

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.).

Garnet Valley School District annually informs the public about its gifted education services and programs through various channels. This includes postings on the Delaware County Intermediate Unit (DCIU) website and announcements in local newspapers across the county. These notices are published every September. Additionally, the district's website is regularly updated to feature detailed information about these services and programs.

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 Garnet Valley, we employ data teams, Child Study Teams, intervention and enrichment teams, and are beginning to utilize a more robust

Multi-Tiered Systems of Support (MTSS) model from Kindergarten through eighth grade to identify students who may be gifted. Our teachers and staff regularly analyze student performance data. This analysis helps our elementary and middle school teams to identify students who surpass benchmarks and may benefit from extended or enriched learning opportunities within the MTSS framework. Additionally, we conduct gifted screenings in first grade using the CogAT each spring. Students scoring 125 or above on the Cognitive Abilities Test (CogAT) proceed to further screening. Students who do not meet the criteria on the CogAT may also be screened at any time using the Reynolds Intellectual Screening Test (RIST) following parent and/or teacher recommendation. Formal evaluation includes obtaining parental consent and gathering additional information through the Gifted Parent Input Form, gifted rating scales, and the Notice of Parental Rights for Gifted Students. The School Psychologist then administers the seven core subtests of the Wechsler Intelligence Scale for Children-V (WISC-V) to obtain a Full Scale IQ (FSIQ) score as well as a General Ability Index (GAI) score. A FSIQ or a GAI score of 130 or above meets the criteria for gifted eligibility. For students scoring 129 or lower, further evaluation is conducted using Multiple Criteria.

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.

Garnet Valley School District uses a comprehensive approach to determine a student's eligibility for gifted services. We assess cognitive abilities using multiple measures and evaluate achievement through standardized and curriculum-based assessments. We also consider diverse intelligence areas like creativity, leadership, and artistic talents, incorporating input from teachers and parents. Gifted screenings are conducted in first grade each spring. Students scoring 125 or above on the Cognitive Abilities Test (CogAT) proceed to further screening. Students who do not meet the criteria on the CogAT may also be screened at any time using the Reynolds Intellectual Screening Test (RIST) following parent and/or teacher recommendation. Formal evaluation includes obtaining parental consent and gathering additional information through the Gifted Parent Input Form, gifted rating scales, and the Notice of Parental Rights for Gifted Students. The School Psychologist then administers the seven core subtests of the Wechsler Intelligence Scale for Children-V (WISC-V) to obtain a Full Scale IQ (FSIQ) score as well as a General Ability Index (GAI) score. A FSIQ or a GAI score of 130 or above meets the criteria for gifted eligibility. For students scoring 129 or lower, further evaluation is conducted using Multiple Criteria. We utilize a Matrix to account for Multiple Criteria. This includes considering factors like English Language Learner (ELL) status, economic disadvantage, documented disabilities, or intervening educational factors. Select subtests from standardized achievement tests like the Wechsler Individual Achievement Test-4 (WIAT-4) are also used in the evaluation process. The District uses a matrix to determine eligibility through multiple criteria. Placement in the Gifted Support Program is determined by a point scale system utilizing information from several sources: Full-Scale IQ, Academic Achievement Levels (Reading, Math, Written Expression), and Gifted Behavioral Characteristics (Creativity, Leadership ability, Intellectual, Specific Academic Aptitude, Performing and Visual Arts). The number of points necessary for admission is 10. Below is a template of the matrix.

A. Full Scale IQ

Points Awarded	130+	10	128-129	8	125-127	6
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Total A: _____

B. Academic Achievement Levels:

Points assigned using National Percentile scores on the top two of three achievement tests:

96-99=2, 90-95=1.5, 85-89=1, 80-84=.5, Below 80=0:

Percentiles on a nationally normed achievement test:

Reading Comprehension - _____ Math Concepts and Applications - _____ Written Expression - _____

Total Achievement Points Assigned:

Total B: _____ (Highest two of three)

C. Behavioral Characteristics:

Gifted characteristics observed in the classroom by the student's teacher or teaching team, based on Standardized Rating Scales and/or

Criterion-Referenced Team Judgment:

Standard Score =120	POINTS	>1	Area (2)	1	Area (1)	0
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Areas (0)

Total C: _____

Total Evaluation Points Assigned (Part A, B, & C): _____/10

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).

Elementary Level (K-5): In Garnet Valley, our elementary gifted education integrates specialized instruction within the regular classroom, facilitated by collaboration between general and gifted education teachers. This is complemented by the Garnet Valley's Academically Talented Program (ATP), offering pull-out services for identified students in grades 2-5. Our general curriculum, following a workshop model in ELA and Math, allows for differentiation and enrichment, catering to the diverse needs of our students. Middle School Level (6-8): Our middle school gifted students engage in specialized elective programs focusing on individual and collaborative project work, critical thinking, and complex problem-solving. Unique field trips aligned with project-based learning themes enhance this experience. Students can choose the Gifted Seminar, which varies each year: 6th Grade: Focuses on goal-setting, technology used for presentations, ancient cultures, filmmaking, and reverse engineering. 7th Grade: Offers financial literacy, career studies, human anatomy and physiology, and exploration of innovative technologies like drones and 3D printing. 8th Grade: Covers law, architectural design, and psychology and culminates in an independent research project. High School Level (9-12): At the high school,

