

**Bristol Township SD**

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

## Profile

<b>LEA Type</b>	AUN	
School District	122091352	
<b>Address 1</b>		
5 Blue Lake Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Levittown	PA	19057
<b>Chief School Administrator</b>		
Mr Michael A Nitti		
<b>Chief School Administrator Email</b>		
michael.nitti@bristoltwpsd.org		
<b>Single Point of Contact Name</b>		
Al Oberman		
<b>Single Point of Contact Email</b>		
al.oberman@bristoltwpsd.org		
<b>Single Point of Contact Phone</b>	<b>Single Point of Contact Extension</b>	
2155992000		

## 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.).**

Bristol Township School District posts the annual Child Find notice on the district website. In addition, this notice is published in the Bucks County Courier Times. Additionally, the Pennsylvania Department of Education Gifted Program Guidelines resource document is posted on the Bristol Township School District's website for reference. Finally, the parent/student handbook at the elementary and secondary levels references our gifted program.

**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.**

Bristol Township School District conducts universal screening measures at the 2nd grade level. The Naglieri Nonverbal Ability Test (NNAT) is administered to all students in 2nd grade. The results are reviewed by the building administrator, school counselor and/or school psychologist in an effort to identify students who may be in need of further assessment to determine eligibility. Students who score above 120, will be taken into further consideration. Next, the (team members) will look at academic performance data such as iReady scores and state testing scores, if applicable. Students above grade level will be recommended for a gifted evaluation to receive support through the gifted program. At all other grades, the team considers data from universal screeners such as LinkIt, iReady, the Naglieri as well as classroom based and state assessments (PSSA) when determining which students may be identified as gifted. Parents and teachers may also make a request for students to be considered for an evaluation for gifted services.

**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.**

Bristol Township School District's process for identifying gifted children is aligned with the Pennsylvania Department of Education's Chapter 16 Screening and Evaluation Process, (22 Pa. Code Section 16.21). Bristol Township uses both teacher and parent referrals to identify students that may be in need of gifted services. Multiple data sources are utilized to determine if a child is eligible for gifted services. The evaluation team considers data from universal screeners (LinkIt, iReady, Naglieri), state assessments (PSSAs) as well as classroom-based assessments when determining which students may be identified as gifted. While going through the gifted evaluation process, cognitive measures, achievement measures (reading/math), rating scales (Sigs) as well as rates of acquisition and retention (Chuska) are utilized for determination of services. School psychologists administer the standardized assessments while parents and teachers complete the standardized rating scale. One teacher typically completes the Chuska rates of acquisition and retention. Strengths in reading and/or math are typically reported from testing data while input from the general education teachers and parents are typically reported on other subjects and characteristics of a gifted student such as leadership and creativity. The student may be found eligible as a result of very superior cognitive functioning, or a combination of outstanding functioning, exceptional academic achievement, and professional judgment. BTSD uses the following gifted matrix to help determine eligibility.

Measure/Assessment: Students will take an Individual Cognitive Test which will count for 50% of the determination of giftedness. The following points will be assigned based on the students IQ. Points Assigned ( ) (0) <119 (1) 120-122 (2) 123-124 (3) 125-129 (4) >130, Factor Total  $\_\_ \times 5 = \_\_\_$  Students will take an Individual Achievement Test which will count for (30%) of the determination of gifted. The following points will be assigned based on the students score. Points Assigned ( ) (0) <115, (1) 116-118, (2) 119-121, (3) 122-124, (4) >125, Factor Total  $\_\_ \times 3 = \_\_\_$  Parents and teachers will fill out the Scales for Identifying Gifted Students that rate the following areas: General Intellectual Ability, Language Arts, Mathematics, Science, Social Studies,

