

**Penridge SD**

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

## Profile

<b>LEA Type</b>	AUN	
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<b>City</b>	<b>State</b>	<b>Zip Code</b>
Perkasie	PA	18944
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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 Bucks County Intermediate Unit submits an "Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students" to the Bucks County Courier Times. The Bucks County Courier Times is a local, daily newspaper located in Levittown, PA. This notice is sent for all 13 school districts in Bucks County. The IU then sends a notarized copy of the announcement to each district's special education office for their records. The original, notarized copy is required as part of PDE's cyclical monitoring process. The notice informs parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. Pennridge School District provides parents with information regarding Gifted Education Services via our school district website. The website informs parents/guardians of the opportunity to request an evaluation to determine if their child is exceptional and in need of gifted education services. The point of contact for requesting an evaluation is the school counselor and the teacher of record. Parents are also informed about Pennsylvania regulations regarding the qualifications for a child to be identified as mentally gifted - IQ of 130 or higher as well as the multiple criteria to strongly indicate gifted ability. In the 2025-2026 school year, Pennridge School District will ensure consistency across the schools for publishing Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students in all of our student handbooks as well as the first newsletter produced by the schools. This is currently done at some schools but not all.

### **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.**

Parents and teachers are able to make referrals for the gifted screening process. Each school in the District conducts team meetings, including the school psychologist, grade level teachers, and the building administrator. An aspect of a team meeting is to discuss students who demonstrate well above average performance on curriculum-based assessments (STAR and DIBELS) and to determine if a referral for a screening is recommended. Once a parent gives written consent for their child to be tested for gifted education, screening data is collected by the school counselor. The data collected is as follows: Star/PSSA assessment data, teacher rating scale, Brief Cognitive Assessment (K-BIT). The data is reviewed and assessed according to the Pennridge School District screening rubric. If the student meets the criterion, the student is referred for further testing. If the student does not meet the criterion, their data is reviewed by the school psychologist and the school counselor. In most cases, these students will also proceed with further testing. The Gifted Screening Matrix has been included as an attachment. As shown in the Gifted Screening matrix attachment, the Gifted Screening process includes the following data points and staff/individuals responsible for these data points: Kaufman Brief Intelligence Test, Second Edition Normative Update (KBIT-2NU) – school

counselor is responsible for administration Scales for Identifying Gifted Students, Second Edition (SIGS-2) – classroom teacher is responsible for completion Review of State Assessments (PSSA scores) – review completed by school counselor Review of STAR Assessments – review completed by school counselor. Parent input form – information provided by parent Classroom observation - completed by the school psychologist or school counselor Review of Grades/Progress report – completed only for grades 6-12

**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.**

The gifted evaluation team considers the screening matrix score (and the individual data points within the screening). In addition to the screening measures, standardized cognitive and achievement assessments are administered by the school psychologist. These assessment tools include the Wechsler Intelligence Scales for Children, Fifth Edition (WISC-V) as a cognitive assessment and either the Wechsler Individual Achievement Test, Fourth Edition (WIAT-4) or the Kaufman tests of Educational Achievement, Third Edition (KTEA-3). On the WISC-V, at a minimum the General Ability Index Score is obtained, with a full-scale IQ score obtained if the psychologist determines it is needed for additional data. For standardized achievement testing, a math problem solving subtest and reading comprehension subtest is completed. A classroom observation is also completed at times by the school psychologist or school counselor. Additional teacher input is also gathered – with input regarding the student’s rate of acquisition and retention, their academic achievement across areas and additional information regarding their communication skills, technology use and leadership qualities in the classroom. This comes from the classroom teacher.

**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).**

At the elementary level, acceleration means advancing students to higher-level subjects at a faster pace than their grade level peers. In the case of subject specific acceleration, a gifted student may remain in their third grade class for most subjects, but then take fourth grade math because they mastered all 3rd grade math content. When considering flexible grouping, teachers may group students by ability for instruction and give more challenging materials to those who excel. Enrichment provides deeper and broader learning without accelerating the student’s grade level. It focuses on creativity and critical thinking while students are able to explore subjects at a deeper and more abstract level. Enrichment and extension activities are also provided by the Gifted Teacher for in-class independent learning. At the elementary school level, the District has a process for acceleration. The process was last reviewed in 2019 and requires another review by the Office of Teaching and Learning as well as the Director of Student Services. This review will be completed in the summer of 2025.

