

Gifted Assurance Plan

Approved May 26, 2022

Public Notice Procedures

The Crestwood School District conducts awareness activities to inform the public of gifted education services and programs in the manner by which to request these services and programs. During the eligibility determination process, multiple criteria are used to help determine eligibility. Awareness activities are conducted via various resources including annual notice on the school district website, newspaper, and student handbooks. If a student is thought to be mentally gifted and in need of specially designed instruction, an evaluation can be initiated at any time by the LEA or parent. The awareness activities are intended to reach parents of students enrolled in both public and nonpublic schools. If the school district is contacted for a student not enrolled in the school, the same procedures would apply and the district's school psychologist would consult with all referral sources.

Process for Locating Students

It is the intent of Crestwood 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 potentially gifted students 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, teacher/ parent input, and standardized screening measures. It is also important to note that CSD engages in on-going data analysis to identify potentially gifted learners.

Tier I

On a Tier I level, CSD utilizes universal academic screening and benchmarking measures through the Acadience reading and iReady mathematics programs. All students' academic levels are benchmarked in the fall, winter and spring and then progress is monitored throughout the school year based on need.

In regard to state and local assessment measures, all CSD (depending on grade) participates in statewide assessments. Specifically grades 3-8 participate in the Pennsylvania System of School Assessment (PSSA) and grades 9-12 participate in the Keystone Exam.

In addition, students can be screened at any grade for the gifted program and may be referred for a complete evaluation through teacher and parent/guardian referral. All CSD teachers and school personnel have received professional development on recognizing the characteristics of mentally gifted students. Teachers also know the detailed process to refer a potentially gifted student. A parent/guardian can request a gifted screening or evaluation at any time. It is important to note that a student that is referred for a comprehensive gifted evaluation typically

will not be administered the screening measures (unless agreed upon) that are detailed below. *Each student's Tier I data (specified in detail above) is analyzed to determine their potential gifted status. If a student is thought to be gifted a referral to Tier II identification is made.*

Tier II

If a CSD student is referred for Tier II identification, the child's classroom teacher and guidance counselor collaborate with the child's parent/guardian to complete a variety of standardized screening measures. There are no timelines identified in the Chapter 16 Regulations governing the screening process for a gifted evaluation. It should be noted that prior to administration a permission to complete screening is sent home to the child's parent/guardian.

These screening measures include:

1. Kaufman Brief Intelligence Test (K- BIT) 2nd Edition — administered by the School Counselor/Gifted Education Coordinator.
2. Local assessments are considered (i.e., grades, Acadience data, PSSA/iReady/Keystone)
3. Chuska Acquisition and Retention scales (input obtained from teacher)

Data obtained from these measures is analyzed by the child's multidisciplinary team which can include the parent/guardian, teacher, school counselor, school psychologist, LEA, and any other school personnel involved in the child's academics. Based on the screening measures, if the student is thought to be in need of specially designed instruction/ gifted programming a permission to evaluate is sent home.

Tier III

A student thought to require specially designed instruction under Chapter 16, receives a multidisciplinary gifted evaluation (compliant with state regulations), and to be completed by the gifted multidisciplinary evaluation team which includes the school psychologist. Mentally 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.*"

The following eligibility criteria (in accordance with Chapter 16 regulations) are considered when determining a student's gifted status (and upon receiving written consent through the permission to evaluate from parent/guardian):

1. A student may be eligible for gifted education if he/she has an IQ of 130 or higher and other factors listed below that indicate gifted ability when multiple criteria set forth in the department guidelines indicate gifted abilities.
2. Standardized achievement test scores (1 year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests.)

3. An observed or measured rate of acquisition and retention of new academic content or skills that reflects gifted eligibility (eg: Chuska Acquisition and Retention Scale)
4. Demonstrated achievement including performance or expertise in one or more academic areas that demonstrates a high level of accomplishment and consideration of screening measures taken (i.e., universal screening, state and local assessment data, teacher/parent input, and standardized screening measures)
5. Early skill development (i.e., higher level thinking skills, learning strengths, academic creativity, leadership skills, communication, skills, technology expertise, foreign language aptitude)
6. Documented evidence that intervening factors are masking gifted ability.

