

Lower Dauphin SD

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

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 Lower Dauphin School District (LDSD) is aligned with the requirements in 22 PA Code 16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. The LDSD conducts yearly child find activities to identify all students who are thought to be gifted and in need of specially designed instruction. The child find notifications and a description of our gifted services are made through the LDSD website (www.ldsd.org), student handbooks, the district calendar and parent/caregiver brochures located in all district buildings. Our gifted processes and programs are outlined in detail on our school district's publicly accessible website. This section of the website describes the definition of gifted, describes the district identification process, provides examples of our matrix used in identification and outlines our specific services provided for students who qualify for gifted services. The Lower Dauphin School District conducts an annual review of its gifted program and services through professional development opportunities during the summer. The district also reviews any annual notices and child find methods at that time to ensure these notices reflect the most current practices of the district. The Director of Gifted Programming (Director of Curriculum) also holds monthly department meetings with all gifted support teachers to discuss strengths and opportunities as it applies to our gifted service offerings at Lower Dauphin School District.

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.

It is the intent of the Lower Dauphin School District that gifted students be provided with quality gifted education services and programs that meet the unique needs of each gifted student. The District strives to identify academically gifted students and recognize their unique abilities and needs through a screening protocol which utilizes a variety of different measures and multiple criteria (in compliance with Chapter 16 [PA Code 16.21 (b)]). These include but are not limited to, universal screening, state and local assessment data, classroom observation, teacher input, parent/caregiver input, and standardized screening measures. It is also important to note that LDSD engages in on going data analysis to identify potentially gifted learners. In regard to state and local assessment measures, all LDSD students (depending on grade) participate in local and statewide assessments. Specifically, grades K-5 participate in DIBELS-8 (ELA) and mClass math (starting in 2026-2027 school year) benchmark, grades 3-5 participate in Firefly benchmark (ELA, Math), grade 5 participate in Firefly benchmark (science), grades 3-8 participate in the Pennsylvania System of School Assessment (PSSA), grades 9-12 participate in the Keystone Exam, and grades 6-11 participate in Classroom Diagnostic Tools (CDT) testing for ELA, Math, and Science. At the high school level, data collected from PSAT, SAT, AP and ACT assessments are used for consideration of gifted identification. LDSD administers a universal gifted screener (Naglieri) to all second grade students annually. Grade 4 students will be added to our universal screening list

starting in the 2027-2028 school year. Through the MTSS process, students are identified for gifted screening based on data analysis of local and state assessments and teacher observation of classroom academic performance. In addition, students can be screened at any grade for the gifted program and may be referred for a complete evaluation through parent/caregiver referral. All LDS D teachers receive professional development on recognizing the characteristics of mentally gifted students. If a LDS D student is referred for screening, the child's classroom teacher and school counselor collaborate with the child's parent/caregiver to complete a variety of screening measures. There are no timelines identified in the Chapter 16 regulations governing the referral process for a gifted screening. However, the LDS D strives to complete screening measures in a timely manner. Students identified for screening are administered the Kaufman Brief Intelligence Test (K-BIT) 2nd Edition by the School Counselor. The school counselor shares the result of the screener with the parent/caregiver, teacher, school principal, and director of gifted programming. Based on the screening measures, if the student is thought to potentially be in need of specially designed instruction/ gifted programming a permission to evaluate is sent home. A student thought to potentially require specially designed instruction under Chapter 16, receives a multidisciplinary gifted evaluation (compliant with state and federal law), and to be completed by the school psychologist. Mental giftedness is defined in the Pennsylvania Gifted Education Guidelines (2014) as "outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." At any point in the screening process, a parent/caregiver may request a gifted evaluation, within the limit of one request per school year. If such a request is made verbally or in writing to any professional employee or district administrator, that individual will immediately notify a school psychologist. When the school psychologist receives the request, the parent/caregiver will be issued a Permission to Evaluate form with ten calendar days. The district must receive a parent/caregiver signature on the Permission to Evaluate form in order to proceed with the evaluation by a certified school psychologist.

