

Penn Cambria SD

Gifted Education Plan Assurances (Chapter 16) | 2026 - 2029

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 Penn Cambria School District annually communicates information about our gifted education services to the public through various channels. The Penn Cambria School District is part of the annual public notice that is published by the Intermediate Unit 08 annually. Information about gifted education services and programs, including Child Find activities, is posted to the district website under the Special Education Office page. In addition, information on gifted education services and programming is included in student handbooks (K – 12) for each building. Penn Cambria School District issues an annual parent notices document (mail or email), each August, that contains information on gifted services and district programming.

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.

The Penn Cambria School District has a three-prong referral process that includes a universal screener, teacher/ professional staff recommendations, and parent requests. All components of the gifted screening and evaluation process are documented on a spreadsheet for gifted identification. The spreadsheet includes assessment data, screening results, if the student moved on to a full evaluation, and the evaluation results. Universal Screener: As part of the Child Find process, the Penn Cambria School District administers the Otis-Lennon School Ability Test 8th Edition (OLSAT-8) to all second grade students in the fall to identify students who could potentially be gifted. As soon as the testing window closes (about two weeks), the results are compiled and shared with the Special Education Director, School Psychologist, and Elementary Principal. Students with an overall score of 130 or higher are recommended to go straight to a full evaluation with the School Psychologist pending parent permission. Students with scores from 120 and higher are recommended for further screening using the Kaufman Brief Intelligence Test, Second Edition Revised (KBit-2 Revised). Following the administration of the universal screening, a meeting is also held between the second grade teachers, gifted education teacher, Special Education Director, School Psychologist, and Elementary Principal to discuss the data of any student that has a total score of 115 or higher. The team discussion is to obtain information on specific students to discuss the multiple criteria and determine whether the student demonstrated gifted characteristics and should be recommended for further screening utilizing the KBit-2 Revised. For students moving forward to the KBit-2 Revised screening, the school contacts the child's parents to explain the results of the universal screener and sends home a letter asking for the parent's consent to conduct a screening. Upon receipt of the signed consent letter, screening is conducted with the Kbit-2 Revised. The results are then communicated to the Special Education Director, School Psychologist, and Elementary Principal. The parent is notified of the results and the school then recommends one of the following actions: to move forward with an evaluation or to stop the process at this point. Parents are made aware of their right to continue the process despite the district's recommendation if they so choose. Teacher/Professional Staff Recommendations: Initial screenings using classroom observations and assessment data provided by elementary and middle school classroom

teachers are conducted in the fall of each year. Annual professional development is provided to elementary and middle level teachers by the Gifted Support Teachers. This professional development provides information to the teachers regarding characteristics of gifted students and what to look for when determining who they would like to recommend for a gifted screening. Teachers turn in recommendations along with data to the Special Education Director by December of each year. The Special Education Director and School Psychologist review this information and then provide the information to the guidance counselor who conducts screenings during early spring of each year using the KBIT and/or the OLSAT as appropriate. Results are immediately forwarded to the Special Education Director and the School Psychologist. A gifted screening team consisting of the Special Education Director, School Psychologist, Building Principal, and Guidance Counselor, review the data to determine if further testing is necessary. Gifted teachers may also be part of this screening team. The above timeline will be conducted annually. However, at any time, a teacher from grades K-12 may make a request to have a student screened for gifted eligibility. Parent Request: Parent requests are welcomed at any time. Regardless of who receives the request (classroom teacher, gifted support teacher, or administrator), they are shared with the School Psychologist. If a parent specifically requests an evaluation, the School Psychologist will discuss the process with the family and explain the next steps. When the District receives the written request, a Permission to Evaluate (PTE) will be issued within 10 calendar days. Once the district receives the PTE with agreement and the parent's signature, a Certified School Psychologist will proceed with the formal 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.