Currently, this is the guidance we provide for acceleration for elementary students - attached and titled PSD K-5 Subject Area Acceleration Protocol. At the middle school level, students receive enrichment through Gifted Seminar. Gifted Seminar is a course that replaces an elective, and it focuses on the advanced application of critical thinking skills and mentoring with Gifted Teachers in the area(s) of strength for the student. The 6th and 7th grade courses are for one semester. The 8th grade course is one marking period. The 6th and 7th grade enrichment courses are co-taught - Gifted Education teacher and one STEM teacher. The course provides project-based learning interwoven with STEM elements. It encourages divergent thinking, problem-solving, and interpersonal communication. All three grade levels are also expected to complete research-based projects. The 8th grade students research a field and reach out to an expert in that discipline to interview, linked to their future College & Career Pathways at the high school. Acceleration is currently in the Math content only. Students have taken advanced classes – for example a seventh grade student is in Geometry this year and next year (in 8th grade) will need Algebra II (a high school course). At the high school, our Gifted Program focuses on advanced learning and independent studies in areas of interest and expertise. An integral part of the program is mentoring from our identified Gifted Teacher. Subject matter acceleration includes a multitude of areas at the high school. Students have the option to participate in the following: Career and Technical Education program at the Upper Bucks County Technical School, Robotics, NASA Challenge, Wharton School Data Analytic Challenge, International Linguistics Olympiad, and PennDOT Innovative Challenge, to name a few. The high school has a Career Pathways Program with substantive offerings, such as a STEM Academy, Education Academy, Performing and Fine Arts Academy and several other programs. The school promotes the AP Capstone Program for Gifted students. The Advanced Placement Capstone Program is an innovative program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. Advanced Placement Capstone is built on the foundation of two AP courses - Advanced Placement Seminar and Research - and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. The high school has a dedicated Gifted Teacher and her role is to promote research specific to a child's GIEP and to ensure each child is meeting their measurable goals. The high school also offers dual enrollment with three colleges - University of Pittsburgh, Gwynedd-Mercy University, and the Bucks County Community College.

**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?**

The District's most recent PIMS Snapshot is from January 24, 2025. The following information conveys our data: GY = 318 in PIMS... GY in PowerSchool = 332 GS = 40 in PIMS... GS in PowerSchool = 40 GX = 90 in PIMS... GX in PowerSchool = 92 Pennridge School District PIMS administrator is investigating the discrepancies for GX and GY. GS student data is a match between our data management system (PowerSchool) and PIMS. Once the discrepancy is resolved, the PIMS administrator will adjust the data in PIMS to ensure the two systems

match.

**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 responding to this question, we believe the composition of the Pennridge School District is an important factor to consider when weighing proportionality for gifted identification. The following are our percentages for race/ethnicity in the Pennridge SD: 2.1% Black 2.3% Asian 10.9% Hispanic .2% American Indian 4.5% 2 or more Races 79.9% White Gifted Proportionality 86% of Gifted Students are identified as White 5% of Gifted Students are Multi-Racial 4% of Gifted Students are Asian 3% of Gifted Students are Hispanic 1% of Gifted Students are Black 1% of Gifted Students are American Indian When reviewing the above data, our largest population of students of color are Hispanic (10.9%). When we drill down further into the population of Hispanic students, 37.12% are ELs (currently in the EL program and/or are exited but under monitoring). 3% of all gifted students who receive gifted services are Hispanic, which in relation to the population of Hispanic students is reasonable. It may be important for the District to consider the following to address having more students represented from diverse backgrounds within our Gifted population: (1) Universal screening in grades, 2, 3, or 4, (2) Non-verbal assessments, and (3) Assessments to draw out creative expressions of Giftedness. The Naglieri Nonverbal Ability Test (NNAT) is one tool the District may consider for purposes of identifying students who may be ELs because it assesses reasoning and problem-solving skills through nonverbal visual patterns. It minimizes the influence of language and cultural background. It may also be important to consider professional staff training to assess biases in testing protocols and the identification of students who could be considered for gifted testing. We may also consider community outreach to families who represent the diversity of our school district.

**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 will address this mandate through our work with the Bucks County Intermediate Unit. This work has already begun with the Gifted Educators in the District. The Director of Teaching and Learning at the BCIU held a training session with the Gifted Teachers throughout the District to address writing measurable GIEP Goals. The Director of Student Services for Pennridge School District will continue to collaborate with the Teaching and Learning leadership at the BCIU to develop training sessions for Gifted Teachers during the 2025-2026 school year. This plan will also include the role of the general education teacher in supporting GIEPs. Multiple ideas were generated when the Director of Student Services at Pennridge met with the Director of Teaching and Learning at the BCIU to discuss a path for Gifted Education at Pennridge moving forward. Ideas around training sessions included the following areas: (1) K-5 Educators, Characteristics of a Gifted Student, (2) Best Practices for Progress Monitoring, (3) Best Practices for 2E Learners, and (4) Goal Writing. On an

informal level and specific to the high school, our Gifted Teacher works with classroom teachers to build a connection from her work to the work with the students who have GIEPs. The Pennridge School District has an annual event called “Harvest Your Learning.” It is a professional learning day where the teachers have an opportunity to share their expertise on different subject matters pertaining to education. In the last two school years, we have had over 150-teacher-led sessions, and the benefit was significant for our entire professional staff. In the 2025-2026 school year, we will ensure presentations are held for our Gifted Teachers as well as for our classroom teachers to promote continuity between these groups of professionals.

<b>Training for general education teachers</b>	\$0
<b>Staff costs</b>	\$1,361,467.00
<b>Training for gifted support staff</b>	\$0
<b>Materials used for project-based learning</b>	\$2,000.00
<b>Transportation</b>	\$200.00
<b>Field Trips</b>	\$0

**Signatures and Quality Assurance**

<b>Chief School Administrator</b>	<b>Date</b>
Angelo G. Berrios	2025-02-20