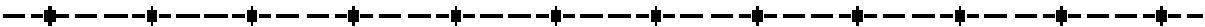


WARREN COUNTY SCHOOL DISTRICT

Topic: Gifted Support Program Administrative Report

Motion: Kevin Freestone made a motion, seconded by Thomas Knapp to direct the administration to keep the Gifted Program with administration input for a more efficient delivery system.

A friendly amended motion was offered by Richard Lyle to direct the administration to keep the Gifted Program with administration input for a more efficient delivery system utilizing the report submitted by the Gifted Study Group.



In order to fulfill this directive from the Board, it was necessary for the Administration to develop a four (4) point efficiency rubric. The rubric is a 4 point rubric, with “4” indicating the highest level of efficiency and “1” the lowest level. You will see a numerical rating assigned to each option. Additionally, the rubric is on the first page of the summary.

4	Addresses Chapter 16 mandates, eliminates transportation costs, maximum utilization of available facilities, maximum use of available staff	3	Addresses Chapter 16 mandates, move K-8 program to a different site, secondary instruction focuses on acceleration through the regular curriculum
1	Addresses Chapter 16 mandates, no changes in program or location	2	Addresses Chapter 16 mandates, Grades K-8 at the LEC, with acceleration and enrichment, secondary offerings at home school

\*As per the study group report (page 6, Program Delivery), “The study group (after consultation with outside resources) does not support the inclusion of ‘high achievers’ in the recommended restructuring of the program. With a specific emphasis on highly individualized GIEPs, programming needs to focus on those students with GIEPs.”

GIFTED STUDY GROUP  
FOR CIT 12/20/05

GOALS	OBJECTIVES	BENCHMARKS	PROGRAM DELIVERY From Study GROUP REPORT	EFFICIENCY RUBRIC SCORE
<b>A. The WCSD (Warren County School District) Gifted Program is based on the PDE (Pennsylvania Department of Education) Chapter 16 guidelines. Objectives</b>	1 Screening of students occurs earlier in their school career (March or April of the Kindergarten year/Grade 1) and at multiple times during their school experience (perhaps using a commercial screening product.)	<b>A. <u>Program Benchmarks</u></b> 1 100% sign-off on GIEP’s, i.e. Parent, Gifted Support Teacher, Regular Education Teacher(s), LEA (Local Education Agency), Student (when appropriate), Psychologist (initial GIEP)	NOTE: The study group (after consultation with outside resources) does not support the inclusion of “high achievers” in the recommended restructuring of the program. With a specific emphasis on highly individualized GIEP’s, programming needs to focus on those students with GIEP’s.	<ul style="list-style-type: none"> <li>• <b>4:</b> Addresses Chapter 16 mandates, eliminates transportation costs, maximum utilization of available facilities, maximum use of available staff.</li> <li>• <b>3:</b> Addresses Chapter 16 mandates, move K-8 program to a different site, secondary instruction focuses on acceleration through the regular curriculum.</li> </ul>
	2 The program focuses on mentally gifted as defined by Chapter 16:	2 Participation in the gifted program (of which the LEC is only one part), this year will serve as the baseline with a goal of 5% growth per year in the total program. The goal is to attain the District ADM (Average Daily Membership) percent of attendance 3 Compare percentage of GIEP students in WCSD to surrounding districts to measure identification of gifted population 4 Students are accelerated at least 1 to 1 ½ grade levels in their area(s) of giftedness, as	<b>A. Teacher Certification</b> 1. All teachers of gifted students in accelerated programs must be certificated in the area of instruction they are delivering to students	<ul style="list-style-type: none"> <li>• <b>2:</b> Addresses Chapter 16 mandates, Grades K-8 at the LEC, with acceleration and enrichment, secondary offerings at home school,</li> <li>• <b>1:</b> Addresses Chapter 16 mandates, no changes in program or location.</li> </ul> <p>*As per the study group report (page 6, Program Delivery), “The study group (after consultation with outside resources) does not support the inclusion of ‘high achievers’ in the recommended restructuring of the program. With a specific emphasis on highly individualized GIEPs,</p>

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		appropriate		programming needs to focus on those students with GIEPs.”

