

Haverford Township 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.).

The School District of Haverford Township ensures the community is informed about the support and services available to students in need of gifted education on an annual basis. The community is provided with an Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students via the District website and notifications. Informational sessions and pieces of training are available to parents and guardians based on need. The School District of Haverford Township collaborates with state and local advocacy groups as well as regional experts in the area of gifted education to provide a comprehensive program of student 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.

The School District of Haverford Township promotes a systematic approach to student screening practices that incorporates multiple opportunities for student data review throughout the school year. The District's teachers of Gifted Learners are responsible for completing student screenings, and the District's Pupil Services Supervisor is responsible for overseeing and supporting the District's screening procedures. Universal screening is provided to all students in second grade, utilizing the Naglieri General Ability Tests, and procedures are in place at all levels to ensure potentially eligible students are reviewed, individually utilizing the Naglieri General Ability Tests (grades K-6) or Slosson Intelligence Test (SIT-4) (grades 7-12), upon request of the parent/guardian or classroom teacher. Students who are referred for screening are reviewed using multiple sources of data, including but not limited to, cognitive assessments, curriculum-based assessments and measures, teacher instructional observations, as well as parental input. The screening data is reviewed by the school's Child Study Team for the purpose of determining if the student's performance over time indicates a need for further evaluation to determine potential eligibility for gifted supports and services. If the Child Study Team recommends further evaluation, the parent/guardian is provided prior written notice of the recommendation, and consent is requested for the comprehensive evaluation process to be conducted by a certified school psychologist and other members of the Gifted Multidisciplinary Team (GMDT). Eligibility is determined by the GMDT based on the student's comprehensive learner profile, including an FSIQ of 130 or higher, or via multiple criteria, depending on the student. Multiple criteria may include, but is not limited to: a) one year or more above grade level achievement for the normal age group in one or more subject areas as measured by nationally normed and validated achievement tests; b) observed or measured rates of acquisition and retention; c) demonstrated achievement or expertise in one or more academic areas as determined by portfolio, research, or criterion-referenced team determination; d) early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language skills and or aptitude, or technology expertise; e) documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities. Parents/guardians who suspect their child is gifted may make a written request for a gifted multidisciplinary evaluation for their child at any time, with a limit of one request per school term, and parents/guardians are members of the GMDT.

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.

Once the parent/guardian provides prior written consent for a comprehensive evaluation, the Gifted Multidisciplinary Team (GMDT) proceeds with data collection and analysis for the purpose of determining eligibility. The GMDT, which includes the parent/guardian as well as the current teachers and other qualified persons familiar with the student's educational experience, work to ensure data collection is representative of the student and is sufficiently robust to make eligibility decisions. The District's school psychologist of record and teacher of Gifted Learners of record are primarily responsible for coordinating and completing all tasks associated with the evaluation cycle on behalf of the GMDT and for ensuring the final Gifted Written Report (GWR) is shared with the entire GMDT by sixtieth day of the timeline. No one test is utilized for the purpose of eligibility nor is the student's FSIQ the only criteria for eligibility. As a member of the GMDT, a school psychologist will select and administer cognitive and academic assessment(s) (e.g., WISC-V, KBIT-2, etc.) that is free from racial or cultural bias, ensuring the assessment(s) are utilized in the manner they were intended, and ensure all normed-referenced data is validated and accurate. The GMDT utilizes multiple sources of data including, but not limited to, cognitive assessments, achievements assessments (e.g., WIAT-4, KTEA, etc.), curriculum-based assessments and measures, teacher instructional observations, parent and teacher rating scales (i.e., GRS, CHUTKA), and parental/guardian input to provide a comprehensive profile of the student as a learner which is summarized in the Gifted Written Report (GWR). The GWR must indicate if the student is gifted and also in need of specially designed instruction. The GMDT must also consider factors that may influence and/or mask gifted abilities in some students during the comprehensive evaluation process, such as English Learners (EL) status, students with identified disabilities, and potential assessment bias (e.g., socio/cultural, gender, race, etc.). All evaluated students are thoroughly considered for eligibility under the Pennsylvania Department of Education (PDE) criteria for gifted, which defines "mentally gifted" as any student who has an FSIQ of 130, or higher, or when multiple criteria indicate gifted eligibility. When applicable, students with relative deficits in memory or processing speed, as indicated by cognitive assessment, cannot be ruled out for eligibility consideration solely based on these factors. Furthermore, PDE defines multiple criteria as: 1) one year or more above grade level achievement for the normal age group in one or more subject areas as measured by nationally normed and validated achievement tests; 2) observed or measured rates of acquisition and retention; 3) demonstrated achievement or expertise in one or more academic areas as determined by portfolio, research, or criterion-referenced team determination; 4) early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language skills and/or aptitude, or technology expertise; 5) documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities. The GMDT brings all of the student data together in the GWR, then determines eligibility, and completes the process within sixty (60) calendar days of the LEA receiving parent/guardian consent for the evaluation.

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).

