

Dallas 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.).**

Each year, the Dallas School District conducts awareness activities to inform the public about gifted education services and programs and how to request these services. Various resources are used for these activities, including newspapers, the annual public notice provided by LIU 18, student handbooks, and the school district's website. If a student is suspected of being mentally gifted and in need of specially designed instruction, an evaluation can be initiated at any time by either the Local Education Agency (LEA) or the parent. These awareness activities are designed to reach parents of students enrolled in both public and private schools within the district. If the school district is contacted regarding a student who is not enrolled in their schools, the same screening procedures will apply, and the district's school psychologist will consult with all referral sources.

- 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 Dallas School District employs a systematic approach to identify students who are deemed gifted and require specially designed instruction in the areas of English Language Arts (ELA), Mathematics, and Science. The district gathers data from various screening sources to assess whether a gifted screening or evaluation is appropriate. To ensure a comprehensive evaluation is completed, multiple screening tools are utilized, including, but not limited to, DIBELS (for K-5), Link-it Benchmarks (for grades 3-12), PSSA and Keystone scores, as well as input forms from teachers and parents. Additionally, we examine students' Leadership, Communication, Academic Creativity, Motivation, and higher-level thinking skills.

Data analysis is routinely conducted in collaboration with the school psychologist, counselors, teachers, and administrators to identify students who may benefit from gifted services. During this analysis, the team considers several criteria, including achievement test scores that are 1 to 2 years above grade level in one or more content areas. A student must also have an IQ score over 130 or a confidence interval at or above 130, alongside above-grade-level classroom performance. Alternatively, students may qualify with a full-scale IQ of 125 or higher, provided they meet other criteria determined by the school psychologist.

When additional screening is required, school counselors will administer the KBIT-2, a brief, reliable, and norm-referenced assessment of intelligence that evaluates both verbal and nonverbal abilities. The results of this screening, combined with other measures, will guide the team in determining whether a comprehensive evaluation is necessary. If the team determines that a comprehensive evaluation is needed, the district will initiate a multidisciplinary evaluation and reach out to parents to obtain consent. Parents also have the option to submit one written request for a gifted evaluation per school term. At that time, the school district is required to make the permission to evaluate forms readily available to parents.

Once the district receives written consent for the initial evaluation, the evaluation report must be completed and presented to the parents within 60 calendar days of the signed consent form. If the student is eligible for gifted support, a Gifted Individualized Education Plan (GIEP) will be developed within 30 calendar days following the Gifted Written Report (GWR). The GIEP will be implemented no later than 10 calendar days after the Notice of Recommended Assignment (NORA) has been signed. The NORA must be presented to the parents within 5 days of the meeting, and parents have 10 calendar days to respond if it is mailed or 5 days to respond if it is presented in person at the meeting.

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 Dallas School District assesses each student's educational strengths through a thorough screening and evaluation process. Procedures are in place to determine whether a student is classified as mentally gifted. The term "mentally gifted" refers to individuals with an intelligence quotient (IQ) of 130 or higher, along with fulfilling several additional criteria established by the Department of Education guidelines. However, a student with an IQ below 130 may still qualify for the gifted program if other educational indicators strongly suggest gifted abilities.

During the evaluation process, the Director of Special Education and/or the school psychologist will review the referral and request for evaluation, issuing the necessary paperwork. The school psychologist conducts a comprehensive evaluation and prepares a Gifted Written Report (GWR) that outlines the student's learning strengths. At the end of the GWR, recommendations will be provided regarding the student's eligibility for Gifted Support Services.

The determination of giftedness is not based solely on IQ scores. A certified school psychologist is involved in this assessment. The district employs a variety of standardized cognitive and achievement assessment tools, including but not limited to the WISC-IV, WJ-IV, WIAT-4, and KTEA-3. In some instances, multiple standardized measures may be utilized. The school psychologist may administer an individualized cognitive assessment particularly if previous assessments seem to underestimate the students' abilities or if factors such as medical conditions, learning or emotional disabilities, or limited English proficiency might have influenced the test scores. After the assessment, the school psychologist will consult with the Director of Special Education to decide if further data or assessments are necessary.

In addition to standardized tests, other data sources, such as state assessments, classroom-based assessments, and overall classroom performance, are also analyzed. As part of the evaluation process, input forms are distributed for completion by parents, teachers, and students. These forms ask parents and teachers to identify specific learning strengths and areas of interest. Students complete a survey that provides feedback on their strengths, interests, and future aspirations.

