

Shippensburg Area SD

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

Profile

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| LEA Type | AUN | |
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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.).

Shippensburg Area School District (SASD) locates and identifies all school-age students within the District who are thought to be gifted and in need of specially designed instruction. SASD has a Gifted Services section on the district website. The webpage includes a description of the gifted program, Annual Notice, links to outside resources, and contact information for the Gifted teachers and supervisors. This website can be accessed from every building's home page. The District utilizes Lincoln Intermediate Unit (IU) and Capital Area IU for annual child find notices.

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.

SASD posts information about Gifted Education, including PA Chapter 16 regulations, Notice of Parental Rights, and the Annual Notice on the district website. The District utilizes Student Data meetings and Child Study Team (CST) meetings at all levels to locate and identify students who may be gifted and in need of gifted programming. Teachers and parents may refer any student whom they believe are in need of some type of support, including gifted services. SASD utilizes a multi-level screening model for locating students thought to be gifted and in need of specially designed instruction. Even if students do not meet criteria to move forward to the next level, parents are given the opportunity to request a full evaluation. Tier 1 - The initial process begins with review of data from universally administered diagnostic assessments including grades, Acadience Math/Reading, iReady or IXL, and/or PSSA data. If the student meets the threshold requirements, the parent will be emailed a permission to screen form that will cover screenings for both Tiers 2 and 3. This first tier will occur with all 2nd graders, 4th graders, and 6th graders on a yearly basis. Students in K-3rd grade must meet 3 out of the 4 thresholds: Above benchmark on Acadience Math and Reading, 95th Percentile or above on iReady Math and Reading, OR students must score 99th percentile or above for Math or Reading in both Acadience and iReady. For students in grades 4-5, students must meet 4 out of 6 thresholds: Above benchmark on Acadience Math and Reading, 95th Percentile or above on iReady Math and Reading, Advanced on PSSA in Math or Reading, OR students must score 99th percentile or above for Math or Reading in 2 out of the 3 assessments (Acadience, iReady, and PSSA). For students in grades 6-12, students must meet at least 2 out of the 3 thresholds: Above benchmark (IXL Math and Reading), Advanced (PSSA/Keystones Math or ELA), or Students must score 99th percentile or above for Math or Reading for both IXL and PSSA. Tier 2 – The student will then be assessed in a small group using the Naglieri Nonverbal Ability Test which is completed on a computer. This process is generally completed by a gifted teacher in conjunction with the classroom teachers. A district created matrix is used to combine scores from Tier 1 and 2 to determine if a student moves to the next tier. Tier 3 – The student will be assessed individually using a brief intelligence test (K-BIT) and teachers will fill out two rating scales (GATES-2 and Chuska Scale for Retention and Acquisition) about the student's abilities. A district

created matrix is used to combine scores from Tier 1, 2, and 3 to determine if a student moves to the next tier. Tier 4 – The parents will be sent a Permission to Evaluate (PTE) form for gifted. Once this form is signed and received by the school district, the District has 60 calendar days to complete the testing and report to provide to parents. The school psychologist will complete a psycho-educational evaluation and incorporate all tiered results in a Gifted Written Report (GWR). This includes the review of multiple criteria, including parent input, academic standardized assessments, teacher input, and parent input. Parents will be sent a copy of this report by the 60th day. A district created matrix is used to combine scores from all the tiers to determine eligibility. When parents inquire about gifted services, they are educated about the multi-level screening process. Some parents prefer to use this process before proceeding with a full evaluation. In this case, the gifted screening form is sent to parents to sign. If parents request a full evaluation, then a PTE will be issued within 10 calendar days.

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.

A student will be referred for a gifted evaluation if the student is determined to have met the criteria outlined in the SASD Gifted Screening Process or if a student’s parent requests a gifted evaluation. A Permission to Evaluate (PTE) will be sent to the parent. Once the PTE is signed and returned by the parent, the District will complete an evaluation within 60 calendar days by the Gifted Multi-Disciplinary Team. The team is comprised of the student’s parent(s)/guardian(s), a certified school psychologist, at least one of the student’s teachers, and any other individual who is familiar with the student and their educational history and/or culture. The term mentally gifted includes a person who has an IQ of 130 or higher and other factors (listed below) that indicate gifted ability. Gifted ability cannot be based on IQ scores alone. If the IQ score is lower than 130, a child may be admitted to gifted programs when other conditions strongly indicate gifted ability. The Gifted Written Report (GWR) includes but is not limited to information such as nationally standardized and normed ability tests (such as K-BIT), nationally normed and validated achievement assessments (such as WJ, WIAT, K-TEA, etc), individualized achievement assessments (e.g., PSSAs, iReady, IXL, Acadience), class work samples, curriculum based assessments, performance based skills as demonstrated in portfolios, teacher observations, parental and input. The other factors to be considered include: Data collected in Screening Tier 1-3, Achievement test scores, observed or measured acquisition/retention rates that reflect gifted ability, higher level thinking skills, or documented evidence that intervening factors are masking gifted ability. The Gifted Multidisciplinary Team uses a matrix to help with this decision. Once the report is issued to parents, a formal meeting will be held to review the GWR.

