

**Great Valley SD**

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

DRAFT

## 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 District publishes a gifted education brochure that is reviewed and updated annually. This brochure is provided to all newly registered families. Additionally, the District's Student Services website and student handbooks include information about gifted programming. The definition of "gifted" is included in the brochure as well as an overview of the screening and evaluation process. A brief description of programs and services available within gifted support programming is also described. Evening presentations for the public have been held to provide information about gifted screening, evaluation and programming.

### **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.**

Referral for gifted multidisciplinary evaluation is made when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4. Screening occurs with the Child Study Team (CST) process to identify students who are thought to be gifted and may be in need of specially designed instruction at all grade levels (elementary). The team reviews student academic data and classroom performance, and teachers share observations that occur in the classroom. For all students enrolled in Grade 1, the Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2) reasoning assessment is administered. A review of the SAGES results, the Measures of Academic Progress math results, and the Fountas and Pinnell Benchmarking reading results are reviewed to assist with locating students thought to be gifted and in need of specially designed instruction. The administrative team continuously reviews the screening process to ensure consistency and equity in the review process.

### **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.**

When students do not meet the 130 Intelligence Quotient (IQ) score, the District follows Chapter 16 to review all relevant multiple criteria and areas of academic strength. In doing so, the school psychologist administers a standardized academic achievement battery along with a standardized rating scale of giftedness. On this rating scale, parents and teachers can endorse areas of strength other than IQ or academic performance (e.g., foreign language aptitude, musical interests). Additionally, when necessary, the school psychologist administers a measure of intelligence that relies less on cultural influences and/or language in order to ensure equitable identification procedures. Scores on the MAP and Fountas and Pinnell are also taken into consideration. When necessary, a curricular assessment that

measures cumulative knowledge in mathematics (i.e., an end-of-year mathematics assessment) is administered to assist with not only gifted eligibility determination but also the need for single-subject acceleration. The district uses a range of cognitive and academic measures (including but not limited to the Wechsler, Woodcock-Johnson, Kaufman, Differential Ability Scales, and Universal Test of Nonverbal Intelligence). In selecting a measure, the psychologist will choose a cognitive measure that is most appropriate and, when necessary, is less reliant on cultural influences/ language in order to ensure equitable identification. The district has also utilized bilingual assessment when needed. When determining eligibility for gifted services, the psychologist will:

1. First consider the Full-Scale IQ or GAI – If 130 or higher the student is considered eligible.
2. If Full-Scale Score or GAI is <130, but within the range of 125-129 (95th-97th%ile), then consider Index or Composite Scores (i.e. Verbal Comprehension/Nonverbal Reasoning/Fluid Reasoning) o If Index or Composite Score is at or above 130, then consider Academic Achievement in Reading or Math (WIAT/ WJ ACH) at or above the 95th %ile. o If Academic Achievement measures are <130, look to other sources (MAP scores, F & P Scores, other standardized measures) for indicators of giftedness
3. If there are indicators of gifted ability and achievement then consider parent/teacher input, curriculum-based measures and rating scales - Gifted Rating Scale (GRS) or Scales for Identifying Gifted Students (SIGS) - to determine the need for enrichment beyond what is available and provided in the classroom, or acceleration for subject area. The district uses the IOWA Acceleration Scales to assist in determining whether whole-grade acceleration is appropriate. This measure is administered with the GIEP team and the results are considered to guide placement.
4. If there are possible intervening factors (diagnosed educational disability, ADHD, mental health diagnosis, SES, etc..) then consultation among team members, including gifted teacher and Supervisor of Clinical Services or Director of Student Services and Special Education is recommended, unless there are compelling factors of need.

**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).**

Great Valley School District provides a variety of enrichment and/or acceleration support for gifted education. Within the regular education classroom, for gifted learners, teachers use the following enrichment strategies:

- Pre-assessments (readiness or mastery)
- Benchmark reading assessment to guide enrichment instructional opportunities
- Skill grouping within the class
- Tiered assignments o

Students working on similar skill but at varied depth and complexity (i.e., Mathematics anchor tasks) With the support of the gifted education teacher, the regular education teacher will also use the following enrichment or acceleration strategies:

- Partial day pull out
- grouping
- Push in group support
- Curriculum compacting o
- Accelerated learning
- Early instruction
- Pre-assessment o

Replacement activities/projects For acceleration options, gifted teams have provided students with the following programming options:

- Grade level acceleration
- Content level acceleration
- Concurrent enrollment (elementary/middle school or middle

school/high school) • Dual enrollment options Examples of specific learning opportunities include, but are not limited to the following:

