

Pottstown 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 Pottstown School District utilizes the Montgomery County Intermediate Unit to provide advertisements to parents and the public about Chapter 16. The district also uses social media, the district's website, and student handbooks to provide annual updates for parents about the gifted program. The MTSS team also provides parents with information pertaining to students who are achieving above grade level and above their peers.

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 district uses multiple measures and assessments to determine which student may be eligible for gifted services. All students are administered the Linkit ELA/Reading and Math assessment in grades K to 8. Linkit is a data system that offers a benchmarking tool to measure and monitor student performance on grade level core content from kindergarten through 8th grade. Students who score in the advanced range on the Linkit assessments are then targeted and more information is gathered to determine if they may require gifted services. In addition to the Linkit benchmarks, the team will administer a universal screener, CogAT Abilities Test Screener (only administered in grade 2nd, 5th), state assessments, CDTs, teacher recommendations, and curriculum-based assessments. Based on the information from the Linkit Benchmarks coupled with a review of the other aforementioned data points, the team will make a determination if the student moves on to a multi-disciplinary assessment for gifted services with a school psychologist. The district is 100% free for breakfast and lunch and we have a high population of minority students so we look for intervening factors and biases that may be masking giftedness. We also look at our English Language Learners and Special Education students carefully to ensure they also do not have intervening factors that may mask their giftedness. As a result, the district uses a Matrix in order to make sure the criteria for qualifying for giftedness is equitable.

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 LinkIt to track all students' data, including, attendance, grades, behaviors, SEL, reading, writing, and math data, in addition to all students being tested in grade 2 and 5 to determine a need for further evaluations in the realm of giftedness. The MTSS Team meets weekly to review data to determine which students require enrichment and acceleration. Those students who are targeted through Linkit testing are moved forward to a review of information to determine if gifted testing is warranted. If the CogAt Abilities Test (Taken in grades 2nd and 5th) show scores in the Superior range, the student may move forward for a multidisciplinary evaluation with the school psychologist. The school psychologist uses the Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V) in order to determine the student's full scale Intellectual Quotient (FSIQ). In order to determine a student's overall academic achievement, the school psychologist uses the Wechsler Individual Achievement Test- Fourth Edition (WIAT-4). When the school psychologist conducts the multidisciplinary gifted evaluation if student's Full Scale IQ is 130 (Standard Score) or higher (Superior) that is the first prong to meeting the requirement for gifted services. On the WIAT-4, if the student scores a standard score of 130 or higher (Extremely High), that is the second prong to qualifying for gifted services. The school psychologist will then gather data from multiple measures in order to satisfy the third prong of qualifying for gifted services. The following data will be considered for this prong: grades, classroom observation, teacher input, state and/or standard test scores. The district is also exploring the use of the Chuska Rating Scale in order to determine a student's rate of acquisition. Parents may also request a gifted evaluation for a student who is believed to be in need of gifted services. According to Chapter 16, parents may request a multi-disciplinary gifted evaluation once per calendar year. Due to the lower socioeconomic background of many families district is 100% free for breakfast and lunch) and the relatively high population of minority students, steps are taken to ensure that cultural biases do not exclude any student from a gifted assessment or gifted services. The district does recognize the 130(Standard score) IQ threshold but also seeks to ensure that mitigating factors do not exclude students from services. Students may be in the gifted program with an IQ less than 130 based on other criteria that may impact this score. Each student is treated as an individual and we seek to find their area of strength and giftedness. The district seeks to make sure all students who have gifted needs are served through the gifted support program.

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 district provides enrichment and acceleration in grades K-12 within the content areas via the curriculum and can include higher level thinking skills, leadership skills, technology, and aptitude for specific subject areas. The general education teachers in grades K-12 work directly with the gifted support teacher to provide enrichment and/or acceleration within the classroom and in small pull-out groups for students who are moving through the curriculum at a pace faster than their peers. This pull-out service in grades K-12 provides strength-based instruction in order to enrich and/or accelerate. If a student requires a full grade acceleration in a content area, the team will consider having the student attend the next grade level content course in grades K-8. In grades 9-12, the students will either participate in honors or AP courses depending on the student profile. These

courses are designed to provide acceleration and enrichment and extend the learning goals that are presented in an academic track course. Some students may require a full grade level acceleration and need to be placed in the next grade level to meet their gifted needs. A whole grade level acceleration requires the team to meet and discuss how scheduling and support will be provided. The team must take into account the student's socio-emotional functioning needs when making the decision for a full grade level acceleration. Students may receive enrichment and accelerated for all subjects in grades K-12 or may be accelerated based on the student's gifted needs.

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 of the district's students are accounted for in PIMS. The numbers for each category are listed below: GY- 33GS- 1GX- 0

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 overall demographics according to race of the Pottstown School District as reported by US News and World Report is as follows: 33.7% Black, 30.1% White, 21.3% Hispanic or Latino, 13.8% Two or More Races, .7% Asian, and .2% American Indian. Out of the 3,244 total students in the district there are currently 44 students that are identified as Gifted. The breakdown of those students by race as reported by Power School on February 3rd, 2025 are as follows: 33 total students or 75% of the are White, 6 total students or 13.6% of the are Black, 4 total students or 9% of the students are Multi-racial, and 1 total student or 2% are American Indian. The aforementioned numbers show disproportionate identification amongst the underrepresented populations in the school district. The district is addressing the issue of disproportionate identification by implementing universal screening at the 2nd grade and 5th grade levels by expanding the scope of our screenings will in turn allow the district to capture more students that may be eligible for testing. The district has also looked at its current matrix and made revisions that allow for students that have a Full Scale IQ (FSIQ) under 130 to still be able to qualify based on other data points. Finally, the district is using various methods to reach out to parents and educate them about the importance of early literacy in the home.

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 Pottstown School District will continue to address professional development through providing gifted staff, administrators, and support staff with multiple training opportunities. These training opportunities are provided through partnerships with the district. The trainings will be provided by the following partners: PaTTAN, Montgomery Intermediate Unit, Pennsylvania Association for Gifted Education (PAGE), and online trainings through the Montgomery Intermediate Unit and Vector.

Training for general education teachers	2,000
Staff costs	75,000
Training for gifted support staff	1,000
Materials used for project-based learning	2,000
Transportation	2,000
Field Trips	3,000

Signatures and Quality Assurance

Chief School Administrator	Date