Following the completion of the Gifted Written Report (GWR), if a student is identified as eligible and in need of specially designed instruction, a Gifted Individualized Education Plan (GIEP) is developed to address the student's identified areas of strength. The GIEP team consists of the parents or guardians of the student, the student's teacher(s), a district representative authorized to make program decisions, and any other person requested by the parents/guardians or district. The GIEP outlines present levels of educational achievement, establishes annual goals, and defines the specially designed instruction necessary to meet the student's individual strengths. This instruction is highly individualized, focusing on each student's unique learning profile, and must include plans for enrichment, acceleration, or a combination of both. All goals in the GIEP are aligned

with Pennsylvania's content standards in English Language Arts (ELA), mathematics, and science, while remaining responsive to the strengths identified in the GWR. The district provides a continuum of services to meet the needs of gifted students through both push-in and pull-out models. These services are provided either in the regular classroom or outside of it, depending on the consensus of the GIEP team. At the elementary and middle school levels, gifted students typically receive a blend of pull-out enrichment programming and, in some cases, curricular acceleration based on individual rates of acquisition and retention. The curriculum at these levels emphasizes a thematic approach across several disciplines, promoting the synthesis of information and expanding learning experiences. Programmatically, students are encouraged to take academic risks, engage in creative problem-solving, and learn to manage the challenges that come with the learning process. At the high school level, gifted students have access to individualized programming tailored to their strengths, scheduling needs, and areas of academic interest, including a focus on research and application in specific disciplines. Acceleration is a key component of the district's gifted programming and refers to educational strategies that allow students to progress through the curriculum at a faster pace or at an earlier age. In our district, acceleration is applied in a variety of ways across elementary, middle, and high school. At the elementary level, acceleration typically takes the form of content-based acceleration, where students advance in a specific subject, such as math or reading, based on proficiency and readiness. This may involve the use of advanced materials in the regular classroom or instruction with older peers. In rare cases, grade-skipping is considered when the GIEP team determines it is appropriate, factoring in the student's academic, social, and emotional readiness. Another common form of acceleration at this level is subject-specific acceleration, where students attend higher-grade-level classes in specific subjects to match their learning pace. At the middle school level, acceleration becomes more specialized. Students may take honors-level courses earlier than their peers, based on their academic readiness. In some instances, students participate in subject-based acceleration, particularly in mathematics and language arts, which allows them to engage with high school-level material. At the high school level, students have access to a wide range of acceleration opportunities, including Advanced Placement (AP) courses, which allow them to take college-level coursework while still in high school. Other forms of acceleration include early graduation for students who have met all requirements ahead of schedule, and dual enrollment with colleges and universities, where students can take post-secondary courses. High school students may also participate in independent study or internships, where they can pursue advanced topics in alignment with their strengths and career aspirations. Additionally, online learning platforms offer advanced coursework in areas such as STEM, arts, and humanities, allowing students to explore academic fields at their own pace. Enrichment in the district refers to educational experiences that go beyond the standard curriculum, enhancing learning by providing greater depth and breadth to the academic experience. Enrichment emphasizes critical thinking, creativity, and problem-solving skills, and is integrated at all grade levels through both pull-out programs and differentiated in-class instruction. At the elementary level, enrichment often occurs through pull-out programs where students work in small groups on interdisciplinary projects that encourage higher-level thinking and creativity. These activities are designed to extend the core curriculum and allow students to explore areas of personal interest. In-class enrichment is also provided, where classroom teachers differentiate instruction by offering advanced resources and challenging tasks to meet the individual needs of gifted students. At the middle school level, students engage in enrichment activities through thematic units that foster exploration across various disciplines. These units often emphasize independent research and problem-solving. Students also have access to after-school programs where they can collaborate with peers and pursue specialized interests. At the high school level, enrichment becomes increasingly individualized. Students may participate in mentorship programs, independent research projects, or internships with local businesses or academic institutions. The district also encourages participation in academic competitions and leadership programs that help students build skills in public speaking, collaboration, and critical thinking. By offering a robust continuum of services in both acceleration and enrichment, the district ensures that each gifted student receives an educational experience

that is tailored to their unique strengths, interests, and academic goals. This comprehensive approach enables students to engage deeply with their learning and achieve their fullest potential.

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?

All of Haverford's identified Gifted students are accounted for in PIMS. 2024-25 Oct. 1 Snapshot Chatham Park = 4 (GS), 34 (GY), 0 (GX)
Chestnutwold = 3 (GS), 24 (GY), 0 (GX) Coopertown = 2 (GS), 22 (GY), 0 (GX) Lynnewood = 5 (GS), 28 (GY), 0 (GX) Manoa = 2 (GS), 24 (GY), 0 (GX)
HMS = 16 (GS), 158 (GY), 3 (GX) HHS = 15 (GS), 133 (GY), 51 (GX)

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 completed a comprehensive audit of the K-12 Gifted program in 2022-23 and, as part of the implementation of the audit findings, updated the universal screening process at the elementary level and replaced the assessment tool (i.e., OLSAT-8) with the Naglieri General Ability Tests (NGAT). The NGAT includes innovative approaches to test construction that have allowed us to identify students with high intellectual ability in a fair and equitable manner. To achieve that goal the NGAT was designed so that the questions can be solved regardless of the language a student knows and the test questions that demand only a small amount of knowledge. The District continues to monitor and assess the proportionality of eligible students for the Gifted program.

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 provides cyclical professional development to regular education staff at the school level, most frequently in faculty meetings. Additionally, the District provides specific professional development by participating in regional and state-level opportunities in a turnaround model. Most recently, the District has supported staff members in attending the annual PAGE conference as well as regional Gifted meetings organized by the Intermediate Units. Specific to screening and assessment, the District provided professional development related to the implementation of the Naglieri General Ability Tests (NGAT) and supported a peer coaching model to ensure there is equitable administration across the elementary and middle schools.

Training for general education teachers	\$1,000.00
Staff costs	\$1,154,190.53 (salary & benefits, 9.0 FTE)
Training for gifted support staff	\$1,500.00
Materials used for project-based learning	\$3,300.00
Transportation	\$75/week/40 school weeks (average)

Field Trips	\$200 (spring 5th grade field trip to Penn)
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Signatures and Quality Assurance

Chief School Administrator	Date