Elementary Level: Within the regular education classroom: •For individual students, based on supporting educational data, the GIEP team considers subject specific acceleration or full grade acceleration. • Within many classes across the district, the regular education teacher and gifted support teacher co-teach math classes that included best practice instruction with increased opportunities for student inquiry. • Within the Great Valley School District mathematics curriculum, formative assessments including mastery and readiness pretests are administered. Students who have demonstrated mastery or readiness receive varied instruction. • Within the Great Valley School District mathematics curriculum, enrichment opportunities are structured into required math anchor tasks and the tasks are available in the district’s curriculum documents. • Within English/Language Arts instruction, students are accelerated based on assessment data, including an individualized Fountas and Pinnell Benchmark assessment that identifies a student’s individual instructional reading level. Students are then provided instruction on the instructional level within the regular education classroom or in pull out options with the gifted support teacher. • Great Valley School District English/Language Arts curriculum provides reading and writing instruction to students at their instructional level which may extend their current grade level To support the regular education classroom: • The gifted support teacher will provide problem based learning opportunities either as support to the regular education teacher or during a pull out session with students. •Students may receive subject specific enrichment based on student’s strengths (i.e., mathematics enrichment on fractions) • Individual learning contracts designed with students to extend specific units of study • The gifted support teacher researches and provides additional resources and materials for curriculum extension Beyond the regular education classroom, students could participate in the following: •Science Fair competition • Reading Olympics competitions • Math Olympiads competition • Envirothon competition • After school book clubs Middle School Level • Based on a student’s individual strength, the following seminars were designed to enrich and accelerate their learning beyond the core curriculum: Mock trials, Future Studies, Photography, Sim CEO, Marine Biology, Archaeology, Inventions, Nanotechnology, Forensic Science, Amusement Park Physics, World, History Mysteries, Medical Mysteries, Independent Studies, Screen Play, Food Science, Political Scandals, Road to the White House, Architecture •During 8th period, students participate in club based enrichment opportunities including the following topics: Shakespeare, Think Tank, Chess Club, Programming, Philosophy, Maker's Space • Within the regular education classes, students are formatively assessed through the use of mastery pre-assessments • Students receive course acceleration based on student needs, especially in math. • Students may participate in the following school sponsored competitions: Mock Trial, Quiz Bowl, National History Bee, Nationals History Day, Science Fair, Geography Bee, Spelling Bee, National Video Game Challenge, Math Counts High School Level Within the high school, students are provided opportunities to accelerate to classes that are above grade level expectations. For example, freshman are able to enroll in AP Courses. In addition, students work with the gifted support teacher to identify content area strengths and develop goals focused on a particular content area. Gifted support teachers collaborate with the regular education teacher to identify

specific areas of strength and goals within specific courses. Students may also accumulate credits and graduate early if enrolled and attending a college or university. • Students may participate in AP courses starting freshman year • Self-directed goals developed with the student and GIEP team in an area of strength • Students may participate in clubs including, but not limited to, the following: AMC Math Competition, Envirothon, Forensic Public Speaking Forum, Debate Club, Mock Trial, Model UN, Future Business Leaders of America, Desmond Project, Shakespeare, 24 Competition, Millersville Women in Science Conference, Quiz Bowl, WISE (Women in Science and Engineering), Reading Olympics, Allied Health Program, Exploravision, PA Computer Fair • College dual enrollment options

**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?**

GY=318, GS=22, GX=32. All 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.**

Currently, 14% of the district is identified as Hispanic; however, 3% of student who are identified gifted are Hispanic. In addition, approximately 50% of Hispanic students are multi-lingual learners identified as Limited English Proficiency. To address this issue, we are exploring assessments that are used in the gifted identification process and determining if students might need assessments in a language other than English.

**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.**

Within the district, professional development is job-embedded, on-going, and supportive throughout the school year. In this model, our gifted support teachers and regular education coaches consult with and provide professional learning opportunities to regular education teachers, principals, administrators, and support staff responsible for gifted education. For example, the district secondary mathematics coach provided job embedded training to the developing of pre-tests, analyzing results, and determining instructional decisions on replacement instruction for gifted students. As a component of the professional development plan and committee that met in December 2024, the district will...

<b>Training for general education teachers</b>	\$5000
<b>Staff costs</b>	\$705,748.00
<b>Training for gifted support staff</b>	\$3180
<b>Materials used for project-based learning</b>	\$2,312.21
<b>Transportation</b>	\$30,600
<b>Field Trips</b>	\$0.00

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**Signatures and Quality Assurance**

Chief School Administrator	Date

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