

Glendale 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 Glendale School District informs the public of gifted education services through our Elementary and High School handbooks, local newspaper, and on our district website. Additionally, gifted education services are shared with families during annual events such as Open House, Parent and Teacher conferences, and Parent training sessions.

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 Glendale School District's process for locating students who are thought to be gifted and may be in need of specially designed instruction includes reviewing data at our elementary data meetings. Teachers, specialists, and counselors are tasked with identifying students who are consistently scoring in the advanced range on the PSSA, IXL, Acadience, and STAR assessments. Additionally, teachers' recommendations and referrals are continuously made. Parents are also able to request gifted screenings for their child. At the high school level, teachers, specialists, and counselors are tasked with identifying students who are consistently scoring the advanced range on the PSSA, Keystones, and IXL assessments. Furthermore, in both elementary and high school, parents and teachers can make referrals for gifted education consideration. An educational screening tool (KBIT-2) is used as an indicator for students thought to need gifted education based on student data. Additionally, benchmark assessments, PVAAS, and classroom-based assessments are used as well.. The counselor then uses the KBIT scoring matrix to determine a composite IQ score to pass on to the school psychologist for eligibility, need, and 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.

Once the school psychologist receives the screener from the school counselor, she looks at the verbal, non-verbal, and total composite score to determine eligibility for a full gifted evaluation. If the student achieves a score of 120+ on one or more of the composites (Verbal, Nonverbal, and/or Full Scale), a full gifted evaluation is recommended. In addition, educational screening tools are used as indicators for students thought to need gifted education. Various sources of student data (benchmark assessments, Acadience, IXL, PVAAS, classroom-based assessments and classroom grades) are also considered. A permission to evaluate is then issued to the parent. Once the permission is returned with parent consent, students are then evaluated by the school psychologist using individual, standardized cognitive ability

and academic achievement assessments to help determine eligibility and need for Gifted Support programming. Students meeting PA eligibility requirements (a Full Scale IQ of 130 or greater, or a 130 in one of the Index Composites, and also a score of 130 or greater in one or more of the academic achievement scores - math, reading, or writing) are then scheduled for a GIEP where the need for an educational program is discussed and developed as warranted. This process includes parents, students (as appropriate), teachers, administrators, school psychologist and others as needed.

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 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 Glendale School District provides a number of program options for acceleration and/or enrichment. At both the elementary and secondary levels, the district offers pull-out enrichment sessions, in addition to differentiated instruction in the general education setting. The students are provided opportunities for enrichment where educational activities and projects are tailored to student strengths, needs, interests, and talents. In elementary school, enrichment sessions take place during WIN (What I Need) time 2 days per week and at the high school level, enrichment sessions take place during advisory once per week. In the elementary (Grades K-6), WIN (What I Need) time offers students time for enrichment in ELA, Mathematics, and Science for gifted students. During WIN, gifted students have the opportunity to work with peers in a cohort on enrichment activities, research opportunities, and STEM challenges under the guidance of the Gifted Education Teacher in a resource room. Computer based programs such as IXL, Get More Math, Accelerated Reader, and Read Theory are available to students for enrichment outside of their pull-out sessions. Teachers provide differentiated lessons and projects for students to utilize high-level thinking skills and academic creativity. Students have the opportunity to complete independent research projects, access advanced texts at their instructional levels, and complete STEM projects. In high school, students have access to Honors, Advanced Placement and Dual Enrollment courses as a means to receive acceleration, in addition to enrolling in advanced placement coursework through our cyber program as deemed appropriate by the GIEP team. Additionally, the advisory period serves as an enrichment session (one time per week) providing students the opportunity to work with intellectual peers in a cohort within a resource room on enrichment activities, cross-curricular projects, STEM projects, and research opportunities under the guidance of a Gifted Education Teacher.

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?

23 students out of 630 students are in the gifted program at Glendale and 22 of these students receive services through a GIEP. None of these students have a 504 plan. Only one student is dually exceptional out of the 23 and receives services through an IEP.

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.

Currently there are 23 out of 630 students who are gifted in the Glendale School District. One student is identified as having autism. The district qualifies for the free breakfast and lunch program through the state (CEP). The underrepresented population is accounted for as the district is 42.6% economically disadvantaged. Student data is looked at along with teacher recommendations to identify students who may be gifted. Due to the smallness of the district, the teachers know their students and their ability and are able to more easily identify potential gifted students based on their performance in the classroom, not just their grades.

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 addresses this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

Differentiation training is provided as an in-service topic each year, which includes gifted accommodations. All teachers have also had AI training that has aided them in providing enhancements in the classroom for their gifted students. The gifted teachers attended training through the IU on how to write GIEP's. Teachers are made aware of and have access to gifted IEP's for their students. They are required to follow the IEP of all gifted students. This is monitored through the yearly reporting they have to provide for the annual IEP. At the beginning of each school year and when GIEP's are updated, gifted teachers are responsible for ensuring general education teachers are aware of the accommodations students are to receive.

Training for general education teachers	\$770.00
Staff costs	0
Training for gifted support staff	0
Materials used for project-based learning	0
Transportation	\$35.00
Field Trips	\$595.00

Signatures and Quality Assurance

Chief School Administrator	Date
Maureen D. Letcher	2026-07-07