The criteria for determining giftedness, detailed in the GWR, include insights from teacher and parent reports, rates of knowledge acquisition and retention, learning strengths, aptitudes, interests, expertise in specific areas, advanced thinking skills, academic creativity, leadership abilities, intense academic interests, communication skills, technology proficiency, and performance on achievement testing. Consequently, no single test or type of test is used as the sole criterion for determining 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).

The Dallas School District offers a comprehensive range of gifted support services for identified students across all grade levels (K-12). Every year, or more frequently, if necessary, Gifted Multidisciplinary Evaluation Teams (GMDT) convene to review Gifted Individual Education Plans (GIEPs). The GIEP outlines the student's current abilities, annual goals, measurable objectives, specially designed instruction, and services aimed at providing the necessary enrichment or acceleration to nurture the student's identified strengths. These annual goals align with standards in English Language Arts (ELA), Math, and Science.

GRADES K-2

In grades K-2, students with Gifted Individualized Education Plans (GIEPs) receive services twice a week for 35 minutes in a pull-out setting. Gifted students engage in grade-level units with varying criteria and enrichment activities. Enrichment opportunities are provided during Gifted classes, and additional resources related to enrichment themes or topics are posted on the Google Classroom for students to access outside of class. Each student also has an enrichment folder that includes a menu of activities and tasks tailored to their interests and skill levels.

Here are some examples of projects students have completed:

1. **Social-Emotional Awareness Project:** Students reflect on their feelings and preferences, then create paper sculptures to visually represent their written responses.
2. **Architecture and Building Design:** Students learn about architecture and design by building 3D models of buildings.
3. **Wild Weather Unit:** This unit focuses on earthquakes, where students design buildings to be structurally sound enough to survive an "earthquake."
4. **Election Process:** Students learn about the election process by vetting candidates and holding mock elections based on fairy tales and folk tales.
5. **Dinner Party Dish Project:** For this project, they utilize technology and research skills to find recipes, organize ingredient lists, and calculate food costs in a real-world scenario.
6. **Math Mystery:** Students engaged in solving "The Case of the Selfish Elf," which is a math-based mystery.
7. **Writing and Drawing Software:** This software project expands their knowledge of figurative language where they engage in creative writing activities using writing and drawing software.
8. **Cultural Geography Project:** Later in the school year, students build upon their knowledge of geography and other cultures by creating their own countries, complete with sketches of their country's flag, spoken languages, and population statistics.
9. **Reading Comprehension and Fluency:** Students practice comprehension and fluency by reading chapter books together in class. Discussions revolve around questions that foster critical thinking, and they draft letters to the main character in the book.
10. **Pennsylvania Habitats and Wildlife:** Students learn about Pennsylvania's habitats and wildlife.

GRADES 3-5 At the intermediate level, gifted programming includes a 35-minute pull-out session integrated into the daily schedule, allowing students to attend without missing regular classes. Students participate twice a week, receiving enrichment opportunities through the Google Classroom and engaging in hands-on, project-based learning during these pull-out sessions. Examples of these activities include:

THIRD GRADE

Third graders study simple machines by creating posters that showcase the uses of common machines. They apply this knowledge to design balloon cars, testing their effectiveness in races. During this process, they explore the properties that enhance a car's performance to make it more effective for traveling. Additionally, the students learn about past presidents, the election process, and the contributions of various presidents. They also participate in a Math Mystery, where they solve puzzles and find clues to uncover a challenging math question. In science, they study sound waves and the impact of noise levels, using a decibel meter to measure sound in the school and on the playground. The figurative language writing project allows students to create original stories and illustrations using software. Lastly, the Gingerbread Man Trap STEM project involved researching, designing, and testing traps to evaluate the effectiveness of their devices.

FOURTH GRADE

Fourth graders engage in a Science Mystery Fair Project, applying the scientific method to various experiments focusing on each step in the Cmethod. They also study simple machines by designing, building, and testing marshmallow catapults, measuring and comparing their effectiveness. Students explore leaf chromatography to understand why leaves change color and examine plant cells under a microscope. Additionally, they learn about plant cell structures and investigate Morse code and alternative methods of long-distance communication. FIFTH GRADE Fifth graders participate in the UNLESS Contest, sponsored by the Philadelphia Zoo, where they research, plan, and implement a local solution to a global issue. Students explore the effects of global warming and climate change while working on initiatives to preserve local habitats and create positive change within their community.

