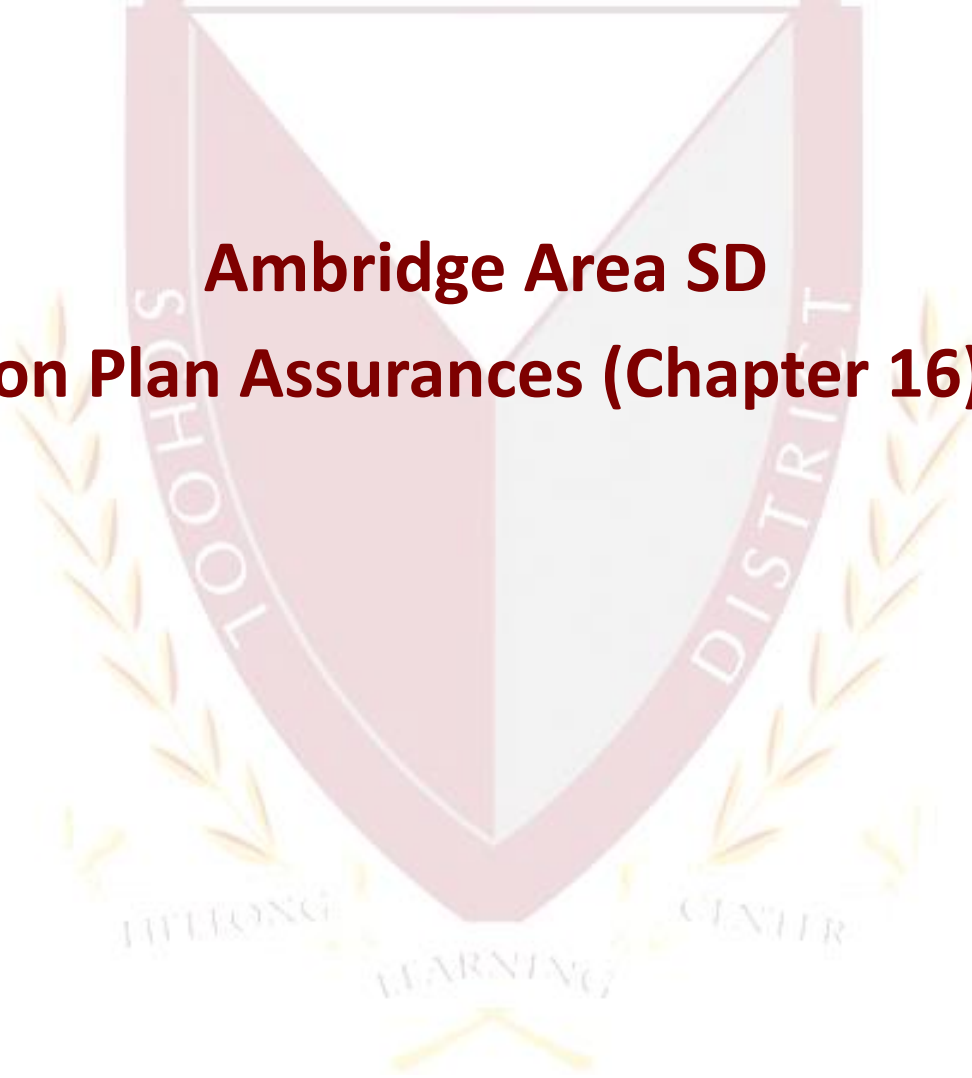


AMBRIDGE
AREA

Ambridge Area SD

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



Profile

LEA Type	AUN	
<i>Public</i>	127040703	
Address 1		
<i>901 Duss Avenue</i>		
City	State	Zip Code
<i>Ambridge</i>	<i>PA</i>	15003
Chief School Administrator		
<i>Dr. Joseph Pasquerilla</i>		
Chief School Administrator Email		
<i>jpasquerilla@ambridge.k12.pa.us</i>		
Single Point of Contact Name		
<i>Barry King</i>		
Single Point of Contact Email		
<i>bking@ambridge.k12.pa.us</i>		
Single Point of Contact Phone	Single Point of Contact Extension	
7242662833	2269	

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 Ambridge Area School District posts Gifted Education Services on its website. The district describes the programs that are offered under the Gifted Services tab. The website is updated annually during the month of July by the Director of Special Education and the Technology Supervisor. The district utilizes the Beaver Valley Intermediate Unit (IU#27) for annual Child Find notices. The district posts its annual Child Find Notice on the district website as well.

