

Cornwall-Lebanon 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 Cornwall-Lebanon School District provides an Annual Notice of Special Education and Gifted Support Services. The Annual Notice is posted on the Cornwall-Lebanon School District webpage and through Intermediate Unit 13 communications via print newspapers and the internet resources.

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 Cornwall-Lebanon School District (CLSD) annually reviews the referral process for students that may need Special Education and/or Gifted Education with staff that directly interacts with students. These staff include teachers, administrators, instructional assistants and personal care assistants. Any staff member may refer a student for Gifted Services. Requests for a Gifted Evaluation may also come from parents once per year. Beyond staff referrals CLSD administers, at a local cost, the Cognitive Abilities Test (CogAT) as a screener to all second-grade students. The CogAT screener allows the district to identify students in need of more comprehensive testing to identify the need for Gifted Services. Students whose results yield stanine 8 or higher on the composite score or in one of the three cognitive subtests are referred for gifted testing to a school psychologist. Students are also examined for gifted services through data teams comprised of grade level teachers, administrators, and school psychologists that meet throughout the year to examine student progress. These data teams refer students for a gifted evaluation that show areas of strengths which may be represented by CDTs, Edmentum benchmarks, and PSSA or 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.

Students referred for Giftedness are evaluated by a Certified School Psychologist. The district currently employs six full time School Psychologists. The School Psychologist contacts the parents via phone and issues a Permission to Evaluate within 10 days of the initial referral. The Permission to Evaluate form is signed by the student's parents or appropriate guardian. After the signed Permission to Evaluate is received, the School Psychologist evaluates the student based on multiple data points that include, cognitive testing, academic testing, teacher inputs, parent inputs, observations, and records reviews. The cognitive tests typically used by psychologists is the WISC-IV. The academic tests typically used by psychologists is the WIAT-III. In certain cases, other forms of cognitive and academic tests will be utilized if the WISC-IV and WIAT-III are not appropriate for the student. Following the evaluation, the school psychologist will issue a Gifted Written Report. Determination of gifted abilities is not solely based on cognitive assessments alone. A student that does not achieve an IQ of 130 or more may be eligible for gifted services when other educational criteria are considered. Multiple criteria indicating gifted abilities may include: above grade level achievement; demonstrated achievement; performance or expertise in one or more academic areas; an observed accelerated rate of acquisition of new information; frequent use of high level thinking skills; academic creativity, leadership skills; intense academic interest; communication skills; foreign language aptitude or technology expertise; evidence or factors that may mask gifted abilities; such as race, gender, socio-cultural deprivation; disabilities or limited English proficiency.

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).

When a student meets the criteria and needs specially designed instruction, a Gifted Individual Education Plan is developed to meet their identified academic areas of strength. The GIEP is created by a team including parent(s), case managers, student’s teacher(s), an LEA and any other person requested to be present by the district or the parents. The Cornwall-Lebanon School District offers a wide array of services for students that are academically and/or cognitively advanced. Students at the elementary level may receive advancement or enrichment in mathematics and language arts. These services are delivered through a teacher assigned to an individual elementary school that performs pull-out and push-in, gifted and enrichment services. Secondary-level students work with dedicated staff through seminars classes and consultative services. At the upper high school levels, students can choose Advanced Placement Courses, College in the Classroom, or utilize internships and the technical center.

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 Cornwall-Lebanon School District reported, 106 students were in the category of GY (gifted with or without a 504 and receiving services on a GIEP); two students were in the category of GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); and three students were in the category of GX (gifted and does not require specially designed instruction).

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 does not reach identification proportionately. The elementary school psychologist and counselors are identifying local norms to better test and identify learners from underrepresented populations. These systems will allow more students to access gifted enrichment and acceleration.

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.

IU13 provides gifted support to our educators through a variety of mediums. First, there is the gifted educator network that meets on a regular basis to discuss various opportunities resources, and trainings. Second, the IU offers a purchased member opportunity to allow our gifted population to a variety of experiences, both in-person and virtually. Lastly, IU13 plans and hosts gifted educator workshops. These half-day workshops cover a variety of topics relevant to gifted education.

Training for general education teachers	0
Staff costs	587,553
Training for gifted support staff	0
Materials used for project-based learning	783
Transportation	0
Field Trips	2800

Signatures and Quality Assurance

Chief School Administrator	Date