

Gifted Education Plan

LEA Profile

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Gifted Education Plan Assurances

Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

Coatesville Area School District posts the annual Child Find notice on the district website. In addition, this notice is published in the Daily Local newspaper each fall. The Daily Local is a daily newspaper that covers events in and around Chester County with a large circulation coverage in the county. The Chester County Intermediate Unit (CCIU) provides additional copies of the notice to the special education administrators in the district, which are then placed in a visible area within each school building.

Additionally, the Pennsylvania Department of Education Gifted Program Guidelines resource document is posted on the Coatesville Area School District's website for reference.

The student handbook at both elementary and secondary level reference our gifted program. Moving forward each building will post our gifted procedures on their website and our pupil service website will also post the criteria.

Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

Building-based teams within the Coatesville Area School District review results of student assessments and parent referral/input such as the Kaufman Brief Intelligence Test (K-BIT), the Scales for Identifying Gifted Students (SIGS), PSSA, Keystone Exams, or other district-identified assessments based upon the child's individual needs. Depending on these results, the team will determine the need for a Gifted Multidisciplinary Evaluation (GMDE).

A parent/guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school year. When the District receives the request, the parents or guardians will receive a Permission to Evaluate form within 10 calendar days of the written request. The District must receive a parent's or guardian's signature on the Permission to Evaluate form in order to proceed with the evaluation by the certified school psychologist.

The district is currently exploring the use of universal screening to identify potentially gifted students.

Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

Students who are thought to be gifted, guidance counselors will perform a screening using the K-BIT and SIGS. The counselor will also gather classroom data. Requests for gifted evaluations often come from parents, which then triggers the Gifted Multidisciplinary Evaluation process. Once a parent has signed Permission to Evaluate (PTE), a school psychologist will administer the Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V) and the Reading Comprehension and Math Problem Solving sections of the Wechsler Individual Achievement Test- Third Edition (WIAT-III). They will also gather updated teacher and parent input. When looking at qualification for the Gifted Program, there are several factors that we look at: The First Prong is the Intelligence Quotient (IQ):

When assessing cognitive ability, the school psychologist will first look at the Full Scale IQ (FSIQ) from the WISC-V. If the FSIQ is over 130 then the psychologist do not examine cognitive ability any further. If FSIQ is not over 130, the psychologist will then look at the General Ability Index (GAI). If the GAI is over 130 then they will use this score for the first prong. If neither FSIQ or GAI is over 130 but are within a reasonable range, the psychologist will then look at the Confidence Intervals (CI). If the CI falls in the range of 130 range and the student has strong academic performance, the psychologist may consider qualification under the first prong.

The Second Prong is academic performance:

The school psychologist will examine scores obtained on the Math Problem Solving and Reading Comprehension subtest from the WIAT III. Typically, school psychologists will consider students whose scores fall in the superior range (at or above 130). They also examine DRA levels, PSSA scores, and any curriculum-based assessments that have been completed with the student. Looking to determine if the student is demonstrating academic ability at least 2 grade levels beyond their current grade on several assessment measurements.

To qualify for gifted services, the student needs to have achieved a cognitive score of 130 (either through FSIQ, GAI or possibly CI) **AND** is demonstrating academic ability in the superior range on the WIAT and/or is demonstrating academic ability at least 2 grade levels above their current grade on several curriculum-based assessments in either the math, reading or science areas. The student can qualify for reading only, math only and/or both.

Moving forward, the district will be reviewing the current criteria and revise it as needed based on the needs of the district.

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.

The district recognizes the need to review our current practices related to gifted education, specifically related to screening, evaluations, and services students receiving gifted support. The CASD team is proposing a comprehensive review of the program to include a screener tool to be implemented in all elementary schools to aide in locating and identifying students who meet the criteria as a gifted student and a review of student data in the secondary levels.

