

Evergreen Community CS

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

Profile

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City	State	Zip Code
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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.).

Evergreen Community CS posts the annual Child Find notice, as well as awareness activities to inform the public of gifted education services and programs on the school's website. Evergreen holds annual training for staff to help locate students within our population who need to be evaluated for possible gifted services. Information is also available on the Evergreen website. If a student is thought to be mentally gifted and in need of specially designed instruction, an evaluation can be initiated at any time by the LEA or parent. The Pennsylvania State Board of Education has developed guidelines to assist local education agencies in meeting the requirements and regulations under Chapter 16. The guidelines are an overview of both acceptable and best practices, procedures, and policies designed to meet the learning needs of gifted students. These guidelines reflect Pennsylvania's continuing commitment to providing educational services appropriate for mentally gifted students that are consistent with their individual needs, outstanding abilities, and potential for performing at high levels of accomplishment.

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.

Since Evergreen's student body starts in 6th grade, most gifted students enter Evergreen Community CS with an active and current GIEP already in place from their sending school. In addition, staff training is conducted to make teachers aware of the process for identifying potential candidates for gifted education services. Students in grades 6 -12 may get referred for gifted screenings and evaluations by parents and teachers/professional staff when gifted characteristics are observed. If data suggests advanced skills, the possibility of mental giftedness is considered for that student. The Gifted Representative contacts the parent/guardian and explains the data that allowed the team to arrive at this conclusion. A brief cognitive screening measure (KBIT-2) is employed. If students demonstrate strong performance, the child study team determines that a gifted multidisciplinary evaluation is warranted. A parent/guardian may request an evaluation verbally or in writing at any time. When the school receives the request, the parents or guardians will receive a Permission to Evaluate form within 10 calendar days of the written request. Evergreen must receive a parent's or guardian's signature on the Permission to evaluate form in order to proceed with the evaluation by the certified school psychologist.

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.

Evergreen Community CS utilizes multiple criteria to determine student eligibility for gifted support services. As such, a gifted

multidisciplinary evaluation includes parent rating scales, teacher rating scales, a review of previous standardized assessment data including PSSA or Keystone Test data, a full cognitive ability measure (WISC-V) conducted by a certified school psychologist, and standardized academic achievement measures. A Gifted Multidisciplinary Team, including the student's teacher(s), parent(s), a school psychologist, and a Local Educational Agency (LEA) representative review the information gathered for the Gifted Written Report and determine whether the student meets School and State eligibility criteria.

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).

Acceleration, enrichment, or both have been utilized at Evergreen. In most cases, students have the option of testing out of certain units and completing independent projects agreed upon by both student and teacher in order to provide a more personal experience. Students' goals reflect their individual gifted needs. Specially designed instruction is defined for each individual and allows the student specific means to access the curriculum. A student's team determines specific services that range in levels on a continuum such as enrichment, compacting, and acceleration. Students and their GIEP team gather to discuss the evaluation, student's current education, and needs to create the GIEP. Programming comes in the form of pull-out, within the class, and/or a combination of both. Students may be eligible for advanced classes, college classes, differentiation, specially designed instruction, and/or specific opportunities. The team meets quarterly, at a minimum.

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?

GY-4 GS-1 GX-0 Yes, all gifted students are accounted for in PIMS.

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.

Evergreen Community CS has reviewed the gifted identification proportionality with regards to the underrepresented populations and the percentage of gifted education students is proportionate to the population of our school district. Review of school data with regards to race displays a proportionate representation when compared to our population.

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.

Evergreen Community CS incorporates in-service training opportunities for our professional and administrative staff each school year. Additionally, Gifted Education is discussed through monthly staff meetings. Meeting the needs of our gifted students is a top priority and ways to accomplish that support is discussed frequently at meetings and informally.

Training for general education teachers	5%
Staff costs	5%
Training for gifted support staff	5%
Materials used for project-based learning	5%
Transportation	N/A
Field Trips	5%

Signatures and Quality Assurance

Chief School Administrator	Date
Jill Shoesmith	2026-01-05