

Jenkintown SD

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

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 LEA's annual public notice addresses all the required components required by the Pennsylvania Department of Education. The district publishes the notice through the Montgomery County Intermediate Unit in coordination with the other Montgomery County School Districts. The Annual Public Notice can also be found on the district's website under Special Services with the heading of Annual Public Notice to Parents and Guardians of Children who Reside in the School District of Jenkintown. The notice is updated on the district's website at the start of every school year. The LEA conducts awareness activities to inform the public of its gifted education services and programs. The district conducts ongoing identification activities as part of the school program for the purpose of recognizing students who may need gifted education services. The parents/guardians will be notified of their rights as described in Procedural Safeguards Notices if their child is being tested for gifted support services. The district implements many child find activities which begins at registration. The LEA's registrar has the parent/guardian sign an exchange of information so that records can be shared from the student's previous school. The registrar asks the parents/guardians of a newly enrolled student whether or not their child received gifted education services under Chapter 16 law. The special education office communicates with the previous district of every eligible student under Chapter 16 law in order to ensure that comparable services are implemented to meet the student's educational needs.

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 Naglieri screening tool is administered to all 2nd grade students. A full comprehensive evaluation is conducted by the school psychologist for those students that have made the criteria on the Naglieri. Teachers have referred students to be screened or tested for gifted based upon their observations and data collected. The LEA uses curriculum based and standardized assessment as indicators that a student may need to be screened. Parents also have requested their child to be tested.

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.

In the School District of Jenkintown, Gifted Support services are provided in many forms, from direct instruction to monitoring and consultation. Students may be referred as possible candidates for services by school personnel or parents. At this time, there is a two-tiered evaluation process. The candidate is given a screening by the Gifted Support teacher, in the form of the Naglieri Nonverbal Ability Test (NNAT). Depending on the scores from these instruments, a recommendation for a more comprehensive evaluation may follow. This evaluation consists of an individual intellectual assessment and individual achievement tests administered by the school psychologist. Parents also have the right to request a full evaluation without waiting for the results of the NNAT. Students are identified according to Pennsylvania state standards as "mentally gifted" through the use of multiple criteria. A score of 130 or above on an individual intellectual assessment, and other educational criteria indicating gifted ability are components of state and local districts' processes for identification. In Jenkintown, the other criteria may include scores from group standardized achievement tests, input from classroom teachers, specialists, and other school staff, and information reported by parents/guardians. Consideration is also given to ethnicity, socio-economic status, and disabilities. This information is compiled into a Gifted Written Report (GWR), and reviewed by school personnel and parents/guardians. If the determination is made that the student is mentally gifted

and in need of specially designed instruction, the Gifted Individualized Education Program (GIEP) Team meets to discuss program implications. This team consists of school personnel, parents/guardians, and the student (if the student chooses to attend). At this meeting, a Gifted Individualized Education Program (GIEP) is developed collectively by team members, based upon the strengths and needs of the student. Goals and objectives are articulated in this plan, along with specially designed instruction that will help to ensure that the gifted student's individual needs are being met. The philosophy of the overall Gifted Support Program reflects the district's belief that the school, home, and community are responsible for our students' education and enrichment. There is ongoing collaboration between the gifted support teacher and general education teachers to ensure continuity in differentiating instruction for the students in the general education environment. In addition, there are opportunities for communication between parents and the gifted support teacher at elementary, middle and high school levels at report card conference times and annual GIEP review meetings. During this school year, the gifted support teacher is housed in the Elementary School and is available to address individual concerns. In addition to individual needs, there are certain components of gifted programming that are inherent in enrichment for all gifted students, including:

- Development of higher order thinking skills
- Refinement of both oral and written communication skills
- Development of effective group process skills
- Research/independent investigations of both interest and theme-based topics
- Curriculum compacting
- Acceleration when appropriate
- Leadership skill development
- Organization and time management

These components are addressed weekly in direct, small-group instruction at the elementary and middle school levels. Through consultation with the gifted support teacher, individualized support is available at the high school level on an ongoing basis.

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 identified as gifted receive services in multiple ways. Small group seminars, large group activities/events, push-in programs at the ES and MS/HS level as well as weekly and monthly seminars. Acceleration and/or enrichment opportunities are offered if appropriate to meet the needs of the gifted student.

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?

The School District of Jenkintown has 65 identified gifted students with or without a 504 plan and receiving gifted support services. The district has one dually identified student and zero students that don't require specially designed instruction. All of the district's gifted students are accounted for in PIMS.

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.

Yes, the district is reaching underrepresented populations. The non-verbal measure of the Naglieri Nonverbal Ability Test (NNAT) utilizes shapes and figures to evaluate the problem-solving and reasoning abilities of a child without relying on their language skills. The NNAT assesses how a student thinks instead of what a student knows. The district also collects a variety of data including standardized and authentic measures to determine the strengths and needs of all students.

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.

The Gifted support teacher provides ongoing training to grade level teams and consults on an individual basis with teachers to ensure that gifted students are receiving the specially designed instruction required by Chapel 16 law. The gifted support teacher has utilized the Montgomery County Intermediate Unit for professional development. The district is also a member of the Montgomery County Intermediate Unit's Gifted Council which is a forum for gifted teacher and administrators to share solutions and concerns.

Training for general education teachers	0
Staff costs	
Training for gifted support staff	0
Materials used for project-based learning	670
Transportation	
Field Trips	150

Signatures and Quality Assurance

Chief School Administrator	Date