

**Western Wayne SD**

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

## Profile

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<b>City</b>	<b>State</b>	<b>Zip Code</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.).**

The district conducts awareness activities to inform the public of gifted education services and programs and how to request these services and programs. These awareness activities shall be designed to reach the parents/guardians of students in public schools and the parents/guardians of school-age children not enrolled in public schools. Awareness activities are conducted annually and continue throughout the school year. The district shares information in the following ways: announcements in local newspapers, social media, student handbooks, the district website, during open houses, conference nights, and curriculum nights. An individual knowledgeable about gifted education services is available at these times and throughout the school year to speak with parents/guardians and answer questions related to gifted education services.

### **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 compliance with federal and state laws, the Western Wayne School District conducts various annual screening activities as part of its procedures for identifying students who are thought to be gifted and in need of specially designed instruction. The district fulfills the obligation to conduct child-find activities for students who may need services or instruction not ordinarily provided in the general education curriculum by conducting ongoing screening activities. Ongoing screening activities can include information about academic and cognitive abilities, collected on all students at a given grade level, teacher observations, classroom performance, and parent input. To ensure that child-find is met, the district has developed procedures whereby the classroom teacher or school counselor will review student performance data annually. This review includes the student's academic and cognitive abilities. The school counselor reviews the screening information for students in each building. If necessary, the school counselor will administer a brief intelligence test (e.g., KBIT-2) to assist with screening procedures. Once a student is deemed to have met screening requirements, a referral will be made for a Gifted Multi-Disciplinary Evaluation (GMDE). Data obtained varies at each grade level but can include the following: ExactPath scores, PSSA scores, and Keystone Exam scores.

### **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.**

The Western Wayne School District's screening process considers the following criteria: grades, scores on the KBIT-2, and scores on state/district testing. If a student is deemed to need a GMDE based on screening information, a referral for a GMDE is made and a

Permission to Evaluate is issued to the student's parents. Once the Permission to Evaluate is signed and received, the school psychologist will begin the GMDE process. The GMDE process considers the following criteria: full-scale score on individual, standardized measure of cognitive ability testing, score on overall reading composite, math composite, or written expression composite on an individual, standardized measure of achievement, gifted rating scale, parent checklist, and review of records. The Western Wayne School District uses either the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) or Woodcock-Johnson, Tests of Cognitive Ability, Fourth Edition (WJ-IV Cog) to assess cognitive ability and either the Wechsler Individual Achievement Test – Fourth Edition (WIAT-4), Young Children's Achievement Test – Second Edition (YCAT-2), or AimsWeb curriculum-based assessments to examine achievement. Additionally, a review of records is completed, parent input is obtained, and gifted rating scales are administered. Upon completion of the testing, a Gifted Written Report is compiled that outlines and summarizes all information obtained. The Gifted Written Report recommends whether gifted education services are needed, basing the conclusion on the multiple sources of information obtained throughout the evaluation process.

**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).**

Students receiving gifted services are offered opportunities for acceleration, enrichment, or both. These may be provided within the classroom setting and additional support beyond the classroom setting. Programs are available across the District for all school-age children. At the elementary level, identified Gifted students are provided weekly gifted sessions as well as opportunities to work with other students receiving Gifted educational programming on enrichment or acceleration activities. At the secondary level, in grades six through eight, students continue to receive weekly gifted sessions, while in grades ninth through twelfth, students are provided opportunities to work with their gifted teacher to support the advanced placement classes, areas of interest, and enrichment activities. At all levels, the collaboration between the gifted teacher and all staff is ongoing to ensure. Gifted education programming continues to occur outside of weekly gifted sessions or meetings with the gifted 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?**

According to the PIMS October 1 snapshot, there are twenty-six (26) GY (gifted with or without a 504 and receiving services on a GIEP), three (3) GS (dually exceptional/twice exceptional and receiving services through an IEA IEP), and zero (0) GX (gifted and does not require specially designed instruction).

**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 identification is proportionately reaching the underrepresented populations. All students in the district are eligible for gifted screenings which can be initiated through teacher or parent request.

**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.**

All gifted teachers, regular education teachers, principals, administrators, and support staff are afforded the opportunity to attend gifted trainings through NEIU #19, Pattan, or any other entity offering training regarding gifted programming and support. Additionally, each gifted teacher meets with the Supervisor of Pupil Personnel throughout the school year to collaborate and sharpen skills related to the gifted program. Gifted teachers meet regularly with regular education teachers to collaborate and consult regarding gifted programming.

<b>Training for general education teachers</b>	0
<b>Staff costs</b>	0
<b>Training for gifted support staff</b>	0
<b>Materials used for project-based learning</b>	3,000
<b>Transportation</b>	0
<b>Field Trips</b>	0

**Signatures and Quality Assurance**

Chief School Administrator	Date
Matthew BarrettEd.D.	2025-02-05