

Profile

LEA Type		AUN
School District		108561003
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City	State	Zip Code
Berlin	PA	15530
Chief School Administrator		
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Gifted Education Plan Assurance

1. Describe how the LEA conducts annual public awareness activities to inform parents of the gifted education services and programs offered (e.g. local newspapers, other media, student handbooks, school website).

Our district participates in the Appalachia Intermediate Unit 8 consortium publication of Annual Public Notice of Special Education Services and Programs through. The Annual Public Notice is published in the Somerset Daily American, The Johnstown Tribune Democrat, The Bedford Gazette and the Altoona Mirror. It provides the descriptions for Special Education and Gifted Services. This includes (1) Notice to Parents, (2) the Evaluation Process, (3) Consent, (4) Program Development, (5) Confidentiality of Information, and (6) retention and destruction of student records. The Notice provides district contact information and is posted on the BBSD website. It is also published in the student handbooks that are updated annually.

2. Describe the LEA's screening process for locating and identifying students who are thought to be gifted and in need of specially designed instruction. Provide specific details including the data sources used in the process and staff who have an active role in screening.

Throughout the Elementary and Middle School years year, teachers and staff participate in Universal Screening of students. Staff meets three times during the course of the school year to review benchmark data. Data is gathered from a variety of sources to include: Dibels, Otter Creek Math Scores, QPS, sight word checklists, Math and ELA unit comprehension assessments and IXL data for ELA, Math and Science. This data provides information on student progress and high achieving students are then screened additionally in several different areas for potential giftedness: (1) rates of acquisition and retention (Chuska Scale) (2) Reading Comprehension Skills, (3) Writing Skills, (4) Problem Solving Skills related to Math and Science, (5) Class Participation, (6) Leadership Skills, (7) Higher Order Thinking Skills, (8) Work habits, (9) Task Persistence, (10) Skill level in specialty areas – Art, Music, Gym, Foreign Language, Technology, (11) Peer Interactions, (12) Communication Skills, (13) Academic Creativity, (14) Intense Academic Interest, and (15) Areas of Higher Level of Achievement. Berlin Brothersvalley is small rural school and teachers and administrators are able to provide observational data on student performance as part of the referral process. The Benchmarking data, screening data and classroom observations of student performance is reviewed by the academic team and shared with the parents to determine if further, more formal assessments, are needed to determine giftedness. Parents may also make a gifted referral for their child. A Permission to Evaluate is issued within 10 days of the written and/or verbal request. After permission is provided by the parents, the referral is made to the school psychologist to determine eligibility for gifted programming completing the required IQ and Achievement testing. Once the evaluation is complete and if the student qualifies, A Gifted Individualized Education Plan is developed to support the student in enrichment and/or advancement that address the student's areas of strength.

3. Describe the LEA's specific evaluation procedures for determining eligibility through MULTIPLE CRITERIA and need based on ACADEMIC STRENGTH for potentially mentally gifted students. Use specific details including the data sources used in the process with required notice and consent.

As mentioned previously, students are screened for potential giftedness. BBSD also receives requests from parents and teachers for further evaluation. A Permission to Evaluate is issued within 10 days of the written

and/or verbal requests. During the evaluation process, the school psychologist will measure the student's intelligence and achievement using the Wechsler Intelligence Scale for Children (WISC) for IQ purposes and the Wechsler Individual Achievement Test (WIAT) or Kaufman Test of Educational Achievement (KTEA 3) to determine standardized achievement scores. There is also a review of instructional assessments, state and district assessments, and parent and teacher input. All necessary information will be considered such as IQ score, historical grades, state and local assessments, student's academic interests and activities. The School Psychologist scores the standardized IQ test and Achievement tests to make an eligibility determination. The psychologist will also take into consideration multiple criteria if an IQ is not 130. The psychologist will explore masking factors for any students from unrepresented sub groups. The evaluation is then reviewed by the Gifted Multidisciplinary Team to determine eligibility.

4. Describe all the gifted education program options offered by the LEA that provide opportunities for acceleration, enrichment, or both. Describe how it is applied across grade spans and building levels (ES, MS, HS).

A continuum of services is provided for enrichment in content areas that are strength areas for a student. Teachers employ differentiated instruction to meet individual student needs for enrichment within the regular classroom setting. Flex/Enrichment periods are provided during the school day for all students K-12 to address individual academic needs and enrichment opportunities. Honors, AP and College classes, and Online Enrichment classes at the high school level are available to provide enrichment and advancement opportunities for students. Per student ability and achievement the continuum of services can provide: compacting of curriculum, expanding and enriching the curriculum and/or acceleration of curriculum and instruction.

5. Describe how the LEA provides professional development for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education.

General Education teachers are continually provided training in school wide enrichment. In this manner, student thought to be gifted or in need of enrichment are provided interventions to meet their unique educational needs and maximize their strengths. This allows enrichment for students prior to identification and when students are identified, the GIEP team, including the regular education teachers in content areas, collaborates on goals to meet the enrichment needs of students and build on their strengths. Training occurs through monthly PLC meetings and also on data analysis days. The grade level team discusses strategies and training is provided in this format to provide teachers with the tools to meet the unique goals of the gifted and enrichment population.

Signatures and Quality Assurance

Chief School Administrator	Date
Eric J. Lauer	2026-04-07