

**Wilson Area 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 Wilson Area School District is committed to providing Gifted Support services to those students who are eligible and in need of these services. The district conduct's awareness activities to inform the public of gifted educational services and programs through annual publication on our district webpage, annual notice printed in the newspaper, and student handbooks. The awareness activities also include information at parent/student orientations K-12, back to school nights, parent/teacher conferences, and individualized conferences with the guidance counselors and gifted teacher

### **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 Wilson Area School District, in an effort to meet the needs of its gifted students and comply with 22 Pa. Code Chapter 16, has developed a gifted process for the screening of students that may be in need of gifted services. The process is a multi-level process that can be implemented for identification. Level I : Universal Screening- The Principal, Counselor, School Psychologist, MTSS Coordinator, EL teacher, and Gifted Support Teacher shall, at least annually, review existing information about all students' abilities and performance building wide, including but not limited to: • Acadience assessment (kindergarten through Grade 4) • Study Island Benchmark Assessments (Grades 1 through 4) • PSSA. Screening Criteria: Students who achieve above grade level benchmarks status on the Accadience assessment, the 95th percentile in either the math, language or reading areas of the Study Island Benchmarks, and the top 10% of performers on the PSSA will be referred for Level II Screening for the gifted program. Classroom teachers will observe student performance compared with the normal peer population and keep anecdotal records on any student they suspect may qualify for further screening. Any student thought to be gifted should be referred for Level II Screening. Level II: Individual Screening- Any teacher, the Principal, or the student's parent may refer a student for Level II Screening. The referral must complete a Teacher Input Form and Student Data Sheet for the student. These forms are available in the school psychologist's office and must be given to the school psychologist when completed. As part of the Level II screening, a Kaufman Brief Intelligence Test will be administered. The results of the Kaufman Brief Intelligence Test, Teacher Input Form, and Student Data Sheet will be reviewed by members of the screening team and a consensus achieved in order to determine whether the student is a reasonable candidate to be referred for the GMDE (Gifted Multidisciplinary Evaluation) process. The screening team shall consist of the student's classroom teacher, guidance counselor, gifted support teacher, school psychologist and school principal. If a meeting may be to discuss any input provided for the team to review. Level III : Multidisciplinary Evaluation- Referral for the GMDE should be made when: 1. Teacher, parent, or administrator believes the student to be gifted; 2. Student is not receiving appropriate education under Chapter 4 (relating to academic standards and assessment); and 3. One of the following apply: • The student's parents request an evaluation. (22 Pa.Code§16.22(c)) • the district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom. (22 Pa. Code §16.22 (b)(2)) • A hearing officer or judicial decision orders an evaluation. The evaluation will include, but will not be limited to, the following: • Individually Administered Intelligence Test • Achievement Tests • Parent input • Developmental History • Information on Early Skill Development • Data from screening process and curriculum based assessments • Academic performance, rates of acquisition and retention • Intervening factors masking giftedness, if warranted • Student's strengths and needs. The Gifted Written Report (GWR)will summarize the findings from the evaluation concerning the student's educational strengths and needs. The report will make recommendations as to whether the student is gifted and in need of specially designed instruction. If

the GMDE (Gifted Multidisciplinary Evaluation) recommends that the student is gifted and in need of specially designed instruction, the Gifted Individual Education Plan (GIEP) must be done within 30 calendar days after the Gifted Written Report (GWR) is written.