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 the Ambridge Area School District, we follow PDE guidelines for locating students who are thought to be gifted. The district publicizes a public notice for Child Find to locate students who could be gifted. In addition, the district provides universal screening and evaluations to determine if a student is in need of gifted programming. The Ambridge Area School District locates students by conducting universal gifted screenings. The universal gifted screening is the Kaufman Brief Intelligence Test. Students are identified for the screener based on a multitude of data sources including the following: Aimsweb, PSSA/Keystone Exams, Common Assessments, curriculum-based assessments, classroom grades, and/or teacher /parent recommendations. Beyond screening, the district has a referral process in place. If a teacher suspects a student may be gifted, they make a referral to the gifted teacher or the school psychologist. The school psychologist reviews the referral and will issue a Permission to Evaluate to the parent(s)/guardian(s). Testing will be conducted using a battery of assessments. If a parent requests an evaluation, the team will call parent(s)/guardian(s) and discuss the process. If the parent is in agreement, we will administer the gifted screener prior to the full battery of assessments. We document this process by issuing a screening permission and upload it to IEP Writer. If they pass the screening, then the district will issue the permission to evaluate for a full evaluation. If the parent refuses the screening and wants a full evaluation, then the district will

immediately issue a permission to evaluate and conduct a battery of assessments to see if the child is gifted. Anyone can refer a child to be gifted and we have provided training to all staff during the 2021-2022 school year on what to look for in terms of gifted characteristics. Any personnel can refer a student, however once referred, the team consists of the school psychologist, classroom teacher(s), parents, and possibly the gifted teacher depending on the circumstances such as the student was leaving the enrichment group. The evaluation will be conducted within the 60 calendar day timeline. The tools used are dependent upon the referral. The typical assessments include WISC-V, WJ-IV Cognitive Assessment, WIAT-IV, and any other assessments that would be relevant.

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 Ambridge Area School District, eligibility is determined by a selection of standardized assessments conducted by the school psychologists through a multidisciplinary evaluation. The assessments utilized for the evaluation are determined by the referral and a view of records. We follow the gifted screening and evaluation matrix which includes the teacher input, rate of retention, rate of acquisition, reading and mathematics achievement, benchmark scores, screening data, parent reports, IQ, and achievement testing. The screening has a maximum score of 32 points and a minimum of 25 points is needed to move forward. There are 8 categories with each being rated on a scale of 1 - 4. The categories include rate of acquisition, rate of retention, teacher rating scale, Reading Achievement, Mathematics Achievement, and Diagnostic/Benchmark, and screener results. If a student earns a minimum of 25 points on the screener matrix, they move to the evaluation matrix. The evaluation matrix rates the IQ and Achievement Data on a scale of 1 - 4. and the score is added to the total on the screening matrix. The student needs a minimum score of 31 points to qualify for gifted. The matrix allows the district to identify more students as gifted based on their individual skills rather than one overall IQ score. The tools used are dependent upon the referral, however, the typical assessments include WISC-V, WJ-IV Cognitive and Achievement, WIAT-IV, and any other assessment that would be relevant. All assessments are nationally standardized and normed. The district performs the following steps when a child is thought to be gifted. 1. The Gifted Multidisciplinary Team conducts the multidisciplinary evaluation. 2. After the data is collected, the team compiles a written report using the Gifted Written Report. 3. If the Gifted Multidisciplinary Team identifies the student as gifted, the team develops a Gifted Individualized Education Plan. The Ambridge Area School District's Gifted Multidisciplinary Team includes the following individuals: parents, a certified school psychologist, teachers, and a vocational teacher if applicable.

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).

The Ambridge Area School District's Gifted Program provides opportunities for both enrichment and acceleration. There is one gifted teacher for the elementary/middle school level and a half-time gifted teacher for the high school. At the elementary, the students who are gifted receive individual and group services. The instruction with the gifted teacher is individualized based on each student's needs and GIEP goals. Currently, the gifted teacher pulls students out in grades K-8. The same model is utilized in middle school. In high school, students have access to Advanced Placement courses as well as college accredited courses at the high school. There are a plethora of dual enrollment courses and specialized academies at the community college as well. Students meet with their gifted teacher to review progress and get support with their individual goals. In addition, enrichment groups are being conducted at the K-8 level for students who do not qualify for the gifted program but show high achievement and motivation. These students are screened as well to assess for gifted characteristics using the matrix. Students at the K-8 level can be accelerated if deemed appropriate through end-of-year assessments. In high school, students are able to take any course as long as they meet the pre-requisites of that particular course. In addition, students in all grade levels have the opportunity to participate in Academic Games. Students have been placed in the Nationals in previous years and have traveled to the competition. Students are involved in various competitions throughout Beaver County. The district supports students going to any gifted event and has a budget for gifted programming.

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?

Below are the number of students listed in the 22-23 October Student Snapshot: 1. 33 GY (gifted with or without a 504 and receiving services on a GIEP) 2. 1 GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP) 3. 0 GX (gifted and does not require specially designed instruction) The Ambridge Area School District does not have any gifted students not accounted for in the 2022-2023 student template.

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?