GRADES 6-8

SIXTH GRADE

In sixth grade, gifted services are provided daily as per their areas of gift identified in their GIEP. The enrichment opportunities are embedded into their daily classes through whole group instruction as well as through individualized differentiated extension assignments and projects. The sixth-grade gifted programming includes advanced placement classes that provide accelerated pacing as students receive their instruction in the classroom setting daily with other like-level learners who also have GIEPs. Math

enrichment for GIEP students is provided through a differentiated 6th-grade math curriculum that includes advanced problems based on the daily lesson concepts. Each week, students receive extension assignments that introduce material from the Math 7 curriculum and involve completing projects or assignments with peers who share similar learning levels. Additionally, an online diagnostic tool is used for every student. This tool assesses each student's performance and creates a personalized enrichment plan based on their assessment scores. Students frequently use this online program and can work at their own pace, whether in class, on their own time, or after school hours. ELA is a hybrid curriculum utilizing some aspects of the 6th-grade curriculum which consists of English, Reading and Spelling, with higher-level extension, and enrichment lessons/activities. In English, in addition to the 6th-grade curriculum, students are given daily SAT prep vocabulary words and an online program is also utilized for these students. The English online program offers authentic assessments, adaptive practice, and personalized content, to further improve and enrich writing and grammar skills. Students utilize this program often and can work at their own pace in class, on their own time, and/or after school hours. In Reading, students read grade-level short stories, dramas, nonfiction, fiction, and poetry from the 6th grade literature textbook.

SEVENTH/EIGHT GRADE

Seventh and eighth-grade students have access to enrichment opportunities in their regular English Language Arts (ELA) and math classes. Teachers are required to provide at least one enrichment activity each quarter, totaling four opportunities each year. Some of these activities serve as alternatives to standard class assignments, while others are additional optional enrichment options. Many teachers create specialized Google Classrooms for this purpose. In addition, seventh and eighth graders can participate in an ungraded class called Gifted Seminar, which is available two days a week, depending on the schedule. This seminar follows concepts from Google's Genius Hour/20% time, often referred to as Passion Pursuit. During these sessions, students can engage in activities designed by their teachers, as well as explore their own interests and work on individualized projects. Students in the Gifted Seminar maintain a written reflection. At the end of the school year, students present their progress in an ePortfolio on a Google Site to showcase their projects.

GRADES 9-12

The Dallas School District offers a range of services to ensure that students receive specially designed instruction that meets the needs outlined in their Gifted Individualized Education Plans (GIEPs). Students identified as gifted are assigned a charge teacher who supports them throughout the school year. At any time, students can meet with their charge teacher by scheduling a time during Mountaineer Minutes, which is available on Mondays, Tuesdays, Thursdays, and Fridays throughout the academic year. Gifted students have the opportunity to complete extension activities quarterly in all their courses that align with their areas of giftedness

and their self-identified interests. These areas of focus typically correspond to specific courses related to their talents. Course teachers organize these extension activities in Google Classroom, making them easily accessible for students. Acceleration opportunities are built into each student's daily schedule. This may include subject acceleration, or the chance to enroll in Advanced Placement (AP) or Honors courses, as well as participating in the Young Scholars program earlier than is typically allowed for the average student. For students using the cyber platform, there is flexibility to progress through their courses at their own pace, enabling them to finish before the end of the quarter and continue to advance their learning based on their area of gift. Dallas School District provides a variety of opportunities along the continuum of services to ensure students are provided with specially designed instruction to meet the needs of their GIEPs.

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?

All students identified as gifted are recorded in our PIMS system. When students are identified in one of the three categories below, our Student Information Management Systems Administrator assigns the appropriate codes to these students in the PIMS system. This ensures that our total gifted population is accurately reflected based on the PIMS reporting codes.

GY- GIEP with or without a 504 Plans = 189

GS- Dual Diagnosed Students = 6

GX- Gifted not receiving services =7

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 district has a total of 203 identified Gifted students, the total number and population represented will fluctuate from year to year based on newly identified students, new enrollments, and students who graduate from the school district. The state has not identified any disproportionality of underrepresented populations in the areas of Gifted Services based on gender, race, or socioeconomic status.

If there is an issue, the district will examine the PIMS data to identify areas for improvement. This includes reviewing the opportunities offered at each grade level, the curriculum, and the support available for gifted students. Based on this analysis, the district will develop an improvement plan aimed at reducing disproportionality in the identified areas.

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.

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8. What is the breakdown of the district's total costs for gifted education for the current year?

Training for general education teachers	Contracted with LIU funding
Staff costs	\$189,526
Training for gifted support staff	Contracted with LIU funding
Materials used for project-based learning	\$180
Transportation	Included in field trip amount
Field Trips	\$180

Signatures and Quality Assurance

Chief School Administrator	Date