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 multi-disciplinary team will make recommendations as to whether the student is gifted and in need of specially designed instruction. LDS D will base educational placement decisions on the gifted student's needs in accordance with Chapter 16 regulations. LDS D strives to identify potential academically gifted students according to an approved flowchart, through a variety of different measures and multiple criteria (in compliance with Chapter 16 [PA Code 16.21 (b)]). These include but are not limited to, universal screening, state and local assessment data, classroom observation, teacher/ parent input, and nationally standardized and normed screening measures. See chart attached for more detailed information regarding specifics of referral process. A student thought to require specially designed instruction under Chapter 16, receives a multidisciplinary gifted evaluation (compliant with state and federal law), and to be completed by an LDS D school psychologist. It is also important to note, a child's parent/caregiver can make a verbal or written referral for a complete

gifted evaluation at any time. All LDSD teachers have (and continue to) received professional development on the characteristics of mentally gifted student and the process to refer a potentially gifted student. The following eligibility criteria (in accordance with Chapter 16 regulations) may be considered when determining a student's gifted status: 1. Standardized individually administered cognitive assessments (WISC-V; WNV; WAIS-4 as determined by the school psychologist based on the unique needs of the student) 2. Standardized individually administered academic achievement assessment (WIAT-4; WJ-III ACH as determined by the school psychologist based on child's unique needs) 3. Chuska Acquisition and retention is indicative of mental giftedness 4. Academic abilities (i.e., universal screening, national, state and local assessment data, teacher/ parent input, and standardized screening measures based on core academic areas) 5. Achievement, performance, or expertise in one or more academic areas that demonstrates a high level of accomplishment (as measured by teacher/parent input and observation) 6. Higher level thinking skills (as measured by teacher/parent input and observation) 7.

Documentation that intervening factors are masking gifted ability (as measured by teacher/parent input and observation, gifted evaluation, nurse input) The multidisciplinary team will then bring together information and generate a report. The team will make recommendations as to whether the student is gifted and in need of specially designed instruction. The GMDT team will base educational placement decisions on the gifted student's needs. All Chapter 16 guidelines will be followed throughout the process. Chart 1: Gifted Support Qualification Procedures (Lower Dauphin School District) To Qualify: Step 1: Students will be universally screened in grade 2 (and again in grade 4 starting in the 2027-2028 school year). The student meets minimum scores on ability (Naglieri GAT) and academic (well above benchmark) based on our internal flowchart or student is referred to the school counselor for an evaluation for gifted services through the K-BIT 2 ability screener. Step 2: School Counselor administers K-BIT 2 ability screener to those students who have been referred outside of the universal screening window OR who need an additional data point for consideration (see flowchart) • If score is 124 or lower on IQ Composite: student does not qualify for gifted services • If score is 125+ on IQ Composite or 130+ on Verbal or Nonverbal: PERMISSION TO EVALUATE is sent to parents/caregivers and move to Step 3 Step 3: Counselor distributes Chuska Scale and teacher & Parent feedback forms to be included in GWR Step 4: Psychologist administers cognitive ability measure • If score is 124 or lower: Student does not qualify for Gifted Services • If full scale IQ (or GAI) score of 130+: Go to Step 5: Student is referred to GIEP team • If Score is 125-129 on Full scale or GAI: Psychologist administers achievement measure: Reading Comp; Math Problem Solving; Sentence or Essay Composition o If student does not score 130+ in 2 or more subtests: Student does not qualify for Gifted Services o If score of 130+ in 2 or more subtests: Go to Step 5: Student is referred to GIEP team Step 5: Student is referred to GIEP team