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	<p>3 Screening uses the multiple criteria listed in Chapter 16 (22 Pa.Code §11.12, 22 Pa. Code §16.21 (a) and 22 Pa. Code §16.21 (c)) as follows below: <b>Screening</b></p> <p>Screening, identification, and education for gifted students commence where the school program begins, at entry to kindergarten. When no kindergarten program is provided, screening, identification, and gifted education begin at the district’s earliest admission-age for beginners.</p> <p>Procedures <b>Chapter 16 requires that “Each school district shall adopt and use a system to locate and identify all students within</b></p>	<p>B. Student Benchmarks Elementary:</p> <p>1 All students show measurable progress as based on their GIEP goals.</p> <p>2 Percentage of gifted student participation in the WCSD Gifted Program is comparable to the attendance rate of the WCSD elementary (K-6) population.</p> <p>3 Students enter the gifted program at the earliest point in their school career.</p> <p>4 75% of parents are satisfied with the delivery of the GIEP as based on a yearly parent survey.</p> <p>Secondary:</p> <p>1 All students show measurable progress as based on their GIEP goals.</p>	<p>B. <u>Types of Programs</u> – One size does not fit all. Some of the models that are included in Best Practices for Gifted Education are:</p> <p>1 <b><u>School within a school</u></b> – The gifted program is part of the school program and housed in a school building. The gifted students would be part of the regular education program for some of their courses of study and have access to the gifted program on a period by period basis. The regular education staff and the gifted support staff would be working in collaboration, conferring about observations and carrying out the education plan.</p> <p>A better understanding of best</p>	<p><b>Efficiency Rating: 3</b></p>

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	<p><b>that district who are thought to be gifted and in need of specially designed instruction.” (22 Pa. Code §16.21(a))</b></p> <p><b>“Each school district shall determine the student’s needs through a screening and evaluation process which meets the requirements of this chapter.” (22 Pa. Code §16.21 (c))</b></p> <p>4 Services such as guidance, psychological services and social and emotional support services are provided to specifically support the gifted students.</p>	<p>2 Percentage of gifted student participation in the WCSD Gifted Program is comparable to the attendance rate of the WCSD secondary (7-12)</p> <p>population.</p> <p>3 75% of parents are satisfied with the delivery of the GIEP as based on a yearly parent survey</p>	<p>A better understanding of best practices for the gifted may take place as the regular educator and the teacher of the gifted plan together,</p> <p>create schedules for testing so the gifted student isn’t overscheduled. Consideration needs to be made so the gifted student doesn’t miss something or have under amounts of homework.</p> <p>The gifted student’s progress on a daily basis can be made available. A natural off-chute of this model would be the teacher of the gifted may assume the role of a consultant teacher for part of the day and a self-contained teacher for other parts of the day</p> <p>2 <b><u>Resource Room</u></b> – This is popular at the elementary level. It is similar in design and structure of students identified with disabilities.</p>	<p><b>Efficiency Rating: 3</b></p>

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			<p>This would allow for cross-age grouping (a third grader sitting next to a fifth grader.) The gifted student can be serviced on a five day a week schedule on a period by period basis.</p> <p>The teacher of the gifted would be available throughout the day to assist the gifted student and the regular education teacher. Not all gifted children are gifted in all areas, and this model can work with the student on their identified strengths and weaknesses</p> <p>3 <b><u>Special Schools</u></b> – This model allows for a more intensive education approach with the gifted student engaging with other gifted students and is usually housed in another setting away from the regular education setting. The student usually attends the school for all of their educational needs and is usually found in urban school districts.</p>	<p><b>Efficiency Rating: 4</b></p>

