

PETERS TOWNSHIP SD

631 E McMurray Rd

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

Peters Township School District through public procedures informs the public of gifted education services and programs each year. Gifted education information is posted on the District website, local newspaper and in the student handbooks. Every building holds a monthly PTA meeting and the Building's administration attends all the meetings, to provide information and answer any questions. There is also a PTA Council that meets with the District's administration every other month. There are newsletters, and bulletin boards, with information and activities available within the District. District Policy 114, titled Gifted Education, is included in the policy manual and available on the website.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

The Peters Township School District has established procedures whereby the classroom teacher and/or school counselor reviews student performance throughout the school year. This systematic screening process fulfills the District's obligation to conduct child find activities for students who may need services or instruction not ordinarily provided in the general education curriculum. The review considers analysis of data from standardized assessments (Acadience, PSSA, and local math assessments), report card information and teacher observations. If the student's screening, regardless of any disability, indicates that a student has potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general classroom the student will be referred for a gifted multidisciplinary evaluation (GMDE). If during the student's screening process, the student indicates a potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the general classroom by demonstrating three of the following criteria, the student will be referred for a GMDE: Gifted Screening/Identification Process District Child Find - The District will use a system, that includes kid talk, standardized tests (Acadience, PSSA, and local math assessments) to locate and identify all students within the District who are thought to be gifted and in need of specially designed instruction. ALL Children – applies to students who are of "school age" starting at K in Peters Township School District. Screening of ALL students Grades in Reading (Acadience) and Mathematics (Local Curriculum based test for accelerated Math class/track) State and/or Local Assessments (PSSA) Teacher Input - (Kid Talks, grades, and projects) One or more grade levels above in Literacy The screening process may also include the following: Readiness/Developmental Tests (Acadience) Achievement test - PSSA Ability Tests -(Math - Curriculum based and Reading - Acadience) Anecdotal Information - from teachers, and/or parents Local Subject Area Assessment Local Curriculum Based Assessment Rating Scales Interest Inventories Cumulative Records Report Cards Three screening items required to proceed to issuing a Parental Permission to Evaluate will be issued OR A parent and/or a teacher may refer a child/student for a Gifted Evaluation, and a Parental Permission to Evaluate will be issued Parental Permission

to Evaluate Issued Gifted Evaluation

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

Mentally gifted is defined as outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education classes. Gifted services are to provide enrichment and/or acceleration. Intellectual ability is not equated with an IQ score alone. Intellectual ability is and should be a reflection of the range of assessments including a student's performance and potential. Gifted Criteria: In order for a student to be identified as a Gifted Learner in the Peters Township School District, the student must attain 21 points or higher. Cognitive Ability Requirement: (Maximum 15 points) (Wechsler Intelligence Scale for Children - Fifth Edition WISC-V) a. Full Scale IQ 140 or higher 15 points b. Full Scale IQ 130-139 10 points c. IQ 135 in either verbal and/or non-verbal 10 points d. Full Scale IQ 125-129 5 points e. Full Scale IQ 124 or lower 1 point Multiple Criteria Indicating Gifted Ability (Maximum 20 points) a. Achievement (Maximum 4 points) (Kaufman Test of Educational Achievement - Third Edition (KTEA-3) Above grade level achievement - 97th percentile 4 points , 90th to 96th 2 points b. Rate of Acquisition and Retention/Early Skill Development (Maximum 2 points) Scales of Gifted Students (SIGS) - Home Rating Scales Parent Input Form - 2 points c. Rate of Acquisition and Retention/Early Skill Development (Maximum 4 points) Scales of Identifying Gifted Students (SIGS) - School Rating Scales Chuska Scales for Determining Rates of Acquisition and Retention- Teacher Ratings Teacher Input Forms - 4 points d. Demonstrated Achievement (Maximum 8 points) Grades - 4 points or Exceptional products or portfolios – 2 points Assessments - 4 points Intervening Factors Masking Giftedness Are there any health factors that impact this student's learning? (Diabetes, ADHD, Autism) Are there any familial variables that impact this student's learning? (Mental Health - depression/anxiety) Is the student bi-lingual or is another language spoken in the home? (English Language Learner) (Spanish spoken in the home) Does the student exhibit extraordinary giftedness in a single domain unaccompanied by giftedness in any other domains? (Maybe, gifted in Math, but struggle in reading) Are there behavioral concerns in the classroom or school setting? (lack of focus, depression, oppositional defiant) Are there any concerns about this student's learning performance, such as a disability? (Specific learning disability, ADHD, Other health impaired)

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.

All students in the District are ensured of an appropriate education that includes enrichment and/or acceleration opportunities. a continuum of services will be available to address the specific needs of many different types and levels of giftedness from kindergarten through grade

12. Students in the District may be accelerated by grade level in order to be aligned by ability and achievement. In the elementary schools, enrichment groups/programs are offered multiple times a week to students based on gifted criteria and student's performance. These opportunities provide enrichment time for students to work to achieve their GIEP goals. Students in K-3 may attend enrichment groups for writing skills, where they participate in the WQED Writing Contest, Enrichment time for math, reading and writing are offered five days a week. In the Middle School, opportunities for enrichment are provided within the core curriculum/ general education classroom for gifted students to achieve GIEP goals. Acceleration for math and science are available for students, including the gifted student. During the school day, time is provided for acceleration and/or enrichment for gifted and talented students. In the High School, students are provided with leadership, mentoring, and dual enrollment opportunities. In addition, acceleration and/or enrichment is provided throughout the core curriculum and related arts programs. Peters Township High School offers many honors and Advanced Placement (AP) classes to provide the opportunity for acceleration. If a gifted student needs enrichment in an advanced level class that would be included in his GIEP. Opportunities offered may include paid internship as SIMcoach games, job shadowing, Wildlife Leadership Academy, ACE Mentoring - Architecture Construction and Engineering. The following competitions/Explorations may be offered: CalcuSolve, Data Jam, Environthon, CMU Project Ignite, NASA, Girls Rock Science, and CMU Women Engineering Day. Graduation requirements and credits are examined and discussed for each gifted student when they enter the high school.

Jeannine French
Chief School Administrator

11/17/2021
Date