

Palisades SD

Gifted Education Plan Assurances (Chapter 16) | 2026 - 2029

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.).

Palisades School District posts the annual Child Find notice on the district website and in a calendar that is distributed to all families. In addition, this notice is published in the Bucks County Courier Times. Also, the Pennsylvania Department of Education Gifted Program Guidelines resource document is posted on the Palisades School District's website for reference. Finally, the parent/student handbooks at the elementary and secondary level references our gifted program.

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 Palisades School District conducts universal screening measures at the second grade level and specifically for students who may present with gifted abilities. At the 2nd grade level, all students receive a group-administered standardized general ability screener, the Cogat. The results are reviewed by the building administrator, school counselor and/or school psychologist in an effort to identify students who may be in need of further assessment to determine eligibility for the gifted support program. At all other grades, student performance on Acadience Reading, Acadience Math, MAP Reading, MAP Math, and/or CDTs may be used to identify students who require additional screening to determine eligibility for the gifted support program. Pending parent approval, students may be recommended for further screening including: a. Individually administered brief standardized ability measure b. Achievement measure addressing Reading and Math c. Parent and teacher completed rating instrument Parents and teachers may also make a request for students to be considered for an evaluation for gifted services.

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 district utilizes multiple criteria to determine student eligibility for gifted support services. The student may be found eligible as a result of very superior cognitive functioning, or a combination of outstanding cognitive functioning, exceptional academic achievement, and professional judgment. The following guidelines are intended to assist the GMDT/GIEP team to determine eligibility in accordance with state and district criteria. 1. Ability measure(s) administered: * WISC-IV is the primary ability measure to be used to determine level of cognitive functioning. While private assessments are always to be taken into consideration, WISC-IV data is required. Exceptions may be made by the district when it is determined that the WISC-IV is not a fair measure. Private assessments not including the WISC-IV will require the district to administer the WISC-IV. * Binet-V or Woodcock-Johnson III may be used in those unique situations when the district's school

psychologist determines that the WISC-IV did not fairly assess a student's cognitive functioning or another ability measure is warranted. 2. Eligibility criteria: * All students with a Full Scale IQ or General Ability Index (GAI) of 130 or higher will be considered eligible, provided there is a need for special programming. * Students with a Full Scale IQ or General Ability Index (GAI) between 126 and 129 may be further considered for the gifted program, if and only if both their reading and math scores on standardized measures are at or above the 98th percentile. * Students with 130 or higher on either the Verbal Comprehension Index (VCI) or Perceptual Reasoning Index (PRI) of the WISC-IV, and the other score on the VCI or PRI is at or above 126, may be further considered for the gifted program, if and only if both their reading and math scores on standardized measures are at or above the 98th percentile. Evaluation 1. A standardized measure of ability and achievement are administered to the student by the school psychologist, and additional information is gathered from parents and teachers as part of the evaluation. 2. The results of the evaluation are reviewed with the building team, including parents, and included in a Gifted Written Report (GWR). If a student is determined to be eligible for gifted support services an individualized educational program (GIEP) will be developed to meet the identified needs.

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 Palisades School District's gifted services allow students to participate in enrichment, acceleration, or both, as appropriate. Utilizing diagnostic assessments, gifted support staff work to identify students' individual patterns of strength in the areas of RELA, Math and Science. Utilizing this data in conjunction with student interviews, teacher interviews and parent surveys, gifted support teachers work to help students identify their individual area of precociousness within the content areas and develop goals and specially designed instruction to support continued development of the student's strengths. Gifted support teachers work collaboratively with general education teachers to create meaningful, high-level, challenging activities that serve to enrich or accelerate student learning. While in the general education setting, staff design opportunities for enrichment when students demonstrate proficient knowledge of general education standards. Students also have the opportunity for direct instruction relative to their individualized areas of strengths, provided by the gifted support staff on a regular cycle. Finally, given the rural nature of our District, our Gifted Liaison has made a concerted effort to bring gifted learners together from neighboring schools for field trips, a Pen Pal program and regularly scheduled Math competitions.

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?

There are Twenty-eight students receiving gifted services. Twenty-two students receiving gifted services and six students identified as dually

exceptional. There are no students that were identified for gifted services that are not currently receiving services.

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 number of students with disabilities who also receive special education services is 21% which is comparable to the district percentage of students with disabilities (19%). The ethnicity of all individuals receiving gifted services is 100% white. Although ethnicity in the district is largely white (90%), the data suggests that other ethnic groups are underrepresented relative to gifted services. In light of this, the district will review the performance of students in other ethnic groups to determine if their performance on measures of achievement warrants consideration for a gifted screening and/or evaluation. Relative to gender, 39% of those receiving gifted services are female while 61% are male. Given the district's percentages are approximately 50% female and male, a review of female students performance on measures of achievement is also warranted.

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.

In the past 3 years, the district has revamped it's Gifted Program beginning with the gifted support staff being trained by the Bucks County Intermediate Unit (BCIU) in their "Gifted 101" program. Dr. Rich Spering, Assistant Principal and Lou deFonteny, Director of Student Services, attended PaTTAN's presentation from Sherily Moyer at the BCIU regarding Chapter 16. Information from these sessions was shared with staff by the participants at building level staff meetings and continues to be available upon request. Finally, all teacher's and administrators received professional development relative to enriching the curriculum for all learners, students with gifted needs included.

Training for general education teachers	0
Staff costs	0
Training for gifted support staff	Free
Materials used for project-based learning	\$4500; includes software, books and materials
Transportation	\$1200; Approximately \$600 per trip
Field Trips	Penn Museum Fall 2025; BCIU Fab Lab Spring 2026

Signatures and Quality Assurance

Chief School Administrator	Date