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			<p>The educational programming for the gifted student in the WCSD most closely resembles the Special School model. The gifted student usually attends for one day per week. The gifted student is involved in enrichment activities as well as specific courses.</p> <p><i>Applies only to curriculum, not physical delivery of the program</i></p> <p>.</p> <p><b><u>Acceleration</u></b> – Moving faster through academic content, which typically includes offering standard curriculum to students at a younger than usual age or lower than usual grade level. Grade skipping and early entrance are forms of acceleration</p> <p><b><u>Enrichment</u></b> – Refers to richer and more varied educational experiences, a curriculum that is modified to provide greater depth and breadth than is generally provided in the regular education classroom.</p> <p><b><u>Curriculum Compacting</u></b> –</p>	

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			<p>Teacher, through the use of pre-testing for mastery, organizes instruction around broad themes, and using less time for drill and practice and moves more rapidly through the required curriculum content to provide additional time for gifted students to pursue alternate learning activities</p> <p>4 <u>Grades K-8 at the LEC, secondary in the home building</u></p> <p>5 <u>No change in programming or delivery site</u></p> <p>6 <u>Independent Study/Self-paced instruction</u></p> <p>7 <u>College Level Courses</u></p> <p>8 <u>Mentoring</u></p>	<p>Efficiency Rating: 2</p> <p>Efficiency Rating: 1</p> <p>Efficiency Rating: 4</p> <p>7 &amp; 8 Do not comply with guidelines</p>
B. The WCSD Gifted Program is an individualized program.	1 All stakeholders are invited to participate in the process.		<div> <p><i>*Alternative learning systems including Distance Learning are not included in the report.</i></p> </div>	
	2 Regular education teachers are actively involved in writing and implementing the GIEP.			
	3 The GIEP (Gifted Individualized Education			

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	Plan) is specific as to who is responsible to implement what parts of the program			
	4 GIEP is formatted to district and state specifications			
	5 Accelerated curriculum is available to all GIEP students as appropriate			
C. The WCSD Gifted Program is integrated with the regular education program. Objectives	1 In-service and professional development opportunities relevant to gifted education are available for all professional staff			
	2 The Gifted program is designed to meet PA. state standards. All planned instruction would accommodate acceleration and enrichment for gifted students			
	3 There is a shared responsibility (partnership) for implementing the GIEP			
	4 There is a consistent procedure throughout the District for homework, missed work and make-up work for gifted students			



GIFTED STUDY GROUP  
FOR CIT 12/20/05

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	5 At the discretion of the parent and student, 7 <sup>th</sup> and 8 <sup>th</sup> grade students have the option to receive graduation credit for accelerated coursework			
<b>D. At the discretion of the parent and student, 7<sup>th</sup> and 8<sup>th</sup> grade students have the option to receive graduation credit for accelerated coursework</b>	1 An annual report to the board and public is compiled each year with input from all stakeholders			
	2 Communication between parents/teachers/public is occurring on a regular basis.			
	3 A brochure about the WCSD gifted program is on the WCSD web page and contained in the parent handbook.			
	4 Parent workshops are available to provide training on GIEP's, parental rights, advocacy, etc			
	5 A newsletter to parents is sent home at least every 9 weeks			
<b>E. A Guidance Counselor is</b>	1 Guidance staff provides to the			

GIFTED STUDY GROUP  
FOR CIT 12/20/05

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dedicated to the Gifted Support Program.	GIEP students information on scholarships, summer gifted opportunities, special gifted competitions, opportunities for leadership/mentoring and other activities as appropriate			
	2 Guidance counselor works with the home school counselor to assist students with scheduling			
	3 The guidance counselor would provide social and emotional support to gifted students as needed			
F. Implementation of the new guidelines begins in the 06/07 school year	1 The study group continues the work with the evolving process of Gifted Education			
	2 Consistent Instructional leadership is provided for the program			
	3 Quarterly reports are provided to the Board			
	4 The administration is responsible to implement the plan the Board approves			