When evaluation is deemed appropriate, the School Psychologist requests that the School Counselor notifies parents that permission to evaluate forms will be sent home for approval and parent signature to start the Gifted Multidisciplinary Evaluation process. The Special Education Office Coordinator sends the Permission to Evaluate forms for each individual student as appropriate. As Permission to Evaluate forms are returned, the School Psychologist will begin evaluations. Penn Cambria School District considers multiple criteria when identifying mentally gifted students including intellectual ability, academic achievement, rates of acquisition and retention, performance on standardized and classroom assessments, parent input, and teacher observations and input, along with any factors that may be masking gifted abilities. These criteria are consistent across grade levels and schools throughout the district. The information collected throughout the evaluation process is used to identify a student's academic strengths and degree of need for specially designed instruction through the gifted support program. As a part of this process, the Certified School Psychologist determined the student's intellectual ability (IQ) using the Wechsler Intelligence Scale for Children: 5th Ed. (WISC-V) or the Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV) based upon the student's age. A student with an IQ score of 130 or higher qualifies as mentally gifted. Further testing is also conducted to determine how the student is performing in relation to their grade level peers using the Wechsler Individual Achievement Test Fourth Edition (WIAT-4). The scores from the WIAT-4 help determine if the student is in need of specially designed instruction, as well as factoring into the multiple criteria used to determine eligibility for gifted services. The final

information that the School Psychologist collects is from specific parent and teacher input about the student's strengths and any environmental, medical, or cultural factors that may be masking the child's ability. The School Psychologist then prepares a written report that brings together all of the information and scores collected from the Gifted Multidisciplinary Team's evaluation. The report will recommend whether the student is mentally gifted and in need of specially designed instruction, as well as recommendations for the student's programming. If the student meets the criteria for gifted support services, the GIEP team will develop a GIEP for the student. Gifted Qualifications: 1. 126-130+ IQ/GAI 2. VCI/FRI of 126-120+ and 1 achievement 120+ 3. IQ/GAI of 124-125 and 1 achievement 120+ 4. IQ/GAI of 120-123 and 2 achievements 120+ ** If a student meets any of the above criteria, the School Psychologist qualifies the student as being mentally gifted.

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).

At Penn Cambria School District elementary and middle school buildings, our programs provide students with opportunities to engage in activities that enhance their curriculum, foster creativity, and develop problem-solving abilities. Gifted Education may include co-teaching/in class support and/or pull-out support. The pull-out opportunities for activities that require a higher level of thinking are offered to students who are gifted on a weekly basis. Along with these opportunities for pull out instruction, the gifted support teacher collaborates with the general education teacher to assure that the students continue to be challenged within the curriculum that is being taught. Differentiated instruction, employing various strategies enhances the complexity, depth, and breadth of the curriculum. Gifted education teachers update information on student progress, interests, and needs annually, ensuring a smooth transition to the next grade level. Secondary programming at Penn Cambria School District is offered in a more natural way based on the offerings in our high school curriculum. A challenging curriculum that includes honors and college-level courses is available to meet the students' educational needs. The gifted support teacher monitors academic progress, coaches students in aligning educational opportunities with long-term goals, assists in balancing individual needs with increased rigor of courses, and promotes career exploration that coincides with the student's strengths and interests. Students in our secondary gifted support program also participate in weekly enrichment from content area specialists in the areas of English Language Arts, Mathematics, Sciences, and STEM. Annual updates on student progress, interests, and needs are communicated within this gifted support team.

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?

Twenty-four total students are identified as Gifted within the district and all 24 are GY. All district gifted students are accounted for in PIMS and this represents about 1.7% of the overall student 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.

The district is proportionately reaching underrepresented populations, especially given the margin of error that exists in such a small sample size (24 total students). For example, 95.8% are white while 4.2% are multi-racial. The number of females and males are proportional.

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.

Several alternatives are used to provide training related to gifted education. The Vector LMS course, Gifted Learners and Differentiated Instruction, is an online asynchronous option for in-service training. Teacher Induction includes gifted education in the Teaching Diverse Learners training.

Gifted teachers provide instructional coaching training related to differentiating for gifted learners. All staff face-to-face sessions during in-service time may be facilitated by the Director of Special Education, gifted teachers, or outside presenters such as from Appalachia IU8.

Training for general education teachers	0
Staff costs	49537
Training for gifted support staff	0
Materials used for project-based learning	4004
Transportation	678
Field Trips	0

Signatures and Quality Assurance

Chief School Administrator	Date