

**Pine Grove Area SD**

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

## Profile

|   |              |  |
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| <b>LEA Type</b>                         |              | AUN                                      |
| Pine Grove Area School District         |              | 129546003                                |
| <b>Address 1</b>                        |              |  |
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| <b>Address 2</b>                        |              |  |
|   |              |  |
| <b>City</b>                             | <b>State</b> | <b>Zip Code</b>                          |
| Pine Grove                              | PA           | 17963                                    |
| <b>Chief School Administrator</b>       |              |  |
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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.).**

Pine Grove Area provides Public Annual Notice for Gifted Services on multiple platforms. The school district posts notice on the district website. It is also included in elementary, middle, and high school student handbooks each school year. Additionally, on behalf of all districts within the consortium, the Schuylkill Intermediate Unit 29 provides notice annually in the local newspaper. It is also posted on the IU website as well, which includes contact information for Pine Grove Area's Director of Special Education. The IU emails a draft of this notice annually and requests feedback for any updates prior to sending it for publication in the local newspaper and posting it on its website. Information is available at any time by contacting the special education office or either of the school psychologists.

### **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 Pine Grove Area School District, there is currently no universal screener in place. A parent/guardian or school staff can direct inquiries about gifted screening to the school psychologist. The school psychologist will review student data such as DIBELS, IXL, CDT scores, and PSSA or Keystone scores as well as grades on curriculum-based assessments and report cards to include the student's GPA. After reviewing this data and conversing with the parent/guardian, should the team feel a gifted evaluation is appropriate, the school psychologist will issue Permission to Evaluate within 10 calendar days. A parent/guardian may also provide a written request for gifted evaluation. The school psychologist will issue Permission to Evaluate within 10 calendar days of the district's receipt of the written request. The district must receive the signed Permission to Evaluate in order to begin the evaluation. After receipt of the signed Permission to Evaluate, the district will complete the evaluation within 60 calendar days. A student will be evaluated only once per calendar year.

### **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.**

Pine Grove Area School District, as outlined in chapter 16, considers qualification for students who have an IQ of at least 130. If the student's IQ is less than 130, a student is still considered using other factors, such as academic performance, demonstrated achievement, or other observed skills. These other factors must strongly indicate gifted ability in order for the student to be identified as gifted. The multiple criteria utilized include the following: The school psychologist tests the student using a nationally normed and validated achievement tests and state assessments such as PSSA (grades 3-8) and Keystone (grades 8-12) scores. PSAT/SAT scores are also considered if available for students grade 10-12. Also considered would be the student's demonstrated achievement as measured by

permanent products or rewards. These would include classroom assessments, report card grades, GPA, and benchmark results such as DIBELS (grades 1-2) IXL (grades 2-8), or CDT (grades 9-12). Once all formal assessments are administered and data and input is collected, the certified school psychologist generates the Gifted Written Report (GWR). This report summarizes collected data, identifies strengths, states whether the student qualifies and, if so, recommends areas for gifted programming. Upon completion of the GWR, a copy is provided to the parent/guardian. If the student qualifies, the student is assigned to the gifted case manager who schedules a meeting and composes a GIEP within 30 calendar days of the date of 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).**

The Pine Grove Area School District provides a continuum of services for gifted students grades K through 12. Acceleration and enrichment is offered based upon the student’s identified area(s) of giftedness as noted in both the GWR and GIEP. Acceleration K-12 may include whole grade acceleration or individual subject acceleration. Acceleration can occur by means of compaction by working through curriculum with the gifted teacher or via an online platform with the supports offered online to all students as well as the support of the gifted teacher. All levels include enrichment as provided by classroom teachers within the classroom. The gifted case manager also facilitates enrichment by providing opportunities to choose higher level reading materials (e.g. taking elementary students to the middle school library) and online math practice. These are accessible within the regular education setting. All levels also include pull-out gifted sessions. These weekly pull-out sessions are typically activity based and cross multiple curricular domains. The activities not only focus on the enrichment of academic standards but also facilitate higher level thinking, cooperation within a group, communication skills, creative thinking, and exposes students to greater depths of learning topics of interest. While there are some similarities, there are also some differences throughout the continuum. At the elementary and middle school levels flexible grouping is utilized based upon GIEP goals, academic ability, and grade level. Elementary and middle school students are offered a combination of enrichment and/or grade level acceleration. Gifted students are invited to compete in the STEM Design Challenge at the elementary level and have some opportunities to participate in curriculum-based trips. These allow for experiences that will deepen enrichment. Gifted students at the middle school level are invited to compete in various academic competitions such as Odyssey of the Mind and Math 24. At the high school level, rather than the same type of grade-level acceleration seen at the elementary or middle school level, students have the opportunity to take high-level coursework such as honors or AP courses. They also have the opportunity to participate in dual enrollment. The focus of enrichment in pull out gifted sessions and community enrichment opportunities at this level is largely focused upon and relative to individual student career interests.

