

**Burrell SD**

Gifted Education Plan Assurances (Chapter 16) | 2026 - 2029

## Profile

<b>LEA Type</b>	AUN	
School District	107650703	
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<b>City</b>	<b>State</b>	<b>Zip Code</b>
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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 primary approach of informing the public of the district's gifted education services is during parent teacher conferences where tiered internal screening is reviewed with parents regarding the district's effort to identify students that can qualify for gifted services. Additionally, information about the districts gifted program can be located on the district website. Additionally, the Westmoreland Intermediate Unit publishes a child find advertisement in the region's newspapers on behalf of all county districts. This advertisement includes contact information for the Director 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.**

Burrell School District has established procedures to undertake an annual multi-criteria-based screening process to identify students who may be eligible for gifted education. This process fulfills the district's obligation to conduct child-find activities for students who may need specially designed instruction, or services not ordinarily provided in the general education program. The screening process is multi-tiered and reviews data from multiple sources including IXL, DIBELS, report card grades, PSSA, and information obtained from the administration of the OLSAT as well as the k\_Bit The district reviews this information on all students enrolled in grades 1-4. Additionally, students in 5-8, and 9-12 enter the screening process when their performance in IXL exceeds the 98th percentile. For these students, past screening results or evaluation is reviewed as well as an updated k-BIT. If a student meets the requirements through this multiple criteria-based screening process, the district will communicate this information with parents and make a referral for a Gifted Multidisciplinary Evaluation (GMDE).

**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 districts certified school psychologist administer one or more of the following instruments: the WISC-V or Woodcock-Johnson IV individual cognitive ability test, the WIAT-4 or Woodcock-Johnson IV Test of achievement individual achievement tests, curriculum-based assessments (CBA) in reading and mathematics and/or standardized, the GES norm-referenced gifted rating scales. A minimum of one teacher will complete the scale who has known the student for at least one month. In addition, parent and teacher input will be obtained and an educational records review conducted. A person with an IQ score lower than 130 may qualify for gifted services when other educational criteria, which comply with research literature and current definitions of giftedness and measure early skills development including intellectual ability, creativity, leadership, and academic interests and skills, strongly indicate gifted ability.

**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 k-4 level, enrichment learning is provided in a pull-out setting where students explore topics not offered in the general education setting, which allows for the accelerated learning of content area skills related to a student's area of giftedness. This setting is designed to allow students choice of exploration and research, as well as presentation of what is learned. Additionally, k-4 students receive acceleration and enrichment through specially designed instruction in the general education setting. At the secondary level, enrichment is provided primarily through independent study, academic competitions, field trips, and academic

counseling, intended to maintain the accelerated learning of content area skills related to a student’s area of giftedness. Also, secondary students are provided enrichment opportunities through specially designed instruction in the general education settings. Students at the secondary level are afforded accelerated learning opportunities through various course offerings.

**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 - Gifted with or without a 504 and receiving services on a GIEP - 23 students GS - Dually exceptional and receiving services through an IDEA IEP - 1 student GX - Gifted and does not require specially designed instruction - 5 students

**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.**

When the district considers if a student meets the eligibility criteria for gifted support, multiple sources of data, beyond cognitive scores in excess of 130, are considered. This is intended to consider any barriers to learning, or other considerations for meeting the eligibility criteria for gifted services. Currently 29 students receive gifted support. 1 is multi-racial male, 1 is hispanic male, 17 are white males and 10 are white females

**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 currently participates in the Westmoreland Intermediate Unit's gifted training and collaboration network. This has proved helpful for teachers to receive compliance training, remain current on current trends and topics, as well as creating a local community of enrichment experiences shared between schools. Additionally, the PLC model that is used in the district provide the opportunity for teams to meet with gifted support for collaboration, coaching, and training purposes.

<b>Training for general education teachers</b>	0
<b>Staff costs</b>	\$62,325
<b>Training for gifted support staff</b>	\$500
<b>Materials used for project-based learning</b>	\$12,000
<b>Transportation</b>	\$2000
<b>Field Trips</b>	\$750



Signatures and Quality Assurance

Chief School Administrator	Date
Shannon Wagner	2026-02-28