

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.).**

On an annual basis, the district provides public notice regarding gifted education services and programs offered both on the website and/or in paper format in three different communications: the Seneca Valley Activities/Information Calendar, the Seneca Valley School District Annual Report and the Student Services section of the website. The Seneca Valley Activities/Information Calendar, available in paper format and available on the District website, outlines information about gifted education and gifted support as part of the Seneca Valley Special Education Program section. The contact information for the Student Services Director, who oversees gifted services, is listed on the calendar in addition to the District website. Additionally, the Seneca Valley School District Annual Report includes information about gifted education and procedures for requesting an evaluation by contacting the building principal or another staff member. The Student Services Section of the website includes information about gifted education services at the elementary and secondary levels.

- 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.**

All students are considered to determine if specially designed gifted instruction is needed. There are three scenarios that initiate a detailed review of a child's abilities as it relates to giftedness. The scenarios are: parent/guardian referral, staff referral and universal screening referral. Parents/Guardians may request that their child be evaluated for giftedness once per year. A form is available on the District website for that purpose on the gifted services webpage, but requests delivered in verbal or written letter format are also accepted. Within 10 calendar days of receipt of a request, the District sends a packet of information by mail to parent/guardian to explain the evaluation process and obtain consent to proceed. Second, staff members, including classroom teachers and interventionists, monitor students' class progress, summative testing and benchmark testing (grades, PSSA, NWEA, and AIMSweb). Those staff members are able to complete a staff referral when they identify a student who may reasonably qualify for gifted services. Referral forms are located on the electronic districtwide shared file system. New teachers receive in-service training on recognizing giftedness and locating the referral document as a part of the district's induction training program. Refresher training is scheduled for all teachers during teacher professional development and/or faculty meetings. Teacher referral forms are submitted to the gifted support teacher in each building. Upon receipt of a teacher referral, the gifted support teacher contacts the parent to obtain oral or written permission to conduct a gifted screening. The Reynolds Intellectual Screening Test (RIST) is typically utilized to conduct the screening for a student by the gifted support teacher. The parent/guardian then receives the results of the screening. The parent/guardian may request a Gifted Multidisciplinary Evaluation (GMDE) regardless of the screening result and the recommendation of the teacher of the gifted. Universal screening is conducted districtwide in November each year. There are two universal screening pathways. NWEA Qualification: students scoring at the 99th national percentile AND those students scoring at the 90th district percentile or higher for their grade level on one or both fall NWEA MAP tests qualify for further review. PSSA and Keystone Qualification: those students that achieve a scaled score on a state assessment (PSSA or Keystone Exam) at the 95th district percentile or higher qualify for further review. NWEA testing and PSSA/Keystone testing are proctored by District teachers. A school psychologist reviews the NWEA, PSSA and Keystone data to determine those who are qualified for further review. Those students' records are then reviewed by the district-level Student Services staff to determine if a GMDE and/or special education evaluation was conducted previously. If a GMDE has not previously been completed, the child's teacher(s) complete the Scales for the Identification of Gifted Students (SIGS) rating scale. The scale is scored by a gifted support teacher and the data is returned to the Student Services Office.

Those students achieving three or more SIGS scaled scores of 125 or higher are recommended for the GMDE process to determine eligibility for gifted services as detailed in question #3 (below).