Creativity, and Leadership. The following points will be assigned based on the results. Points Assigned: (1) Standard Score of 115 in 4 areas on one form, (2) Standard Score of 115 in 4 areas on both forms. The Chuska Rates of Acquisition will be completed by teachers and the following points will be assigned based on the results. Points Assigned: (0) 13 or below, (1) 14-16, (2) 17 or above. The Chuska Rates of Acquisition will be completed by teachers and the following points will be assigned based on the results. Points Assigned: (0) 7 or below, (1) 8-10, (2) 11 or above. There are also Intervening Factors that Psychologist will take into account when determining gifted eligibility. These factors include, free or reduced lunch, ELL, Disability/medical diagnosis that may mask giftedness, and racial/ethnic bias. The following points will be assigned based on the number of categories. Points assigned: (0) 0, (1) 1-2, (2) 3-4. Final Determination will be based on the following: (1) If the student scored a summary score of 130 or above on the Individual Cognitive Test then the student is recommended for Gifted Support Services. The team will complete the Gifted Written Report and contact the gifted support teacher to schedule a team meeting to review the results. (2) If the student scored a summary score of 129 or below on the Individual Cognitive Test, but a matrix score of 27 or higher. The student will be recommended for Gifted Support Services. The team will complete the Gifted Written Report and contact the gifted support teacher to schedule a team meeting to review the results. (3) If the student scored a summary score of 129 or below on the Individual Cognitive Test and a matrix score of 26 or below. The student will not be recommended for Gifted Support Services. The team will complete the Gifted Written Report and contact the parents to review the results. An invitation to attend a meeting should still be mailed, as well as a NORA issued to the parent.

**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).**

Bristol Township’s Gifted program integrates elements of both acceleration and enrichment to provide a well-rounded educational experience. Our Gifted program aims to cater to the unique needs of intellectually advanced students through a continuum of services that may include acceleration, enrichment, or a combination of both. The specific offerings can vary by school building. Some of the concepts of acceleration and enrichment across different grade spans: elementary (EL), middle school (MS), and high school (HS) look like the following: Acceleration: Acceleration involves allowing gifted students to move through the traditional curriculum at a faster pace than their peers. This may mean skipping grades, taking advanced courses, or participating in other accelerated programs. The idea is to challenge students intellectually and provide an educational experience that matches their abilities. Elementary Level (EL): Grade Skipping: Exceptionally gifted students might skip a grade or be placed in classes with older students. Subject Acceleration: Students may advance in specific subjects (e.g., math, language arts) based on their proficiency. Middle School Level (MS): Advanced and accelerated content classes for Math and English. Middle school students can participate in Algebra 1 and take the Keystone State Assessment which allows students to participate in Algebra 2 or other math class options as a Freshman in High School. Grade Acceleration: In some cases, students might continue to accelerate through specific grades. High School Level (HS): Dual Enrollment: Gifted high school students may take college-level courses for credit. Early Graduation: Some students might complete high school requirements ahead of schedule. Enrichment: Enrichment involves providing additional learning opportunities that go beyond the standard curriculum. These activities are designed to stimulate intellectual curiosity, creativity, and critical thinking. Elementary Level (EL): Special Projects: Gifted students may engage in in-depth projects or research beyond the standard assignments. Enrichment Clusters: Interest-based groups or clubs that explore advanced topics. MTSS/WIN Time to support students Middle School Level (MS): Elective Courses: Specialized courses in areas like robotics, architecture, or other science and math based classes. High School Level (HS): Advanced Placement (AP) Courses: College-level courses with the opportunity for college credit. Independent Study: Pursuing in-depth projects or research under the guidance of a gifted educator. Here in Bristol Township School District, our mission is to prepare and empower our students to be productive, competitive members in an ever-changing global society. At the elementary level, both acceleration and enrichment opportunities are

provided to students as needed. Acceleration is defined as a practice of presenting curriculum content earlier or at a faster pace. Based on student achievement skills, teacher feedback, and student portfolios, it is determined whether or not a student requires acceleration in one or more subject areas. This may refer to advancing a grade level, visiting a higher grade for a particular subject area, or being pulled out by the gifted instructor for compacted accelerated instruction.

At the elementary level, enrichment is defined as presenting curriculum content with more depth, breadth and complexity. While opportunities for higher order thinking and differentiation are embedded into our MTSS program and the BTSD curriculum, the gifted education teacher focuses on a particular subject area during each marking period. Gifted students, along with students who may not qualify for gifted services but demonstrate a need for enrichment in that particular subject area, are pulled out once a week for instruction. The gifted teacher also provides documents and links with classroom teachers to offer optional independent enrichment that aligns with the ELA and Math curriculum. These resources can be shared as classroom projects or share the resources with families to utilize at home.

