

General McLane SD

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

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 General McLane School District (GMSD) committed to providing Gifted support services to those students who are eligible and in need of these services. Notices are posted on our district website, newsletters, and handbooks.

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 GMSD utilizes an overarching K-12 MTSS framework to guide the collection and analysis of all sources of student data. Within MTSS, we implement a proactive approach to identify school age students who are thought to be gifted and in need of specially designed instruction. Our procedures rely heavily upon universal screeners as quick, reliable, and objective behavioral data throughout the school year. First, the DIBELS are administered as a universal screening for all elementary students three times per year. Our MTSS teams systematically analyze the data per building, per grade level, and per classroom to ensure no student has been overlooked. We also use data from the NWEA Maps assessment in both reading and math as a universal screener for all of our students. If the district sees that a student is scoring at or above the 90th percentile a teacher will fill out a Gifted Rating Scale (GRS) form and the parent will be contacted to see if there is further evidence of exceptionality. Finally, all parent and teacher requests are pursued for students in grades K-12. If any of the above data suggests the potential for mentally gifted functioning, the district will issue permission to conduct a complete mentally gifted evaluation.

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.

A full evaluation to determine gifted eligibility includes multiple sources of data, both quantitative and qualitative. The student's records are thoroughly reviewed and information pertinent to the referral question is included. This may involve, but is not necessarily limited to, group administered standardized data and qualitative information from quarterly reports or additional documentation that is consistent with characteristics of gifted students (i.e. creativity, motivation etc.). Additional academic data may be included such as the results of periodic administrations of the Measures of Academic Progress (MAP) in both reading and mathematics and results of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). At times, additional academic data that are obtained through an administration of an individually administered academic measure (i.e. WIAT 4 or KTEA 3) may be included. A full administration of the standard battery of the Wechsler Intelligence Scale for Children, the Fifth Edition (WISC V) or the Stanford Binet Intelligence Scale, the Fifth Edition (SB:5) is conducted. Qualitative information is sought from both parents and teachers and includes information relative to: learning strengths, social strengths,

academic creativity, leadership skills, areas of intense academic interests, communication skills, foreign language aptitude, and technological expertise. Additional data is sought from the classroom teacher(s) through the use of the Gifted Rating Scale (GRS). This scale involves a reporting of characteristics associated with gifted ability and in the realms of intellectual ability, academic ability, creativity, artistic talent, leadership, and motivation. Moreover, the student is interviewed regarding areas of interest and additional attributes (i.e. creativity, social strengths, leadership etc.). Finally, careful consideration is given to any factors that may mask gifted abilities. These may include, but are not necessarily limited to, individual medical or psychological factors (i.e. anxiety). All of the above information is reviewed by the multidisciplinary team consisting of parents, regular education teachers, the Gifted Support teacher, the school psychologist, and the building administrator, prior to a determination of eligibility for giftedness.

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).

Student needs are identified and addressed through various methods such as pull-out compaction and acceleration, grade advancement, and enrichment/above-level activities in the regular education classroom. The LEA utilizes pre-and post-testing for gifted students to determine master and gaps in standards-based curriculum, which are then addressed through pull-out gifted support services. The GMSD has identified the talent areas for consideration of program planning. The talent areas are as follows: (a) specific academic talent, (b) intellectual talent, (c) creativity talent, (d) leadership talent, (e) visual/performing arts talent. Creative approaches are often used to engage students in activities fostering growth and independence. Examples include mentorships, independent projects, summer enrichment programs, competitions, exploratory entrepreneurship opportunities, and school-wide involvement activities (school newspaper, talent shows, spirit groups). At all levels, students and teachers monitor progress towards goal attainment throughout the school year. Progress toward goals is shared and reviewed with parents quarterly and at annual GIEP meetings. General education teachers are provided a copy of all student GIEPs including goals and specially designed instruction statements. Annually at GMSD, gifted education students are consistently meeting their GIEP goals. students show growth based upon the need for subject and grade advancement following gifted support services. Gifted education students often score in the advanced range on the state-standardized assessments - PSSA and Keystone Exams. Many GMSD gifted students have been able to advance in grade by course or grade level.

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?

After reviewing the district's most recent PIMS October 1 snapshot in field 80, I can confirm that the numbers in each category match as

expected: GY (gifted with or without a 504 and receiving services on a GIEP): 72 GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP): 1 GX (gifted and does not require specially designed instruction): 3 Based on this information, I am confident that all the district's gifted students are accurately accounted for in PIMS, and there are no discrepancies in the data.

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.

After reviewing the district's data on gifted identification, it's clear that we are reaching underrepresented groups effectively. The process is identifying students from diverse backgrounds, including minorities and those from lower-income families. This success is due to several things we have implemented: We continuously check and update our screening and identification methods to ensure they are fair and culturally inclusive, giving every student a fair chance. We offer multiple ways for students to be considered for gifted services, such as teacher referrals, standardized tests, and other assessments that better reflect a variety of strengths. We've also put in place extra support, enrichment programs, and mentorship to help students from underrepresented backgrounds succeed once they are in the gifted program. Thanks to these efforts, we are successfully identifying gifted students from all backgrounds.

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 district is fully compliant with the mandate outlined in 22 Pa. Code § 16.5 by ensuring that in-service training is provided to all relevant staff, including gifted and regular education teachers, principals, administrators, and support staff responsible for gifted education. Review of Training for staff. In-service training sessions are scheduled annually for both general education and gifted education staff. These sessions occur at the beginning of each school year, with additional follow-up training as needed throughout the year to address emerging needs or refine practices. The training focuses on best practices for identifying and serving gifted students, including the specific needs of gifted learners and how to differentiate instruction to meet those needs. Teachers also receive training on using appropriate assessment tools, developing individualized education plans (GIEPs), and addressing social and emotional needs specific to gifted students. Training incorporates strategies for creating an inclusive classroom environment where gifted students can thrive. General education teachers are held accountable for delivering gifted services through a combination of monitoring and ongoing professional development. Supervisors and administrators track the implementation of gifted services through classroom observations, regular check-ins with teachers, and reviews of lesson plans and student progress. Teachers are provided with ongoing support in the form of mentoring, peer collaboration, and access to gifted education specialists who offer guidance on differentiating instruction and implementing GIEPs. Through these comprehensive training and accountability efforts, the district ensures that all staff are well-equipped to provide effective gifted education services in

compliance with state requirements.

Training for general education teachers	2300
Staff costs	210000
Training for gifted support staff	1200
Materials used for project-based learning	5000
Transportation	800
Field Trips	3000

Signatures and Quality Assurance

Chief School Administrator	Date
Matthew Lane	2025-05-16