

West Chester Area SD

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

Profile

LEA Type		AUN
West Chester Area School District		124 159 002
Address 1		
782 Springdale Dr		
Address 2		
City	State	Zip Code
Exton	Pennsylvania	19341-2850
Chief School Administrator		
Dr Kalia Reynolds		
Chief School Administrator Email		
kreynolds@wcasd.net		
Single Point of Contact Name		
Melissa Kleiman		
Single Point of Contact Email		
mkleiman@wcasd.net		
Single Point of Contact Phone		Single Point of Contact Extension
484-266-1000		

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 West Chester Area School District offers public notice through the district website, publicly-shared course guide, Parent Advisory Committee for Gifted Education, as well as information available at each school's open house and principal newsletter. The District's process for raising public awareness of gifted education services includes a multifaceted communication strategy to ensure all stakeholders are informed. This involves publishing detailed information about gifted services, eligibility criteria, and the referral process on the District's website and in child find notices distributed through schools.

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.

In the West Chester Area School District, the process for screening and referring students for potential gifted eligibility begins with the identification of students who demonstrate exceptional academic ability or potential through classroom performance, teacher recommendations, parent referrals, or universal screening results. As a part of our universal screening process, all of the district's second grade students take the Naglieri General Ability Test and the Test of Mathematical Ability for Gifted Students (TOMAGS). As a part of the screening process, each of our school teams utilize the gifted matrix. Once a referral is made, the District conducts a Gifted Multidisciplinary Evaluation (GMDE), which includes input from teachers, parents, and other relevant staff, along with a review of the student's educational records and performance data. If warranted, a certified school psychologist administers a comprehensive assessment to evaluate intellectual ability and other factors. The findings are reviewed by a Gifted Multidisciplinary Team (GMDT), which determines eligibility and develops a Gifted Individualized Education Plan (GIEP) if the student qualifies. Please see attached matrix.

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 WCASD, we employ a multi-criteria evaluation process to determine eligibility for mentally gifted programming, guided by state guidelines and local procedures. The process ensures a comprehensive and equitable evaluation by considering both intellectual ability and academic strength through multiple data sources. The process for screening and referring students for potential gifted eligibility begins with the identification of students who demonstrate exceptional academic ability or potential through classroom performance, teacher

recommendations, parent referrals, or universal screening results. As a part of our universal screening process, all of the district's second grade students take the Naglieri General Ability Test and the Test of Mathematical Ability for Gifted Students (TOMAGS). As a part of the screening process, each of our school teams utilize the gifted matrix. Once a referral is made, the District conducts a Gifted Multidisciplinary Evaluation (GMDE), which includes input from teachers, parents, and other relevant staff, along with a review of the students' educational records and performance data. If warranted, a certified school psychologist administers a comprehensive assessment, including but not limited to the WISC-V to evaluate intellectual ability and other factors. The findings are reviewed by a Gifted Multidisciplinary Team (GMDT), which determines eligibility and develops a Gifted Individualized Education Plan (GIEP) if the student qualifies. The GMDT consists of the school psychologist, gifted resource teacher, general education teacher, and parent/guardian. Eligibility alone does not determine placement. The GMDT evaluates whether the student's academic strengths require gifted programming beyond the general education curriculum. This includes assessing whether current instruction can meet the students' needs and developing a Gifted Individualized Education Plan (GIEP) with measurable goals.

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).

In the West Chester Area School District, students may be identified as gifted at any point during their educational career. Both parents and teachers have the ability to start the gifted identification process. The first phase of the process includes screening all 2nd graders using the Naglieri, TOMAGS and CRI assessments. Also considered in the gifted screening matrix are results on a nationally normed STAR assessment, teacher feedback, and observations based on classroom experiences as well as student participation in one or more thinking skills lessons within the classroom. The child study team (MTSS Team) then reviews the information gathered and makes a recommendation as to whether or not the child should move on for further testing with the school psychologist. In WCASD, the process for screening and referring students for potential gifted eligibility begins with the identification of students who demonstrate exceptional academic ability or potential through classroom performance, teacher recommendations, parent referrals, or universal screening results. As a part of our universal screening process, all of the district's second grade students take the Naglieri General Ability Test and the Test of Mathematical Ability for Gifted Students (TOMAGS). As a part of the screening process, each of our school teams utilize the gifted matrix. Once a referral is made, the District conducts a Gifted Multidisciplinary Evaluation (GMDE), which includes input from teachers, parents, and other relevant staff, along with a review of the student's educational records and performance data. If warranted, a certified school psychologist administers a comprehensive assessment to evaluate intellectual ability and other factors. The findings are reviewed by a Gifted Multidisciplinary Team (GMDT), which determines eligibility and develops a Gifted Individualized Education Plan (GIEP) if the student qualifies.

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?

GS - 34 GY- 456 GX - 4 Total (as of 10/1 PMS) = 494 Total Identified Gifted Learners (as of 1/13/25) = 501 There have been seven newly identified gifted learners after the 10/1 PIMS upload.

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's data reveals opportunities for growth in addressing disparities in the representation of African American, Hispanic, English Language Development (ELD), and Economically Disadvantaged (ED) students within the gifted program. Currently, our district utilized a universal screening process that includes culturally responsive and non-verbal assessments, to ensure that we are effectively identifying gifted potential across diverse student groups. Our district's psychologists are trained in fair and culturally relevant assessment practices to minimize bias in identification and referral decisions. Professional development focused on recognizing potential in diverse learners and addressing implicit biases will further support equitable access to gifted programs. In addition, expanding outreach and communication with families from underrepresented populations can increase awareness and participation in gifted programming. Establishing targeted interventions, such as talent development initiatives, mentorship opportunities, and enrichment activities, can prepare students for success in advanced academic settings. Collaborating with ELD and Title I educators to create support pipelines and embedding culturally relevant curriculum and differentiated instruction in all classrooms will help break down systemic barriers. By prioritizing these efforts, the district can continue to foster an inclusive approach that ensures equitable opportunities for all students to access and thrive in gifted education.

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.

The district complies with 22 Pa. Code § 16.5 by providing at least annual professional learning for all personnel involved in gifted education, including general education teachers, gifted specialists, principals, administrators, and support staff. Training focuses on a variety of topics, including, but not limited to identifying and supporting gifted learners, differentiating instruction, and implementing acceleration strategies. General education teachers are equipped with practical tools to adapt curriculum for rigor and depth, while principals and administrators

are trained to recognize effective gifted instruction and support compliance with Chapter 16 regulations. Support staff receive additional training to support our gifted students. Training sessions are delivered during professional development days, designated monthly faculty workshops, PLC meetings, or through our partnership with the local intermediate unit. To ensure accountability, teachers are monitored through classroom observations, lesson plan reviews, and feedback from students and families. Ongoing professional learning opportunities, such as workshops and conferences, are provided to keep staff updated on best practices. The district maintains thorough documentation of training sessions and participant attendance, evaluating the program's effectiveness to ensure compliance with state mandates and the consistent delivery of high-quality gifted services.

Training for general education teachers	10,750
Staff costs	2,158,797
Training for gifted support staff	\$17,000
Materials used for project-based learning	\$10,000
Transportation	\$4,000
Field Trips	\$5,800

Signatures and Quality Assurance

Chief School Administrator	Date