

Troy Area SD

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

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 Troy Area School District updates its notices on an annual basis and posts them to the website and includes them in our handbooks. The District works with the Intermediate Unit consortium to advertise the procedures and programs using local media. The Director of Student Services ensures at the beginning of each school year these notices have been uploaded on the district's website. Awareness activities are conducted annually by the TASD to inform parents and the public of gifted services and programs offered. Information for parents on gifted testing and referral is found under the student services section of the student handbook. The gifted programming web page is linked to the Troy Area School District website under the Special Education tab. Parents are able to see a description of the programming offered as well as the gifted procedures at each level via the District web page under Gifted 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.

In compliance with Chapter 16, (PA Code 16.2(b)), the Troy Area School District is responsible for locating, identifying and educating school-aged students requiring specially-designed programs or services: A gifted screening will occur based on a request from a parent, teacher, or administrator that a student may be intellectually gifted. Through the RTII data collection process, if a teacher or administrator requests a gifted screening, a profile screening occurs at the building level. This involves an IQ screening, Curriculum Based Assessments, and test results and teacher input. If the student meets the criteria according to the PA gifted identification process, the child is referred to the school psychologist for gifted evaluation. The following multiple criteria is assessed under each domain of intellectual, academic, creative thinking and visual/performing arts.

- Standardized test scores within the 90th percentile or grade equivalents two year above
- Rates of Acquisition and Retention
- Curriculum Based Assessment
- Teacher checklists including intellectual Characteristics of underachieving and Disadvantaged
- Parent Inventory
- Anecdotal records of observed advanced Level reasoning
- Special Achievements and Awards
- Special Subject Area Portfolios
- Cumulative Records
- Auditions

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 school psychologist determines if a student is eligible for gifted services using multiple criteria. Parental permission to evaluate must be completed by the parent before any evaluation takes place. If a parent requests a gifted evaluation, a permission to evaluate is issued to the parent and the school psychologist will complete a formal evaluation. The referral procedure (teacher or parent initiated) and MDE process for gifted students are the same as the process for other exceptionalities. Identification for students who are thought to be gifted and after a Permission to Evaluate has been issued, the district performs a gifted multidisciplinary evaluation conducted by the school psychologist. The timeline (60 days) to complete the evaluation begins from the date the school district receives the signed Permission to Evaluate from the parent. In compliance with state law, Chapter 16 guidelines, school psychologist utilizes screening process data the Intelligence testing and achievement testing (if needed) to conduct the gifted evaluation. The psychologist also considers multiple criteria through parent and teacher input and rating scales, along with Acadience results. A written report is created that brings together written information and findings from the evaluation concerning the student's educational needs and strengths.

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 support is offered through a pull-out program in grades one through eight. When needed, support services are provided for gifted students through regular education curriculum accommodations and modifications. Every student who is identified has a GIEP (K-12) which is revised annually. At the high school gifted students have the option to participate in the Gifted Seminar. Also, high school students have the option to enroll in honors courses, Advanced Placement courses, dual enrollment with the approval of the principal, concurrent enrollment in area colleges with the approval of the principal and Director of Student Services and concurrent course work at another school, when appropriate and with approval from the principal and Director of Student Services. In addition, independent study courses are available to students including those incorporating advanced placement tests. The gifted pull-out program promotes and enhances higher level, creative, critical thinking and problem-solving skills. The program design focuses on and allows for the development of self learning and the interaction with peers of similar intellectual abilities. Identified gifted students in grades one through eight have the opportunity to participate in the pull-out program. Programming involves meeting with identified students twice a week at the school the student regularly attends. Participation in the program is optional and non-graded. All participants do receive a progress report. Program content varies depending on individual student needs/interests and according to grade level basic programming content that includes exposure to higher-level thinking and creative and problem-solving opportunities. A great deal of instruction promotes in-depth learning and investigation that deals with real life problems and issues. At the high school level, all gifted students have an active GIEP which is revised annually (student/parent/guidance counselor/gifted case manager) and they are also invited to participate in the Gifted Seminar. The Gifted Seminar is optional.

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?

We have 40 students with a GIEP and 1 student GIEP/IEP (Autistic with a GIEP). This is our total gifted population.

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.

Yes, the district has adapted the identification matrix to identify students within the ranges of IQ under the following characteristics. Statistics: A.

Superior	120 I.Q. to 125 I.Q. or 5% to 10%	B. Gifted	130 I.Q. to 140 I.Q. or 1% to 3%	C. Extremely
170 I.Q. to 180 I.Q. or 1% in 10 to 1, 000,000	Talented: Need experience toward their specific intellectual domain	Gifted:	Need to require a broad	

and varied program with acceleration and enrichment Characteristic Students thought to be mentally gifted will consistently exhibit several of the following characteristics:

- Are curious as indicated by kind, frequency and depth of questions
- Show interest in words, ideas and research as demonstrated by their use of dictionaries, encyclopedias and source books
- Have rich vocabulary marked by originality of thought and expression
- Enjoy reading at an advanced level
- Read rapidly, comprehend and retain information
- Seek older companions among children
- Relates well with adults
- Have a good sense of humor
- Have a strong desire to excel
- Have ability to generalize and to see relationships
- Have ability to make logical associations
- Interested in science and the universe
- Highly motivated and shows initiative
- Spontaneous in generating a variety of ideas
- Questions, examines and have an impelling desire to "know"
- Invent, experiment and create
- Are independent and resourceful workers
- Show an empathy toward others
- Anticipate future needs
- Are dependable
- Function well with minimum direction
- Discover short cuts and skip steps in learning

Gives precise meaning and articulates ideas clearly with depth of understanding • Are systematic in evaluation of adults • Views carefully and makes keen observations • May conceal ability to avoid working • Are timid in trying new skills • May be highly focused in one area • Fear the possibility of failure • Pursues several activities at one time • Adjustment to change may be difficult at times • May be the mischief-makers and non-conformists • May be restless, inattentive, disturbing, annoying to those around them • May be poor in spelling, careless in handwriting, inaccurate in arithmetic and impatient with details • May be lackadaisical in completing or handing in assignments • May be indifferent toward class work when disinterested

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.

At the beginning of each year there is a breakout session to review Chapter 16, giftedness and the TASD curriculum aligned K-12 with areas of gifted education. Additionally, twice throughout the year there is a refresher afternoon Act 80 day for staff who have students who are gifted in their classrooms get trained along with the gifted education teacher. These trainings are led by the Intermediate Unit, PaTTAN and the Director of Student Services.

Training for general education teachers	\$1000
Staff costs	\$90,000
Training for gifted support staff	\$1000
Materials used for project-based learning	\$1000
Transportation	\$200
Field Trips	\$300

Signatures and Quality Assurance

Chief School Administrator	Date
Dr. Janylyn Elias	2024-03-04