

Peters Township SD

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

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.).

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. The District also participates in Child Find information published with Intermediate Unit #1 in local newspaper. Every building holds a monthly PTA meeting and the Building's administration attends all the meetings, to provide information and answer any questions. 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 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 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 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.

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 10 points) (Wechsler Intelligence Scale for Children - Fifth Edition WISC-V) a. Full Scale IQ 130 or higher is 10 points b. IQ 130 in either verbal and/or non-verbal is 5 points b. Full Scale IQ 125-129 is 5 points c. Full Scale IQ 124 or lower is 1 point Multiple Criteria Indicating Gifted Ability (Maximum 20 points) a. Achievement (Maximum 4 points) Above grade level achievement - 97th percentile is 4 points , 90th to 96th is 2 points b. Rate of Acquisition and Retention/Early Skill Development (Very Likely) (Maximum 8 points) Parent Input Form - 2 points Teacher Input Form - 4 points Chuska Rates of Acquisition and Retention - 2 points c. 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. 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).

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 elementary schools, enrichment groups/programs are offered multiple times a week to students based on gifted criteria and student performance. These opportunities provide enrichment time for students to work to achieve their GIEP goals. Enrichment time for math, reading, and writing is offered. In the Middle School, enrichment opportunities are provided within the core curriculum/ general education classroom for gifted students to achieve GIEP goals. Acceleration for math and science is 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 internships 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, Carnegie Mellon University (CMU) Project Ignite, NASA, Girls Rock Science, and CMU Women Engineering Day. Virtual Sports Medicine Career Day: UPMC, Science Fair Competition, Future of Housing Competition: Fox Chapel Golf Club Young Writers Workshop, and CSI Summer Camp: Capital Summit. Graduation requirements and credits or are examined and discussed for each gifted student when they enter high school.

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?

PIMS October 1st Snapshot date: GS: *; GX: *; GY: 167 (* denotes that the number is less than 10 students)

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.

American Indian * Black* Hispanic* Multi Racial * Asian * The numbers for each population is not listed as the number is below 10 students. Added together the populations account for 10.7 % of our gifted students. Gifted students account for 4% of our total 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.

Regular Education teachers are included in continuous district wide gifted and special education training and updates. Each building also holds their own department meeting. The regular education teachers attend the GIEP meetings and are updated on student needs of enrichment and acceleration. The gifted teacher have and will be offered in the future the opportunity to attend the Gifted Boot Camp held by the IU.

Training for general education teachers	When with District or IU cost is 0
Staff costs	When with the District or IU cost is 0
Training for gifted support staff	When with the District or IU cost is 0
Materials used for project-based learning	The grades 4 and 5 do projects throughout the school year that require multiple supplies.
Transportation	Transportation is usually provided by the District. Cost would be for the driver .
Field Trips	Field trips are provided for various accelerated groups and the gifted students .

Signatures and Quality Assurance

Chief School Administrator	Date