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 Gifted Multidisciplinary Evaluation (GMDE) begins in one of the ways outlined in #2 (above). A permission-to-evaluate packet is sent to the parent/guardian through the mail within 10 calendar days. Next, a parent/guardian confirms permission for the certified school psychologist to proceed with the evaluation by physically signing and returning the Permission to Evaluation (PTE) form. Multiple criteria are considered in the GMDE process coordinated by the school psychologist. Parent narrative input, general education teacher narrative input, student grades, local assessment scores (such as NWEA MAP benchmark scores or Aimsweb Plus scores), state assessment scores (such as PSSA and Keystone Exam scores), cognitive screening scores (such as the Reynolds Intellectual Screening Test), teacher rating scales (such as Scales for the Identification of Gifted Students), and results of individually administered cognitive assessments (such as the Kaufman Assessment Battery for Children, Wechsler Intelligence Scale for Children or Wechsler Preschool and Primary Scale of Intelligence) are all parts of the multiple criteria considered to determine eligibility and need. The Student Services Department administrative assistant gathers the narrative input and assessment scores for use by the school psychologist. A gifted support teacher conducts a cognitive screening with the student and coordinates the completion of teacher rating scales by the student's teacher(s). The school psychologist determines the appropriate assessment measure(s) to utilize related to the student's age and any relevant history or intervening factors. The school psychologist then completes the individually administered cognitive assessment measure(s) with the student. The term mentally gifted includes individuals with an intelligence quotient of 130 or higher. A person with an intelligence quotient lower than 130 may be qualified for gifted services by the District when the other measures (identified above) strongly indicate giftedness. Specifically, gifted support services will be recommended if one or more of the following criteria are met: a Full-Scale IQ score, General Ability Index score or comparable overall cognitive index score (as determined by the school psychologist) of 127 and above on individually administered cognitive assessment measures and demonstrated need for specially designed instruction; a verbal comprehension index score, visual spatial index score or fluid reasoning index score of 130 or above on individually administered cognitive assessment measures and need for specially designed instruction. Also, any of the above-mentioned index scores of 124 or higher and when multiple other educational data sources in the student's profile strongly indicate gifted ability and the need for specially designed instruction. Consideration is given to circumstances which might mask gifted identification (such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias or socio/cultural deprivation). The Gifted Written Report (GWR) summarizes the data collected and identifies strength areas and, if qualified for gifted services, recommends areas of need for gifted programming.

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).

Differentiation in the general education classroom provides appropriate levels of instruction for most students. The Seneca Valley School District offers students in need of gifted support the ability to engage in enrichment or acceleration or both enrichment and acceleration. Enrichment is provided in areas of identified strengths for students who meet the criteria for gifted support services. Elementary students are served by gifted support teachers

who meet with students in various small groups, providing enrichment in a variety of areas of strength. Areas for enrichment for elementary students, as provided by the gifted support teachers, are divided into mathematics, science, communications, spatial reasoning and thinking skills. Students' GIEP documents are written based on the strengths noted by all members of the GIEP team, through use of information gathered during the initial Gifted Multidisciplinary Evaluation (GMDE) process and found in the resulting Gifted Written Report and through the information collected for the creation of renewal or annual GIEP documents. Feedback is also provided by classroom teachers and parents. The enrichment in strength areas is provided through pull-out from the general education classroom through services by the gifted support teacher. Seventh and eighth grade students have the opportunity to engage in an enrichment class that replaces the general education reading class. This replacement class covers the reading curriculum with a deeper level of analysis and evaluation and a perspective of creator and critic. In addition, students participate in Touchstones activities that deepen their critical thinking and communication skills. Students' GIEPs also contain goals related to their areas of strength and interest through their scenario project. A gifted support teacher scaffolded investigation into an area of interest. Research is conducted, information gathered, a unique product envisioned and an authentic audience sought for presentation and sharing. The process can be applied to study topics such as period in history, writing a novel, building a task-driven robot, comparing the works of selected authors or artists, conducting scientific inquiry or investigating unproven mathematical theories. High school students with GIEPs participate in gifted interest groups selected by students with input from the GIEP team. Students may choose an interest group based on their personal strengths and/or interests. The interest group program in the high school includes participation in a series of individual and/or group activities. The culmination may include an extension project and/or competition beyond the general education curriculum. For example, those who study the law and legal system, and interact with community experts, may choose to learn information about the law, the anatomy of a courtroom and legal procedures. They may also commit to basic learning plus application of knowledge to the study of cases and gifted student in-house mock trials. In addition, they may participate in all levels within classroom mock trial presentation. Students may also consider preparation for competition levels of involvement such as the Pennsylvania Bar Association's mock trial opportunities. Someone whose interest in science may engage in investigation and experimentation. The outcomes of their interest group participation could include sharing with a seminar group, presenting to a science class, participating in the District's STEM fair and/or regional competitions. Each year, more than a dozen separate interest areas are explored in the high school based on student interests, needs and general education curriculum. In addition to enrichment, the Seneca Valley School District provides a variety of types of acceleration for students who are gifted, throughout the different grades and buildings. Starting with early admission to kindergarten, students who qualify are able to begin their education before the age prescribed by the admission policy. Whole-grade acceleration is also an option for students, using available data to provide the most appropriate learning environment for students. Self-paced instruction is available to students to increase the pace of their learning. For example, students are able to complete courses that progress at the pace of the individual learner. Subject-matter acceleration is also available for students, who need the additional challenge of increasingly difficult courses, beyond the classes available to their similarly aged peers. In addition, curriculum compacting is available, such as a compacted grade 5 and 6 mathematics course, thus permitting students to accelerate to Pre-Algebra a year earlier. Gifted students are frequently enrolled in advanced/honors level courses. Secondary students are also able to accelerate their studies through concurrent enrollment in College in High School (CHS) courses, as well as Advanced Placement (AP) courses. Acceleration opportunities are available to all students within the District. Students who meet the criteria or prerequisites for placement in a course are able to engage in that coursework through various modes of instruction, both within classrooms and through other methods. In addition, the District's Academy of Choice offers a vast array of cyber-based education opportunities for acceleration. For example, students taking a course through cyber services might move through the instruction at a rapid pace allowing for two mathematics courses to be completed in one school year. Since these options are available to all students, no goals related to general education acceleration are found within the GIEP documents.