The multi-disciplinary team will make recommendations as to whether the student is gifted and in need of specially designed instruction. The CSD team will base educational placement decisions on the gifted student's needs in accordance with Chapter 16 regulations.

Procedures for Determining Eligibility

CSD strives to identify potentially gifted students 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, teacher/parent input, and standardized screening measures. *See above for more detailed information regarding specifics of tier I and tier II screening process.*

A student thought to require specially designed instruction under Chapter 16, receives a multidisciplinary gifted evaluation (compliant with state and federal law), to be completed by the CSD gifted multidisciplinary evaluation team which includes the school psychologist. It is also important to note, a child's parent/guardian can make a verbal or written referral for a gifted evaluation at any time. All CSD teachers and school personnel have received professional development on the characteristics of mentally gifted students. Teachers also know the process to refer a potentially gifted student.

The following eligibility criteria (in accordance with Chapter 16 regulations) are considered when determining a student's gifted status:

1. Standardized individually administered cognitive assessment (WJ-IV, WISC-V, KABC-II, WAIS, or other; as determined by the school psychologist based on child's unique needs)
2. Standardized individually administered academic achievement assessment (KTEA-3,

WIAT-4, Woodcock Johnson IV, or other; as determined by the school psychologist based on child's unique needs)

3. Chuska Acquisition and Retention Scales is indicative of mental giftedness
4. Academic abilities (i.e., universal screening, state and local assessment data, teacher/parent input, and standardized screening measures)
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, learning strengths, academic creativity, leadership skills, communication, skills, technology expertise, foreign language aptitude (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)

Data gathered through the evaluation is summarized in the Gifted Written Report. The team will make recommendations as to whether the student is gifted and in need of specially designed instruction. The GIEP team will make educational placement decisions on the gifted student's needs. All Chapter 16 guidelines will be followed throughout the process.

Gifted Programming

The Crestwood School District provides a continuum of gifted support services at all levels (K-12) for identified students. Gifted Multidisciplinary Teams (GMDT) meet yearly, or more frequently if needed, to review individual GIEPs. The GIEP describes the present levels of educational performance, annual goals and measurable objectives, specially designed instruction, and related services through which the district will provide the enrichment, acceleration, or both that is needed to develop and foster the student's identified strengths. The annual goals are aligned to the state standards in the areas of Math, ELA, and/or Science. Parents are an integral member of the GIEP team and students are encouraged to participate if parents choose for them to participate. At the elementary level, (K-6), students have the opportunity to meet with the Gifted Support Teacher up to two times a week for up to 40 minutes to participate in various enrichment activities in the areas of Math, ELA, and/or Science. Some of the activities may include: K'nex project, bridge building, coding, STEM experiences, Art and creative experiences, social studies hands on projects, media experiences, Hack-a-Thon, Escape Room (students are presented with a problem and given background knowledge in order to design and

implement a possible solution, and public service activities. When developing the GIEP, students are interviewed to determine their interests and goals. These are incorporated into the GIEP. Other opportunities within the school district include, but are not limited to: students will be able to participate in academic competition teams which take place throughout the school year. These experiences help students advance their knowledge in different subject areas through the use of hands-on activities, the solving of real-world problems, scholarly research, and competition. At the Secondary Center (7-12), students have the opportunity to take AP classes, Dual Enrollment, and Honors courses throughout their high school career. All students also have the opportunity to participate in projects of interest to them. These take place both during the school year and summer time. Students will have the opportunity to pursue events that they are interested in. Students will be able to participate in academic competition teams which take place throughout the school year such as local college and university STEM days, Local FBLA competitions, writing competitions, Junior Achievement events, and art contests. Students are also encouraged to become active members of their school and local community through participation in various clubs. At all levels, students and teachers monitor progress towards goal attainment through the GIEP year. Progress towards goals is shared and reviewed with parents at the end of each quarter and at the annual GIEP meeting. In addition to the activities students participate in during their weekly instructional time, all general education teachers are provided a copy of the GIEP at a glance to ensure enrichment opportunities are provided in the general education classroom as outlined in the goals, STLOs, and identified SDIs.