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 Lower Dauphin School District provides services and programming (specially designed instruction) to identified gifted students based

on their unique needs. LDSO allows gifted students to participate in enrichment, or acceleration, or both (as appropriate), and to receive services according to their intellectual/academic abilities and needs. The selection of activities, curriculum, and instruction for students identified as gifted is based on their identified strengths in the areas of language arts, mathematics, and the sciences. Qualified teachers work collaboratively to create meaningful, high level, challenging activities. Elementary: At the Elementary Level, students are both enriched and accelerated through the instructional modifications presented by their regular education classroom teachers in accordance with the goals outlined in their GIEP documents. Gifted students in grades 3-5 also have the opportunity to participate in pullout classes in a formalized gifted enrichment class (USA – Unique Student Activities). USA classes are comprised of a small group of mentally gifted peers and meet for approximately two hours during a regularly scheduled six-day cycle. A typical class in our USA program will be filled with high level critical thinking activities, i.e., Socratic seminars, Coding, Everfi math and science modules, Renzulli learning activities, Byrdseed Gifted lessons, Puzzlements, brainteasers, Stories with Holes, Mensa for Kids challenges, Mastermind, Chess, etc. There are several mini-units presented in USA class on a rotating basis. Examples of these units of study include: Egyptology, Middle Ages, Crime Scene Detectives, Poetry, Marine Biology, Neuroscience for Kids, and Philosophy for Kids. Each unit normally culminates with each student creating a project based on their individual areas of interest (art, writing, etc.). The district is also piloting (and plans to adopt in 26-27) Beast Academy (accelerated math support) to identified students who are working above grade level and hold a math strength/goal. Identified gifted students in grades K-2 are provided with necessary enrichment and acceleration in their regular education setting through collaboration between the classroom and gifted support teacher. Ongoing coaching support is offered through the gifted support teacher as her annual goal to meet the needs of all gifted learners at the elementary level. Math and language arts enrichment options for high achieving students are also offered through the Continental Math League and Wordmasters Challenge competitions. LDSO makes these national competitions available to all students in grades 3-5. Gifted students are accelerated through advancing in grade level content whether by compacting the curriculum, as a full advancement of grade level through virtual learning or attending classes with the appropriate grade level or engaging in extension activities that attend to the student's gifted strengths. Subject acceleration occurs in for students demonstrating a need according to a district procedures. The appropriateness of whole grade level advancement is determined by administering the IOWA acceleration scale. Four day-long seminars, one in each core subject area (Science, Social Studies, Math, and Language Arts) are presented yearly to a gifted learners through our partnership with IU13. These include hands-on activities and instruction for students who display strong interest and ability in these areas. All fifth grade gifted students are invited to participate in an annual “Challenge Day” competition, along with fifth grade gifted students from surrounding districts. This event is an opportunity for students to work collaboratively with intellectually similar peers on a problem-solving task. They are introduced to a task with a brief presentation from experts in the field. Then, they must plan and construct a solution to the challenge. Through this experience, students learn about working as a team to produce a high quality final product. Middle School: The programming at the middle school level includes a gifted support class at all three grade levels. These classes act as ENCORE/elective classes, and are no longer pull-out classes as they were at the

elementary level. Students are scheduled into the class rather than removed from core and other encore classes. These gifted support classes include different units that span and enrich the established curriculum as well as challenge and broaden thought. Units on creative writing, arts, literature, sciences and engineering, independent researching, public speaking, giftedness, and planning and organizational skills are among the topics studied. Creativity, collaboration, critical thinking and problem solving are components of each unit. Units culminate in big events such as presentations, public outreach, field trips, guest speakers or hands on projects. A highlight of the seventh and eighth grade years is the Future City Unit, which is tied to a National Contest. Working with an engineer mentor, each gifted support class is its own team, and together they create a city of the future. Collaboratively, they research the provided prompt to write an essay, build a model city complete with moving parts, and present their work in front of judges. The top teams in the school move on to compete against other schools from Central Pa at the regional contest. Gifted students have the opportunity in seventh and eighth grade to participate in Honors level classes in science and English. These classes provide assignments which are developed to work at the higher levels of Blooms Taxonomy, working independently as well as collaboratively with peers at or near students' intellectual levels. Gifted students also have access to the gifted support classroom during resource period, where they can retreat to work with gifted peers on core or gifted support projects, activities, and to have small group or 1-1 teacher assistance.