Currently in grades K-5 the district offers pull-out enrichment sessions that are conducted with all identified elementary gifted students. This year, students have had the opportunity to have these sessions three times per cycle: once for math, once for reading, and once for general/cross-curricular enrichment. However, this was only made possible due to virtual learning. Enrichment sessions frequently involve project-based learning, including opportunities for research and creative production. Computer based programs such as Read Theory, Freckle, Prodigy, and others are available to students for enrichment outside of their pull-out sessions. Periodic co-planning sessions are conducted with all regular education teachers who have a gifted student in their class, but different teachers implement enrichment in the general education classroom to varying degrees. Exceptionally motivated students are offered opportunities for independent study and project work that is monitored by the gifted teacher.

At the 6th Grade level, the district offers push-in enrichment that is conducted in English language arts (ELA) and math. All students in the gifted program are cluster-grouped into one section for core academic classes. The gifted teacher co-teaches with the regular instructor for two to three days per week/cycle in ELA and math. Enrichment opportunities are integrated for all students within this general education class section. For example, in math this year students engaged in projects related to investing, STEM design, and entrepreneurship. In ELA, students completed independent research projects and were provided with access to advanced texts at their instructional levels. Enrichment in science and social studies is not offered at this time.

The 7th and 8th grade gifted program have been doing a push-in model for ELA for the past several years. Students are in small groups in classes labeled honors. The gifted teacher plans enrichment with the general education teachers that they then incorporate into lessons and units as the year progresses. The gifted teacher also works with students on an individual basis to ensure they are reading texts on their level and to plan for extra enrichment. The gifted teacher also coordinates with science and social studies teachers to incorporate projects each year that

will offer challenges to students. Since the students and teachers change year to year, the types of enrichment also change.

In grades 9-12 there is a push-in model for English enrichment. The gifted support teacher pushes into the AP English 11 and AP English 12 classes on a regular basis. This allows for one on one tutoring to enhance literary analysis and writing at an advanced level. It also allows the gifted case manager to meet regularly with many students on her caseload. The math teachers and science teachers regularly offer students enrichment problem options. Students may choose to proceed through a math curriculum that includes advanced math concepts in AP Calculus AB and BC level or AP Statistics. They have AP science options including Biology, Chemistry, Environmental Science, and Computer Science. In computer and Computer Aided Design (CAD) classes the teachers provide many options for enrichment through differentiation based on interests and connections to outside educational opportunities, some offered through the CCIU, others through free on-line courses, and some through internships or summer programs. Gifted education teachers also incorporate specially designed instruction (SDI) options into the GIEPs for alternate assignments, which allows students to use their gifted abilities/interests to create differentiated assignments with the classroom teacher's assistance. Students also have access to college and career planning enrichment through tutoring to enhance writing of the college and scholarship essays. They also have the opportunity to participate in job shadowing, and are presented with summer educational programs outside of the district

Currently the CASD does not have an official acceleration policy but will be implementing one after the committee reviews current practice. Our high school students are offered the opportunity for a dual enrollment with Delaware County Community College (DCCC). In this program, students earn college credit, and attend classes at DCCC, and have the opportunity to earn an associate's degree while completing high school. The district also offers single-subject acceleration, which is a self-paced continuous curriculum option in CAD class for our gifted math students. Through this program, students can complete one and one half to two years of the course in one year. Single subject acceleration option in Spanish for students who demonstrate aptitude in foreign language are also available. Acceleration in Spanish is achieved through the condensed coursework where students complete a full credit class in half of a year. Student also have the opportunity to accelerate in Spanish through independent study.

Students at all levels in the gifted program compete in various competitions throughout the school. These competitions include: Stock Market Game (grades 4-6), Invest Write Essay Contest (grades 4-6), Scholastic Hardest Math Problem Contest (grades 5-6), STEM Design Challenge (grades 4-6), Invention Convention (grades 4-6), CalcuSolve (grades 5-6), Reading Olympics (grades 4-5), and Tech for Innovation Contest (grades K-5). Students have the option of joining the high school academic team and the robotics team.

The district also offers early graduation, according to School Board Policy #217, a student who meets all established state academic and common core standards and graduation requirements may request early graduation from district schools.