Gifted evaluation screenings take place at the second-grade level each year with equal access to screenings for all students. 4.) Parent outreach includes information presented at parent/teacher conferences, on back to school night, and in student handbooks that details referral information and has resulted in an increase in parent referrals for Gifted evaluations. 5.) Gifted Support services were also highlighted at our Equity, Inclusion, and Belongingness (EIB) committee meetings in order to make more parents of diverse backgrounds aware of referral criteria and service availability. 6.) Lastly, increased efforts at the secondary level to increase access to high-level coursework (AP, International Baccalaureate) for historically underrepresented populations is a district initiative.

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.

Professional Development training in the Colonial School District continually includes in-service sessions focused on differentiated instruction and universal design for learning. Differentiated instruction, including enrichment and acceleration, is a cornerstone of professional development in Colonial School District and a point of pride. This starts with our new teacher induction program and continues on through our annual PD sessions. This training guides regular education teachers' ability to differentiate for children who are demonstrating needs for enrichment and acceleration, with tailored offerings for our Gifted Support teachers. Further development takes place during monthly Professional Learning Time (PLT), a combination of in-service training and collaboration given at all levels. Gifted Support Services teachers are given time during PLT to work with teams at all grade levels to provide support and resources to general

education teachers in the delivery of specially designed instruction from GIEPs for their students. Additionally, Colonial School District is a member district of the Montgomery County Intermediate Unit (MCIU). Gifted Support teachers are a part of the Gifted Education Network through the MCIU. This allows our Gifted Support teachers to attend regularly scheduled networking and collaboration meetings. In addition, regular professional development is offered by the MCIU, and collaboration concerning updated mandates and regulations that drive Gifted education.

| | |
|--|--|
| Training for general education teachers | For the 2024-2025 School Year, Budgeted Training costs for general education teachers are \$37,000. |
| Staff costs | For the 2024-2025 School Year, Budgeted salary expenses for employees assigned to the Gift Education Program are approximately \$359,553.70 and budgeted benefits expenses for those employees are approximately \$214,665.61 for a grand total of \$574,219.31. |
| Training for gifted support staff | For the 2024-2025 School Year, Budgeted Training costs specifically for Gifted Support Staff are \$1,100.00. |
| Materials used for project-based learning | Gifted Field materials are not specifically awarded from a budget perspective but funds are made available as needed for materials once approved by Administration. |
| Transportation | The School District budgets approximately \$7,300,000 for the transportation of all students, including those of Gifted Education, from home to school and vice versa. |
| Field Trips | Gifted Field Trips are not specifically awarded from a budget perspective but funds are made available as needed for transportation once approved by Administration. |