**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?**

According to the PIMS October 1 snapshot the District has 30 gifted students. The elementary school has 1 GY student. The middle school has 1 GS and 11 GY students. The high school has 17 GY students. There is 1 student who is not identified in this calculation because they were identified after the October 1 snapshot. This is an elementary student.

**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's identification is proportionally reaching the underrepresented populations. Strategies that may have contributed to equitable identification include using Multiple Criteria for Identification and talent development programs. For multiple criteria we use a mix of standardized test scores, performance-based assessments, and teacher/parent nominations to capture a broader range of gifted abilities. Our talent development programs such as WIN time and MTSS provide early enrichment opportunities to all students to ensure those with potential can develop the skills needed to qualify for gifted programs.

**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.**

To address the mandate set forth by 22 Pa. Code § 16.5, a school district has implemented a number of approaches to ensure that both gifted and regular education teachers, principals, administrators, and support staff receive the necessary in-service training to support gifted education programs. • **Scheduled Professional Development:** The district has comprehensive professional development, which includes mandatory in-service training for all educators involved in gifted education. This training is scheduled during designated professional development days, summer workshops, or after-school sessions. In-service training occurs annually or biannually to ensure that teachers stay updated with new research, practices, and regulations related to gifted education. • **Topics Covered:** The trainings focus on best practices in identifying gifted students, differentiating instruction, implementing Individualized Education Plans (IEPs) for gifted students, and fostering a supportive environment. Teachers are also trained on how to use specific tools, strategies, and curricula designed for gifted education. Teachers may also be required to complete the Specially Designed Instruction for Gifted Learners module in the SAS Portal. • **Inclusion of Regular Education Teachers:** General education teachers are included in these training sessions to equip them with the knowledge to recognize and support gifted learners within their classrooms. The trainings may focus on strategies for differentiation, how to incorporate critical thinking and creativity into lessons, and how to adapt assessments for gifted students. •

**Collaboration with Gifted Support Teachers:** All teachers are required to collaborate with gifted support teachers to ensure that they

are adequately meeting the needs of gifted students. The gifted support teacher shares information and offers feedback on instructional practices.

- **Gifted Specialist Training:** The gifted support teacher is required to participate in more specialized training on how to design and implement advanced curricula, integrate enrichment activities, and monitor student performance. This teacher attends the PAGE Conference, as well as training offered at Schuylkill IU29. This teacher is currently enrolled in the Millersville University program to gain her gifted endorsement. The gifted support teacher is required to complete the Specially Designed Instruction for Gifted Learners module in the SAS Portal. In summary, the district ensures compliance with 22 Pa. Code § 16.5 by offering targeted in-service training for all personnel responsible for gifted education, focusing on practical strategies for supporting gifted learners, differentiating instruction, and providing appropriate accommodations. Regular education teachers are trained to identify and nurture gifted students, and their performance is monitored to ensure accountability in delivering gifted services effectively. The district uses ongoing professional development, collaboration, and evaluation measures to maintain high standards in gifted education.

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| <b>Training for general education teachers</b>   | 0     |
| <b>Staff costs</b>                               | 90937 |
| <b>Training for gifted support staff</b>         | 671   |
| <b>Materials used for project-based learning</b> | 521   |
| <b>Transportation</b>                            | 500   |
| <b>Field Trips</b>                               | 1700  |

**Signatures and Quality Assurance**

| Chief School Administrator | Date       |
|----------------------------|------------|
| Heath W Renninger          | 2025-02-04 |