High School: Chapter 16 of the PA School Code and the PA Gifted Education Guidelines inform the gifted program at Lower Dauphin High School. Given the nature of our high school's general education programming and the nature of students at this point in their development and academic careers, gifted students may or may not need Specially Designed Instruction (SDI) and a Gifted Individualized Educational Plan (GIEP). The Gifted Multi-Disciplinary Team (GMDT) and GIEP Teams, as requested, examine various relevant and recent data to determine such a need (and if necessary, engage in the re-evaluation process for potential exiting of gifted services). These teams are comprised of the student, parent(s)/caregiver(s), regular education teacher, gifted support teacher, counselor, administrator, and other representatives. GIEPs exist to provide gifted students who are in need of academic acceleration and/or enrichment beyond what is already provided in the general education program. Whether a gifted student has a GIEP or not, the gifted support teacher and counselor serve as advocates for the student in terms of developing a 4 year (graduation) plan and ensuring communication about academic, volunteer, work, college, and career opportunities at and beyond the high school. As needed and as determined by the GMDT/GIEP Teams, gifted students are permitted to enroll in one online course per school year through the Capital Area Online Learning Association (CAOLA) or other district-approved provider for a maximum of two (2) credits in their high school career. These courses could take the place of courses needed for graduation or to accelerate or to enrich a strength area or area of interest. If a student wishes to take an online course that is not through CAOLA, the course must be approved prior to enrollment. For a non-CAOLA course, gifted students/parent(s)/caregiver(s) will be responsible to pay for and enroll in the course; the district will reimburse the family at the rate of a CAOLA class. Students can earn a grade through CAOLA but will receive a pass/fail grade if the online course is taken through another online company or institution. To learn more about CAOLA, contact your counselor and explore the Lower Dauphin website for application deadlines and course options. Every student identified as gifted within the Lower Dauphin School District is provided with

enrichment resources from the gifted support teacher for use in their regular education classroom. These are updated as needed throughout the school year. In addition, the gifted support teacher is available to coach/provide resources to any professional staff member for the benefit of any high achieving learner in their class, whether or not the student has been identified as gifted.

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 = 91 GS = 4 GX = 15 All district gifted students are accounted for in PIMS and are also tracked by our Student Information System (SIS) - Powerschool.

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.

No. Our current screener (OLSAT) has not helped us identify proportionally among all subgroups of students. However, we are in the process of piloting (and adopting) the Naglieri General Abilities Test (GAT) to help support the proportional representation of underrepresented subgroups in gifted screening. Data over the next three school years with this gifted screener will be compared to the OLSAT screener data in previous years to determine the assistance (or hindrance) of identifying underrepresented students for gifted.

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.

LDSD is currently addressing this mandate through our comprehensive curriculum cycle and professional learning plan. During the curriculum research year (year 1), teachers begin to review research based practices (including UDL supports) for designing units of study and lessons that address all students (including those who are advanced and/or identified gifted). Identified grade levels/subject areas in need of additional support in support depth and complexity with higher rigor in instructional design will be prioritized with professional learning based on an internal needs assessment. During the curriculum writing year (year 2), all subject area teachers will be developing curricular units of study that are rooted in high rigor and complexity to meet the needs of all learners (including those who are advanced and/or identified gifted). Administrators will receive training heading into the curriculum implementation year (year 3) on look-fors/characteristics and class level supports to general education teachers on what higher order thinking questions/learning experiences look/sound/feel like for our advanced learners. Our gifted support teachers are currently acting in a quasi-coaching role, where they are supplementally supporting the general education teachers who have gifted students on their rosters around best planning for and meeting

the needs of the gifted child(ren) on their caseload. Additionally, all teachers (including the gifted support teachers and director of gifted programming) have available the menu of professional learning opportunities regarding gifted support/education through CAIU and IU13 for additional support throughout the year.

Training for general education teachers	1000
Staff costs	300000 (salaries and benefits of 3 GST)
Training for gifted support staff	5000
Materials used for project-based learning	3000
Transportation	0 (no students being transported this year)
Field Trips	3000

Signatures and Quality Assurance

Chief School Administrator	Date