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).

SASD provides a continuum of gifted services and maximizes the development and provides an atmosphere that promotes intellectual challenge. Gifted programming is available in all grade levels K-12. All programming decisions are made on an individual basis by the GIEP Teams. The Teacher of the Gifted and General Education Teachers collaborate in all grade levels to enhance the curriculum through assignments, activities, and projects throughout the year. In grades K-8, students are grouped with grade level gifted peers for enrichment time with the Gifted Teacher. Curriculum is broken into themes that have a focus that encompasses a social/emotional component. The curriculum contains academic lessons and activities that tie back to the theme as well as incorporates habits of the mind activities. Academic lessons cover the four core content areas as well as at least one STEAM project a semester. In grade 4-8, students also participate in a math contest through the Mathematical Olympiads for Elementary and Middle Schools. In grades 4-5, students also work on activities that promote and encourage strong presentation skills to prepare them for a year long presentation in middle school. In grades 6-8, students also work on a year-long project that includes student choice for topic and presentation. Students in grade 8 also have the opportunity to take the PSATs. In Grades 9-12, eligible students are encouraged to select from the available advanced options including, Honor's classes, Advanced Placement classes, and Dual Enrollment with Shippensburg University. Gifted case manager who are teachers in the high school. They provide enrichment and acceleration when appropriate, and collaborate with the general education teachers through a consultative approach. Electives for high school students are also program options that are identified in the program of studies. Acceleration – Subject Area Acceleration and Whole Grade Acceleration may be provided when determined appropriate by the GIEP team. Acceleration may occur through self-pacing, course compaction, dual enrollment, advanced grade level courses or advanced grade level. Enrichment – Students are provided enrichment opportunities in their areas of strength and interest. Students may be given or self-select activities that provide enrichment in a given content area. Examples include choice boards provided after a lesson with the gifted teacher that incorporates choices from all 4 core content as well as choices for the medium of presentation. Differentiation within the general education classroom – Students are provided with alternative activities and assignments after demonstrating mastery of initial concepts. These activities are identified during the GIEP process. CAOLA classes – Students are provided the opportunity to select coursework via online opportunities offered through our online curriculum partnership with CAIU – CAOLA. Courses selected are those offered through typical course offerings in the SASD curriculum. This may include typical core content area coursework, foreign languages, courses related to post-secondary interests, etc. Resource or WIN periods for activity choice – Each grade level/building offers a Resource/Flex/WIN period that allows students to select activities or clubs geared toward their interests. These activities may be offered and supervised by SASD staff. AP and Honors Courses – AP and Honors courses are offered to all students in the SASD. Students with GIEPs are encouraged to take these courses when appropriate. Dual Enrollment – Due to the district proximity to Shippensburg University, students are provided with the opportunity to enroll in courses offered through the university. These allow students to earn college credits while still enrolled in high school and are incorporated into their daily schedule.

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?

PIMS Report Numbers: GY=38, GS=3, GX=22 All district students are not accounted for in this PIMS report. In communication with our PIMS department, the report was being pulled from our SIS. Some students did not have the GIEP box checked in the SIS, even though they were indicated as gifted, resulting in inaccurate numbers. All of these students have been corrected, and will be accurate moving forward.

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.

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|----|-------|-------|-------|----|-------|-------|-------|---|----------|---|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|
| GY | 23/24 | 24/25 | | GS | 23/24 | 24/25 | Black | 1 | 2 | | Black | 1 | 0 | White |
| 43 | 51 | | White | 3 | 3 | Asian | 3 | 5 | Hisp/Lat | 0 | 2 | The district is increasing identification of the underrepresented populations. We are proportionately reaching them through the incorporation of our universal screening process that was implemented last year. The data shows this process has increased the identification of these populations. | | |

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.

Gifted education teachers attend at least one professional development day during the summer as well as meeting during professional development days during the school year in-district. Gifted education teachers present during in-service, unconfereces, and building level meetings for regular education staff training. Gifted teachers have the opportunity to attend state and national conferences annually, as well as opportunities through the state and IU gifted meetings that occur throughout the school year. Our gifted teachers work collaboratively with general education teachers on how to utilize enrichment and follow the gifted plan for students in their classrooms. Accountability occurs through formal and informal observations, as well as lesson plan reviews.

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| Training for general education teachers | \$399.00 |
| Staff costs | \$143,432.22 |
| Training for gifted support staff | \$1432.00 |
| Materials used for project-based learning | \$2196.35 |

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| Transportation | \$2999.50 |
| Field Trips | \$958.00 |

Signatures and Quality Assurance

| Chief School Administrator | Date |
|-----------------------------------|-------------|
| William August | 2025-01-08 |