we group gifted students in specific coursework for 9th and 10th grades, with a focus on career and post-secondary planning. Advanced Placement courses and dual enrollment options with local colleges and universities are available for students seeking academic challenges beyond the high school curriculum. Gifted courses in English and Social Studies are offered for freshmen, with a focus on non-Western cultures, government, geography, and extensive research and writing. Sophomores continue with enriched English studies, emphasizing various writing styles, literary analysis, and seminar-style discussions. Continuum of Services: Garnet Valley School District is dedicated to fostering the academic and personal success of our gifted students through a comprehensive continuum of services. This approach, designed to address individual needs and abilities, ensures a thorough evaluation of each student's unique talents and requirements. Enrichment services are provided through differentiated instruction within the classroom and pullout settings within the Academically Talented Program classroom. Enrichment programming provides students with opportunities to apply concepts in authentic and challenging problem-solving situations. For example, one program that Garnet Valley developed provides gifted math students with problems that apply geometry theorems and then ask students to explain how the theorem/concept is being applied to solve the presented problem. When appropriate, acceleration also occurs within the general education classroom through curriculum compacting and pretesting and providing planned accelerated instruction within small group settings. In addition, we provide whole course acceleration where students are given opportunities to take advanced-level courses in a compacted period of time. This particularly happens in the area of Mathematics in which students have been able to complete two years of coursework during a single school year. In addition, Garnet Valley offers summer coursework in mathematics for students to advance in their coursework.

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?

Yes, all our district's gifted students are accounted for in the PIMS system. We ensure this by conducting regular audits and cross-referencing our internal records with PIMS data. We do not track students who are gifted but do not receive gifted services. PIMS Snapshot numbers for October 2nd. -GY (Gifted with or without a 504 Plan, receiving services on a GIEP): In our district, we have identified 299 students in this category. -GS (Dually Exceptional/ Twice Exceptional, receiving services through an IDEA IEP): There are 22 students identified in this category. -GX (Gifted and does not require specially designed instruction): We do not track this data specifically; however, there are approximately 35-40 students in 11th and 12th grade who are identified as gifted but not in need of SDI due to the higher level classes and dual enrollment options.

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.

PIMS Data - This data represents the Garnet Valley School District student body. American Indian/Alaskan Native 0.29% Asian 20.68% Black/African American 2.62% Hispanic (any race) 3.38% Multi-Racial 4.60% Native Hawaiian or other Pacific Islander 0.09% White 68.35% This data represents the percentages of students identified as Gifted (Gifted Only and Gifted with 504) from IEP writer as of 1/17/24: 297 total (Gifted Only & Gifted w/ 504) Am Indian - 3 (1.01%) Asian - 139 (46.8%) Black/African American 0% Hispanic - 4 (1.35%) Multi-racial - 17 (2.72%) Native American - 1 (.34%)

White - 133 (44.78%) We continuously monitor the demographics of our identified gifted students and evaluate the effectiveness of our outreach and identification strategies. This data-driven approach allows us to make informed adjustments to better serve all segments of our student population. Through these efforts, Garnet Valley School District aims to ensure that our gifted programs are reflective of our diverse student body and that every student with potential is given the opportunity to excel.

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-Service Training Implementation: Our district adheres to the mandate by providing in-service training for all personnel involved in gifted education, including regular teachers, principals, administrators, and support staff. Training for General Education Teachers: General education teachers in our district receive specialized training on understanding Chapter 16 and differentiating instruction for gifted students. This training, conducted annually, equips them with strategies to effectively meet the unique needs of gifted students within the regular classroom setting. Additionally, we offer ongoing workshops and professional development opportunities throughout the year both through targeted training topics as well as choice topics presented by teachers and administrators. For all new teachers to the Garnet Valley School District, we provide a course called GV101, which includes specific information about special education and gifted education. Through the induction and mentorship program, new teachers are provided with guidance and assistance in working with a diverse set of students, reading, and contributing to IEPs/GIEPs/504s and differentiation. They work with the institutional coaches to review data and design curriculum and instruction materials specific to their students. Role of Instructional Coaches: A key component of our strategy includes the support from our 8 instructional design coaches. These coaches play a pivotal role in assisting teachers with the implementation of best practices in teaching and learning, catering to the needs of all students, including the gifted population. They work closely with teachers to refine instructional strategies, and analyze data to ensure that the needs of gifted students are met effectively within the classroom. Accountability: To ensure accountability in delivering gifted services, our district has established a monitoring system. This involves periodic reviews of classroom practices, where the application of strategies learned in training is assessed. Observations and teacher evaluations are conducted, focusing on the effectiveness of gifted education strategies in the classroom. The instructional coaches also provide feedback and support in this process, helping to maintain a high standard of instruction for our gifted students. This approach ensures that our district not only meets the mandated requirements but also provides an enriched and supportive learning environment for our gifted students.

Training for general education teachers	Training for general education teachers is not separate for gifted education. Our District believes in providing training for teachers in best practices.
Staff costs	\$692,945.39. This includes 5.0 FTE teacher salary, benefits, PSERS, FICA, etc... for the current school year.
Training for gifted support staff	NA

Materials used for project-based learning	Each teacher is given a classroom stipend of \$300-\$500 for materials or more if there is special project or contest.
Transportation	NA
Field Trips	NA

Signatures and Quality Assurance

Chief School Administrator	Date