**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?**

Bristol Township students are accounted for in PIMS. Currently we have 58 students listed as GY (gifted with or without a 504 and receiving services on a GIEP), 8 students are listed as GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP). We have 0 students who are listed as GX.

**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.**

Of the 66 students identified as receiving gifted services 2 students are identified as Asian, 3 students are black, 6 students are Hispanic and 4 students are multi racial. The remaining 51 students are white. 25 students are female, 41 students are male. 1% of our entire student population have been identified as gifted which is lower than the state average. 54% of our total student population is white, but they make up 77% of our gifted population. 15.9% of our student population is black but they only make up about 4.5% of our gifted population. 15.9% of our student population is Hispanic but only make up 9% of our gifted population. 2.5 % of our student population is Asian and they make up 3% of our gifted population. Our current gifted population is underrepresented with females, blacks and the Hispanic population. In order to address this Bristol Township will use multiple criteria in assessment to help illuminate student strengths and developing appropriate instruction. Bristol Township will be reviewing anyone that scored at the 91st percentile (120 and above), on the initial cognitive achievement test given to all 2nd graders, which is approximately 9% of the population. Research has demonstrated that a combination of formal, informal and dynamic assessments offers an inclusionary, rather than exclusionary, protocol for identification of children who are gifted. Bristol Township will continue to use Multiple data sources to determine if a child is eligible for gifted services. The evaluation team considers data from universal screeners (LinkIt, iReady, Naglieri), state assessments (PSSAs), as well as classroom-based assessments when determining which students may be identified as gifted. School psychologists administer the standardized assessments, while parents and teachers complete the standardized rating scale. The student may be found eligible as a result of very superior cognitive functioning, or a combination of outstanding functioning, exceptional academic achievement, and professional judgment.

**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.**

In the 2022-2023 school year, the district worked to enhance our gifted program and services and worked with the Bucks County Intermediate Unit to provide

gifted support training to all gifted teachers and special education supervisors. The following trainings were attended by all gifted staff. GIFTED ED 101: Day One – October 20, 2022 (Full Day) This workshop focused on the Pennsylvania Department of education (PDE) regulations for Gifted Education as designated by Chapter 16 of the School Code. Topics included: An Introduction to Chapter 16 Regulations and Gifted Education Guidelines, the history of Gifted Education, the characteristics of gifted learners including social and emotional needs, programming options for gifted education programming, and in introduction to district level policies and procedures for gifted learners. GIFTED ED 101: Day Two – November 10, 2022 (Full Day) This workshop will focus on the components of the Gifted Education Process including identification, screening, and evaluation, Gifted Written Reports, Gifted Individual Education Plans including Present Levels of Performance, and Progress Monitoring. GIFTED ED: Writing Defensible GIEP Goals – November 17, 2022 (Half Day) This workshop will focus on the correct format and assessment data needed to write defensible GIEP Goals in addition to providing guided practice in writing GIEP goals and short-term objectives. A GIEP Goal Band will be established for Bucks County Schools. GIFTED ED: Acceleration and Enrichment Strategies – November 17, 2022 (Half Day) This workshop reviewed the role of acceleration and enrichment as outlined by Chapter 16. In addition, types of research-based acceleration and enrichment options and strategies will be present. In addition to this, district administrators attended the Gifted Education for School Administrators workshop presented at the Bucks County Intermediate Unit. In the 2023-2024 school year our gifted team continues to meet regularly for the Gifted Networking Meetings. Those meetings will take place on the following dates: Wednesday, October 25, 2023 3:00pm to 4:30pm Tuesday, January 23, 2024 3:00pm to 4:30 pm Wednesday, March 13, 2024 3:00pm to 4:30 pm Bristol Township School District will continue its efforts to educate staff regarding educational practices that support gifted learners by working with the Bucks County Intermediate Unit on presenting to the staff on enrichment strategies in the general education classroom.

<b>Training for general education teachers</b>	\$3000
<b>Staff costs</b>	0
<b>Training for gifted support staff</b>	\$1800
<b>Materials used for project-based learning</b>	\$11,100
<b>Transportation</b>	0
<b>Field Trips</b>	0

Signatures and Quality Assurance

Chief School Administrator	Date