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?

In the District, there are 588 students identified as gifted with the GY code receiving gifted support services through a GIEP. There are 46 students with a GS code receiving gifted support services through an IEP as twice exceptional students. Finally, there are 111 students identified as gifted but do not require specially designed instruction. All the District's gifted students are reported through 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.

The historically underrepresented groups present among gifted students in this District include Native American, Asian, Black or African American, Hispanic, multi-racial, low socio-economic status, English language learners and students with disabilities. Most groups previously identified are equitably represented at present. Native American, Asian and multi-racial all currently fall within 1% above that group's overall percentage within the District's population. The ELL gifted student population currently falls within 1% below that group's overall percentage within the District's population. The Hispanic, Black or African American students with low SES, and students with disabilities, are more than 1% underrepresented in comparison to the overall identified gifted population. The District uses a universal screening method that reviews available data without regard to students' ethnicity or other status for identification for screening for giftedness. In addition, staff professional development is structured to recognize potential biases and focus professional staff on identifying students who demonstrate characteristics of giftedness. Teacher referrals focus on identifying students who demonstrate observable characteristics instead of focusing on benchmark test results which are already considered through the universal screening system.

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 District provides training related to gifted services and gifted learners for all staff. As part of the New Teacher Induction program, teachers participate in three hours of training which introduces the District's gifted services model, the referral and identification process, how to recognize a gifted student in a general education setting, and the needs of gifted students. At the secondary level, administrators distribute a document titled "Positively Supporting GIEP Students" to all staff annually. Created by the gifted support teachers and adjusted to be appropriate for different grade levels, this document provides a review of gifted services, procedures and general education teacher responsibilities. Additionally, training is provided via in-service programming and during PLC meetings at all grade levels at least annually. Topics covered in recent in-service training sessions for general education teachers include how students access gifted services and how general education teachers can facilitate that process, and the unique needs of various ages of students and how general education teachers can provide support. Gifted support teachers are available as resources to all building staff. For example, gifted support teachers for seventh and eighth grades assigned to the interdisciplinary teams that serve gifted students and can attend daily team teacher meetings. Gifted support teachers attend professional development through MIU4 and attend the PAGE annual conference.

Training for general education teachers	\$4,000
Staff costs	\$1,380,000
Training for gifted support staff	\$2,400
Materials used for project-based learning	\$4,000
Transportation	\$7,800
Field Trips	\$4,100

Signatures and Quality Assurance

Chief School Administrator	Date