

Profile

LEA Type		AUN
School District		101262903
Address 1		
142 Constitution St		
Address 2		
City	State	Zip Code
Perryopolis	PA	15473
Chief School Administrator		
Mr. Michael V Turek		
Chief School Administrator Email		
mturek@fraziersd.org		
Single Point of Contact Name		
Mr. Michael V Turek		
Single Point of Contact Email		
mturek@fraziersd.org		
Single Point of Contact Phone	Single Point of Contact Extension	
(724) 736-9507	119	

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 Frazier SD District notifies the public of the gifted education services and programs including, but not limited to, the following: Student handbooks School district websites Calendars and newsletters Child Find Notice annually in local newspapers The annual public notification of child identification activities includes the following: A description of gifted services and programs available and the needs of children served by these services and programs. A description of how to request the district to initiate screening and evaluation activities for a child. An explanation of the confidentiality protections for information regarding a specific child.

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.

Readiness/Developmental Tests: Bracken Basic Concept Scale & Brigance (ages 4-6) Anecdotal Information - parent, educator, other Subject Area Assessment (e.g., student portfolio) Curriculum-Based Assessment: Classroom Diagnostic Tools (grades 3-8); STAR (grades 1-12); DIBELS (grades K-5) PSSA (Grades 3-8) SAT (Grades 11-12) Keystone (Grades 8-11) Extracurricular Academic Performance/Achievements Rating Scales/ Interest Inventories: Gifted Rating Scales (GRS) Cumulative Records Enrollment Records Parent Inventories: GRS Health Records Report Cards Classroom teachers are an integral part of the district's process for identifying students who are thought to be gifted and may be in need of specially designed instruction. A student's overall performance is monitored during classroom instruction and assessment. Through observation and classroom discussions, teachers document areas in which students demonstrate knowledge above that of their same age peers. Classroom teachers offer ongoing communication with parents/guardians regarding their child's performance. The behavior of a student is additionally observed in the classroom to determine whether a student exhibits any gifted characteristics (ability to comprehend material several grade levels above their age peers, surprising emotional depth and sensitivity at a young age, strong sense of curiosity, enthusiastic about unique interests and topics, mature sense of humor, creative problem solving and imaginative expression, absorbs information quickly with few repetitions needed, and self-aware, socially aware, and aware of global issues). The classroom teacher may, at times, look at the student's past academic performance for patterns regarding a student's area(s) of strength. Students are provided with opportunities to enrich classroom instruction/assignments, as well as having the opportunity to create alternate responses in order to demonstrate a perceived strength in a specific area or subject. If the student is determined to have the characteristics of giftedness, he or she will be referred for a Gifted Multidisciplinary Evaluation.

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 Multidisciplinary Evaluation is a process to gather the information that assists in determining if a child is mentally gifted according to the state's definition. The evaluation shall be sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths and educational needs. Selected and administered to assess specific areas of educational need and ability and not merely a single general IQ. Indicators of giftedness should be drawn from a wide variety of sources. The Gifted Multidisciplinary Evaluation may include, but is not limited to, information from: Ability Tests: Wechsler Intelligence Scale for Children (WISC: ages 6-16); WPPSI (ages 4-7); WAIS (ages 16+); Stanford-Binet Intelligence Scale (K-12) Nationally normed individualized standardized achievement assessments: (Wechsler Individual Achievement Test: K-12) Anecdotal Information - parent,

educator Class-work samples Curriculum based assessments (see question 2) Cumulative review tests Performance based skills as demonstrated in portfolios, products, competitions or other demonstration of skills Teacher observation of student Noteworthy achievements Parental input (should include student's abilities, interests and needs as they relate to the instructional setting): (GRS) adaptive and social behavior, if appropriate. (BASC, ABAS) Student input and interests: Holland Assessment Inventory Rates of acquisition/retention: (Chuska Acquisition-Retention Rating Scale) The Gifted Multidisciplinary Team has the responsibility of contributing information to the Gifted Multidisciplinary Evaluation that: Assures that comprehensive data from the screening and evaluation has been collected on the student to indicate academic instructional levels, thinking skills and other learning skill levels, rate of acquisition/retention for mastery of new content/skills, academic interests/strengths and, as appropriate, developmental levels based on parent input of young students, and career goals Provides clarifying information about the ability of children who score below IQ 130 (within the standard of measurement for the test) and have strong indications of gifted performance. Some students may have their gifted abilities masked by such factors as ethnicity, socio- economic status, or disability. In such cases, other assessment tools will be administered, such as the TONI or only the nonverbal subtests of the Wechsler IQ Test along with teacher and parent inventories and other screening tools mentioned above that would help with determining giftedness. Determines if additional assessment is needed. When normed and validated individualized standardized testing is used, a clear explanation of subtest results should be part of the Gifted Written Report. Recommends whether a student is gifted and in need of specially designed instruction. The process begins when a student is referred by their classroom teacher, parent/ guardian, or other school professional. The referral is reviewed by the district's Director of Special Education and School Psychologist. Teacher and parent input (gifted referral questionnaire), grades, state and local assessment results, and classroom performance. Based on the screening information, if the student is thought to have Gifted characteristics, a permission to evaluate is sent home and the formal testing process begins with receipt of permission. The testing consists of an Intelligence evaluation (WISC), academic achievement evaluation (WIAT), along with the information gathered during the gifted screen. If the student demonstrates areas of strength, either academically or in the collected information, they are considered for qualification under the state guidelines for gifted. If the student's performance meets or surpasses an IQ of 130 (127 due to regression to the mean), and if the student demonstrates consistent academic achievement on informal and formal assessments and is performing to a high level academically, they meet the criteria as a gifted learner.