**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 GMDT (Gifted Multidisciplinary Team) acquires the information from the GMDE to make a determination whether a student is gifted and in need of specially designed instruction. The GMDT consists of parents, teachers, school counselors, building administrators, and a school psychologist. The GMDE includes, but is not limited to, nationally standardized and normed ability tests, nationally normed and validated achievement tests, individualized achievement assessments, class work samples, curriculum based assessments, performance based skills as demonstrated by portfolios and projects, teacher observation and input, and parent input including noteworthy achievements. If a student obtains a score of 130 or above in the Full Scale IQ (FSIQ) or the General Ability Index (GAI), he or she will automatically qualify for gifted services. However, Gifted ability cannot be based on IQ scores alone. If the IQ is lower than 130, a child may be admitted in to the gifted program when other conditions strongly indicate gifted ability. These other factors to be considered include: Achievement test scores that are a year or more above grade level, observed or measured acquisition/ retention rates that reflect gifted ability, performance or expertise in one or more academic areas that demonstrates a high level of accomplishment. Higher level thinking skills, and/or documented evidence that intervening factors may be masking gifted ability. The GWR becomes the basis for for GIEP team's determination whether the student is gifted an in need of specially designed instruction. Parents may request one evaluation per year. The initial evaluation shall be completed and a copy of the GWR provided to the parent no later than 60 calendar days after the District receives the written parental consent for evaluation or receives an order of a court or hearing officer. The District will make readily available the permission forms for evaluation upon request from a parent, within 10 calendar days of the request. If a student is eligible for gifted support, a GIEP is developed within 30 calendar days of the GWR. Following the meeting, the GIEP will be implemented no more than 10 calendar days after the NORA is signed. The NORA must be presented within 5 days of the meeting. Parents have 10 calendar days to respond to the NORA if mailed, and 5 days to respond if presented in person.

**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).**

The gifted program varies depending on the grade level of the student. At the elementary level, students participate in a gifted pull-out program that offers the students creative challenges focused on project based learning with some integration of STEM activities. Students at the elementary level are often provided with acceleration options such as continuous progress and self-paced learning when they have mastered content material within the classroom at grade level. These forms of acceleration allow the teachers to provide students with meaningful and engaging coursework while providing challenging and enriched content. At the intermediate school level, students once again participate in the gifted pull-out program with a focus on advanced project building learning, research based challenges, real-world problem solving, and STEM activities. Students within the program also have continuous progress and self-paced learning as forms of acceleration options. However, there have been instances of grade-skipping and subject matter acceleration. The acceleration options allow students to be provided with challenging material while promoting academic growth. At the high school level, students participate in a gifted seminar twice a month, which focuses on original research and presentation of their findings. Students who are gifted also have the opportunity to take advanced placement courses, distance

learning opportunities, combined classes, continuous progress, and self-paced learning. The variety of accelerated courses and opportunities at the high school level, allow students to engage in a variety of accelerated options to prepare them for academics after high school. Students are provided with a google classroom for each enrichment class. The students are given the code for the classroom when they join the program, and they will use this google classroom for the duration of their elementary school career. When students transition to middle school, they receive a new google classroom that they use for their middle school career.

**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- 63, GS- 2, GX- 0. Yes, both students are accounted for in the PIMS report.

**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 data reflects the following proportionality: Gifted Asian- 6%; LEA- 4% Black or African American- 9%; LEA- 10% Hispanic- 10%; LEA- 31% White- 72%; LEA- 47% Some of the categories are out of proportion, specifically our white student and hispanic student populations. The District will continue to plan to review and train staff annually on the identification process and criteria to ensure that all students are being referred accordingly. Additionally, the District contracts with a bi-lingual school psychologist in order for all students to have access to testing that are in need.

**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.**

WASD participates in the IU20 gifted networking series. These are sessions held throughout the school year to support gifted teachers and administrators. Sessions focus on pertinent topics concerning gifted education including excellence gaps, perfectionism, enrichment and acceleration strategies, compliance monitoring, and addressing the needs of twice- exceptional learners. Additionally comprehensive updates from PDE and grant developments are shared at sessions. Participants have opportunities to engage with knowledgeable and experienced gifted teachers throughout our IU region. In the Wilson Area School District, the gifted support teacher provides training for our staff at least annually on the gifted screening and eligibility process in addition to gifted programming highlights.

<b>Training for general education teachers</b>	0
<b>Staff costs</b>	134,802.00
<b>Training for gifted support staff</b>	0
<b>Materials used for project-based learning</b>	1,150.00
<b>Transportation</b>	0
<b>Field Trips</b>	0



# Signatures and Quality Assurance

Chief School Administrator	Date
Dr. Harrison Bailey III	2025-08-18