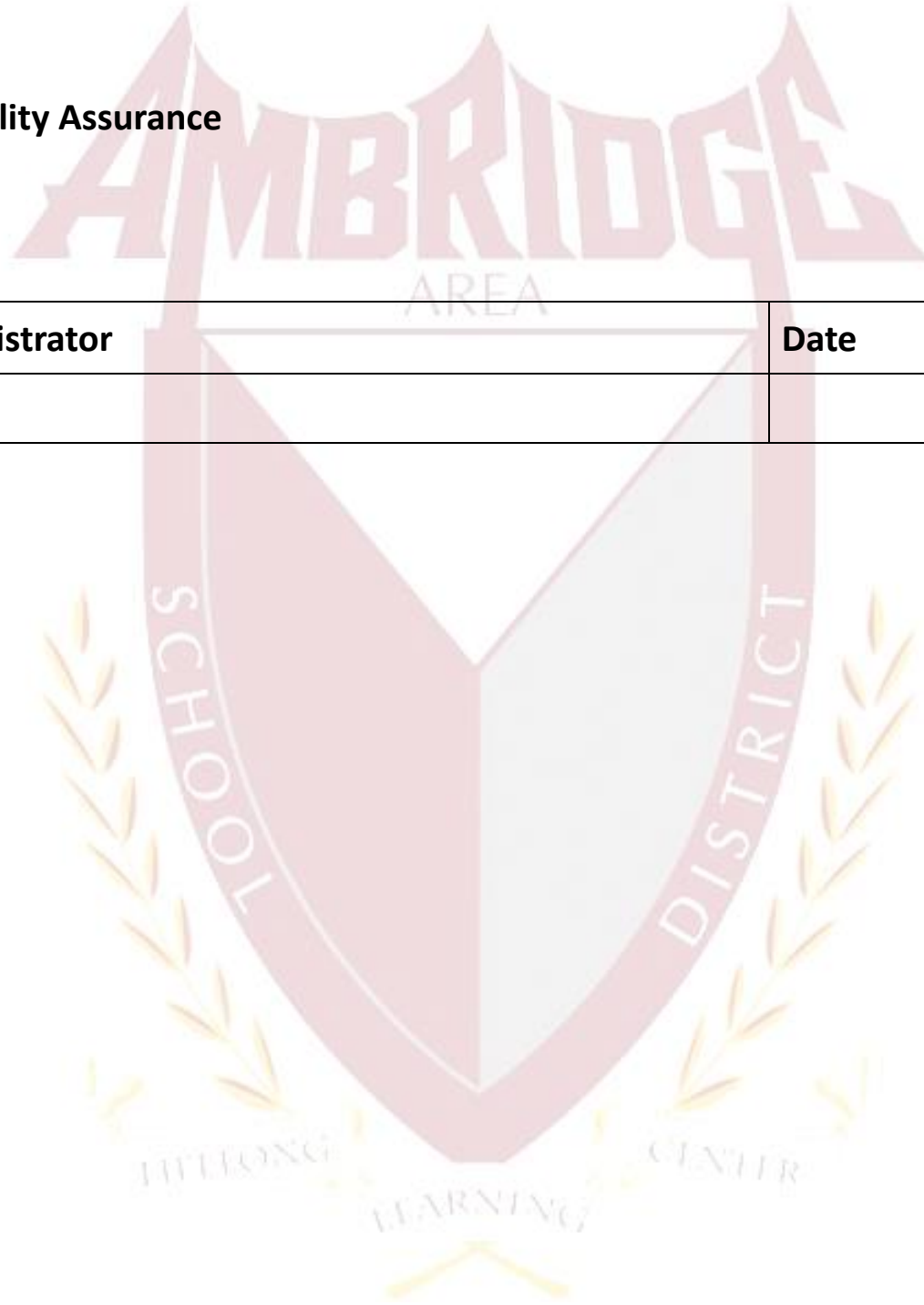
No, the district is not reaching all underrepresented students. 17.39% of students are African American and 0 out of 34 gifted students are African American. 20.5% of students qualify for special education services and only 1 out of those students is gifted. Ambridge Area School District is addressing the issue of underrepresented populations by developing and implementing An Assessment Matrix. The Gifted Assessment Matrix allows the district to screen and identify students, including our underrepresented populations, who may be eligible for Gifted. It removes the barrier of teacher recommendation which may have bias. In addition, students have more chances to be identified as the matrix takes into account other factors beyond the IQ and takes individual skills into account.

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.

Gifted in-service training is delivered annually to all staff through a variety of modalities. In 2021-2022, we deliver Gifted Characteristics and Identification information to all staff. In 2022-23, we had presenters from the CAIU deliver training on PDE EL requirements for instruction. In 2023-24, we delivered training on universal teaching strategies for English Learners. The district will continue annual training for all staff.

Training for general education teachers	\$150.00
Staff costs	\$157720.94
Training for gifted support staff	\$650.00
Materials used for project-based learning	\$750.00
Transportation	\$500.00
Field Trips	\$500.00

Signatures and Quality Assurance



Chief School Administrator	Date