

Kane Area 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 Kane Area School District annually informs the public of the gifted education services and programs offered via the "Annual Public Notice" that is available on the school district website. Parents of students receive a letter from the Superintendent on the first day of school, or prior, with information on all programs and services and can opt in to receiving a formal, printed copy of the Annual Public Notice. Additionally, a notice appears in the local newspaper that provides district contact information should they wish to receive a printed copy of the Annual Public Notice. Finally, all student handbooks outline the gifted education services and programs offered by the Kane Area School District with contact information provided should the family of any student wish to obtain specific information about the Gifted program and services.

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 Kane Area School District uses a system to locate and identify all students who are thought to be gifted and in need of specially designed instruction. First, KASD gathers data from multiple screening sources to determine if a gifted screening and/or evaluation is warranted. A universal screening is conducted by the district's school psychologist and, if needed, reading interventionist(s) for students in the spring of Grade 2 or the fall of Grade 3. In order to assure that all domain areas are measured, multiple screening tools are used, including but not limited to the KBIT-2 Revised (Kaufman Brief Intelligence Test), Acadience and GoMath Benchmark Assessments, CDTs, curriculum-based assessments, anecdotal records and MTSS (Multi-Tiered System of Support) Team notes. The KASD Student Services team conducts data analysis on a regular basis with the school psychologist, building principals, school counselors and MTSS team members (teachers) to assist in identifying students potentially in need of gifted support services. When conducting data analysis, the team looks at multiple criteria, including achievement test scores (1-2 years above grade level) in one or more content areas, IQ score above 130 or a confidence interval up to or above 130 and above grade level classroom performance. The results of the screening, along with other measures, will help the team determine if a comprehensive evaluation is needed. If the team determines the need for a comprehensive evaluation, the district initiates the multidisciplinary evaluation and contacts parents to obtain consent for an initial evaluation. Parents can also request a gifted evaluation by presenting written notice of their request to the Office of Student Services. At that time, the Permission to Evaluate form is provided to the parents. If the request is made orally, the PTE form is provided to the parents within 10 days of the request. Once the district receives written consent to proceed with the initial evaluation, the evaluation report must be completed and presented to parents within 60 calendar days. If the student is eligible for Gifted Support, a GIEP is developed within 30 calendar days of the GWR. Following the meeting, the GIEP will be implemented no more than 10 calendar days after the NORA is signed. The NORA must be

presented to the parent within 5 days of the meeting. Parents have 10 calendar days to respond to the NORA if mailed, and 5 days to respond if presented in-person at the meeting. A Multi-Criteria scoring guide assists the team in decision making/determination in some cases. Criteria considered include but are not limited to current grades, formal evaluation scores, informal feedback from teachers and parents, and PSSA/Keystone data.

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.

The Kane Area School district determines the student's educational strengths through a screening and evaluation process which has been adopted and maintained by the Office of Student Services. Documented and consistent procedures are used to determine whether a student is mentally gifted. The term mentally gifted includes a student who has an IQ score of 130 or higher, or who also meets multiple other criteria set forth in PDE guidelines. A person with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the person strongly indicates gifted ability. Determination of gifted ability is not based on IQ score alone and may range as low as a score of 120 or the 90th percentile if other factors exist that demonstrate a need for gifted supports, including but not limited to high performance in certain areas, intense areas of interest or other strong indicators of gifted ability. Determination of mentally giftedness includes an assessment by a certified school psychologist. KASD utilized multiple standardized cognitive and achievement assessment tools including, but not limited to, the WISC-V, KTEA-3, WJ-IV Achievement, and WIAT-IV. In addition to standardized assessments, other data, such as local/state assessments, classroom-based assessments and classroom performance are analyzed. As part of the evaluation process, parent, teacher and student input is collected. The input forms seek information about specific learning strengths and area of interest. The basis for making determinations are included in the GWR and include the teacher report, parent report, rates of acquisition and retention, learning strengths, interests, expertise, higher level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, technology expertise, ability and achievement testing. No one test mentioned above is used as the sole criterion. During the evaluation process, the director of Special Education and/or School Psychologist review the referral and request for an evaluation and issue the proper paperwork. The school psychologist will then complete a comprehensive evaluation and issue a Gifted Written Report that outlines the student's learning strengths. At the conclusion of the Gifted Written Report, a recommendation will be made to the team regarding the student's eligibility and need for Gifted Support Services.