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).

A combination of acceleration and enrichment provides the greatest opportunity for flexible programming to meet the needs of the gifted. The gifted student is provided instruction at an appropriate level of challenge and with adjustments that accommodate individual needs. The Frazier School District groups gifted students in ways that best serve the needs of each gifted student. However, the service delivery options chosen for each gifted student are developed based on the strengths and needs identified within the Gifted Individualized Education Plan and must be agreed to by the Gifted Individualized Education Plan team. Options for gifted students may be offered through a variety of settings and selections such as: Early entrance to kindergarten based on mental age and individual readiness Cluster grouping based on instructional level Open-ended compacted curriculum with flexible pacing Level, grade and/or subject acceleration with flexible pacing Grade or subject “skipping” Advanced placement and honors courses with earlier-than-normal access Permission to receive credit for demonstrated mastery in required courses by recommendation of the Gifted Individualized Education Plan team (credit by examination) Permission to submit proposals to replace requirements for which the student has demonstrated mastery as recommended by the Gifted Individualized Education Plan team (college courses) Independent study designed to meet a gifted student's long-term interests and expertise in a given area Consortium, collaborative or cooperative arrangements with other school districts Online courses Opportunities for gifted students to work with their peers in a resource room Alternative

scheduling (block, alternating days, etc.) Arrangement of school schedules in order that gifted students can access the fine arts Incorporation of appropriate outside-of-school educational experiences. Enrichment in content areas Independent learning contracts Mentorships, apprenticeships, internships and field experiences designed to meet gifted students' performance level and career interests A comprehensive service delivery model for gifted students cannot be limited to enrichment alone, one academic area, one program option or solely extracurricular activities. Once the needs of the students are known, the Frazier SD utilizes many types of resources to provide a full continuum of services. The scheduling of options should benefit, not penalize, the gifted student's participation. The Gifted Individualized Education Plan is the best instrument to avoid any confusion and misunderstanding and ensure student success. Gifted programs offered as enrichment include but are not limited to: group competitions (writing, math, STEM), individual competitions (writing and math), individual projects, job shadowing, career exploration, scholarship opportunities, resume building, and educational learning experiences. Acceleration options include dual enrollment, AP courses, as well as online college level courses. It is also possible for students to enroll in classes on campus at local universities when the student(s) have completed the required district credits for graduation. Acceleration is also available as subject-acceleration and acceleration through grades. In the elementary, acceleration within grade-level classes is available. For example, in ELA classes, students may demonstrate a need for above-grade-level reading instruction. In addition, opportunities are provided to students for public speaking, offered across the curriculum.

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?

All Frazier students are accounted for in PIMS. GY = 9 reported and should be 9 GS = 0 reported and should be 2 GX = 0 reported and should be 0

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.

Frazier School District's overall student population is represented by the following race/ethnicity groups Black or African American- 1.2% Hispanic- 1.6% White- 95.7% Frazier School District's population of gifted students is represent by the following race/ethnicity group. White- 100% The district's identification for gifted is currently underrepresenting the Asian, Black or African American, and Multiracial subgroups, however the district utilized a screening process for all students. During monthly data meetings, performance of all students regardless of their race/ethnicity is reviewed while looking at benchmark data and classroom performance. The data will continue to be reviewed for all students to ensure all are considered for evaluations when data indicates the 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.

In the past, explicit training in this area has been targeted toward the District's Gifted Support Teacher in the form of attending conferences and networking meetings at the local intermediate unit. However, moving forward, while targeted professional development will remain an option for the Gifted Support Teacher, the District will imbed gifted education in-service training for all faculty and support staff on a three-year rotational basis. The first in-service training will encompass identifying students for potential gifted services.

Training for general education teachers	\$0 (Intermediate One will provide Training)
Staff costs	\$11,170
Training for gifted support staff	\$0 (Intermediate One will provide Training)
Materials used for project-based learning	\$200
Transportation	\$500
Field Trips	\$300

Signatures and Quality Assurance

Chief School Administrator	Date
Mr. Michael V. Turek	2025-04-05