

Ringgold 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.).

Annually, the Ringgold School District and Intermediate Unit 1 collaboratively advertise the Child Find Notice in the newspaper and on the school district website. The Child Find notice can also be found in our student handbooks and our Pupil Services Handbook. The Child Find information is intended to assist families, community stakeholders and faculty/staff to help identify students who need remedial or accelerated services.

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.

Currently, the district utilizes multiple measures of achievement and aptitude to identify students who may benefit for evaluation for Gifter Services. Local assessments such as class curriculum assessments, NWEA Map Growth, and Dibels/Amplify are tools utilized to determine the level of student performance. If a student is recommended for gifted screening through our Child Study Team, including the parent/guardian, a trained counselor or psychologist will administer the KBIT and GRS. An evaluation will be recommended after screening if the following are seen: A student in K-6 shall be formally tested under the following conditions: 1. KBIT IQ = 130 or greater 2. IQ= 125-129 plus a yes in either DIBELS or GRS 3. IQ= 121-124 plus a yes in both DIBELS and GRS A student in grades 7-12 shall be formally tested under the following conditions: 1. KBIT IQ = 130 or greater 2. IQ= 125-129 plus a yes in either PSSA/Keystone or GRS 3. IQ= 121-124 plus a yes in both PSSA/Keystone and GRS We do encourage the screening process for Gifted identification, however, if a parent or teacher is insistent on a full evaluation we will issue a permission for 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.

At the Ringgold School District the Child Study Team is tasked with the identification, screening, data collection and potential evaluation for gifted services. As described previously, the Child Study Team will look at pieces of data collected through local and statewide assessments to screen for students who might qualify for services. Once screening takes place and evaluation is proposed, stakeholders such as parents and teachers will provide input. The school counselor will also contribute to the evaluation process. The evaluation will be conducted by the school psychologist. The following matrix will be used to determine eligibility for gifted services. GIFTED EVALUATION MATRIX: (Please see matrix in uploaded files)

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).

Gifted education enhancement, enrichment, and acceleration occur across all environments and curricula of the student's school day. When a student is identified as eligible for Gifted and Talented Education programming, a student will receive a GIEP that will be updated annually at a minimum. The GIEP will be developed based upon the evaluation results and the student's present levels as indicated by all relevant data that is collected annually. The first GIEP will be developed within 30 days of finding that a student has been found to qualify for the Gifted and Talented program. The enhancement, enrichment and acceleration opportunities will take place daily as appropriate within the specific curriculum areas for the individual student as discussed and described in the GIEP. Additionally, enhancement and enrichment can be provided in individual or small group settings that may meet with varying frequency. Opportunities should be devised to accentuate these learning opportunities both within the regular curriculum and in additional opportunities such as but not limited to competitions, independent or collaborative projects, mentorships, grade advancements. The gifted continuum is vastly individualized across the domains. In addition to accelerated and additional opportunities, gifted education does and can take place in a variety of formats. In broad statements at Ringgold School District, K-1 the students receive acceleration within their assigned classroom. Teachers and staff provide opportunities for book study, small group sessions as a small cohort, independent work, and project-based opportunities. In grades 2-4, our district combines the cohort of gifted students from our 2 elementary buildings to meet together and work on specific projects of interest and opportunities for competition outside the regular curriculum. Students collaborate and build upon their own interests and desires. In addition, their classroom teachers provide individual growth opportunities within the general ed classroom. Our middle school consists of grades 5-8. At the middle school and high school there are dedicated teachers for gifted education. In addition to the traditional classroom, students qualified for gifted education receive time outside of the regular class where they are challenged to design project-based learning opportunities as well as competitions and field experiences outside of the school environment. This pattern continues into high school where in addition to the honors and academic curriculums, students are encouraged to pursue their interests and talents in AP and College in High School coursework. Additionally, opportunities for classes outside of the high school have been given to individual students. Students have pursued early graduation and grade level adjustments.

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 - 82 GS - 1 GX - 0 These numbers represent the students identified for gifted services and are verified through the October 1 count.

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 district is not reaching the underrepresented populations to the extent it should. To better reach this population, we will be closely monitoring our local assessments of NWEA and DIBELS to identify more students who fall into underrepresented populations of economically disadvantaged, racial, and special education populations. Faculty will be trained more closely to watch and identify markers of exceptionalism so that we as a district recommend the screening process to families instead of relying on families to request screening.

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.

District staff and personnel are trained at various times throughout the school year about the responsibilities of gifted education and special education. UDL, Project Based Learning, Steels standards, and a variety of educational opportunities are provided as models for teachers to utilize to differentiate education for all learners and in particular for learners identified as gifted. Legal requirements emphasized that services are mandated across environments and are not the sole responsibility of the GIEP case manager. Identified individuals at each of the 4 buildings provide small group and individual meeting time outside of the regularly scheduled classes for students. These individuals are also available to consult and review GIEP goals and services with regular education teachers.

Training for general education teachers	0 ongoing training by district administration/faculty and IUs
Staff costs	0 ongoing training by district administration/faculty and IU's
Training for gifted support staff	\$750 Dues, fees, conference registrations
Materials used for project-based learning	\$1000
Transportation	\$4500
Field Trips	\$500

Signatures and Quality Assurance

Chief School Administrator	Date