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).

Gifted programs in the Kane Area School District include opportunities for both enrichment and/or acceleration, based on the individual needs of the student. Once identified as gifted, the GIEP team (including family and teachers) work with identified staff in each building who will serve as the case manager for the gifted student. Goals are based on the area of academic strength and the areas of need that are demonstrated by the student in the general education environment. At the elementary and middle school level, gifted supports are primarily pull-out in nature, with students working in small groups of like-minded peers. Collaborative efforts are made to provide enrichment opportunities, extensions of curriculum from the current grade level in the elementary and middle school. Reading groups are ability based, so gifted students can be placed in a reading group that best matches their ability level if that is an area of need. In other academic areas the teaching staff collaborates to differentiate and extend the curriculum or provide enrichment opportunities for gifted students. Additionally, at the middle school level, student may take an accelerated ELA or Math class should their strength be identified in those areas and again extension or enrichment opportunities are provided in the area of strength through the collaboration of teaching staff in other academic areas. Middle school students also have the opportunity to participate in "clubs" where they can accelerate and be enriched in STEM and ELA activities in the co-curricular and extra-curricular environment. At the high school level pull-out gifted time is available during the homeroom period but more importantly there are clubs and activities that allow for acceleration and enrichment in areas of academic interest and strength for gifted students and there are also opportunities to accelerate through courses of study. The case manager at the high school level will advocate for the student to enroll in AP or Dual Enrollment courses in areas of strength to be most beneficial for the student upon high school graduation. Competitions with other enrichment groups from schools in our Intermediate Unit along with networking opportunities provided for schools participating in the Gifted Consortium are very popular at all three levels of instruction. The Kane Area School District is committed to providing these opportunities to students as well as independent study and/or online platforms when in-person instruction is not available due to limited resources.

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?

On the October 1, 2024 PIMS snapshot the Kane Area School District reports Gifted students as follows: GY = 23 students, GS = 2 students, GX = 1 student. All of the district's gifted students are accounted for in PIMS as the PIMS numbers match our records in IEPwriter.

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.

The Kane Area School District Gifted population is 60% male and 40% female. and represent students in grades 3-12. 35% of the Gifted students are Economically Disadvantaged in contrast to nearly 60% of the general population which is Economically Disadvantaged. The

district uses a universal screener with all students in grade 2 so that referrals for gifted screenings are not impacted by parental requests or teacher recommendations in hopes of decreasing disproportionality in that area. 100% of the gifted population in the Kane Area School District is reported as white, while 98% of the total population of the Kane Area School District is reported as white. No significant disproportionality is evident.

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.

All Kane Area School District teachers take a required virtual trainings in "Promoting School Attendance and School Engagement" which focuses on differentiating instruction for all students including those students identified as Gifted. In addition, all teachers participated in a live training on "Inclusive Learning Environments - Understanding Learner Variability". This course was provided free of charge by our local intermediate unit on a teacher in-service day. Gifted teachers participate in "Gifted Boot Camp" and other meetings of the Gifted Consortium provided by our local intermediate Unit. Meetings typically occur on a monthly basis and provide shared resources and planning time for events that local Gifted students may participate in.

Training for general education teachers	0
Staff costs	36146.24
Training for gifted support staff	0
Materials used for project-based learning	2092.58
Transportation	0
Field Trips	\$855.00

Signatures and Quality Assurance

Chief School Administrator	Date
Jeannine L. Kloss	2025-03-14