

## RIVER VALLEY SD

102 School Lane

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.).

The Blairsville-Saltsburg School District's (River Valley School District) Annual Public Notice aligns with Chapter 16 § 16.21 – Child Find, Screening and Evaluation. It contains all of the required components. The required Annual Public Notice is located on the district's website. Copies of each building's newsletter are available in the district's administrative offices, and individual building websites. Each month, the respective building team (ESAP and SAP) analyze data to identify students who may be in need of gifted services. Documentation on the implementation of evidence-based interventions occurs and if assessment as well as other data reveals a finding, then a school-based educational team will initiate a screening process by the school psychologist to determine if the student needs to be evaluated for gifted services. The B-SSD (RVSD) public outreach awareness system includes distribution of the Annual Public Notice, which is included on the district website, and in each building's student handbooks located on the individual building websites. Open house activities at each school building provide attendees an opportunity to receive the most current individual building newsletters and written materials regarding the district Child Find process. Moreover, the ARIN Intermediate Unit 28 publishes annually the Annual Public Notice in the local newspaper and The Indiana Gazette on behalf of the local districts. The B-SSD (RVSD) website and student handbooks both contain written information regarding district gifted services. The Annual Public Notice includes the procedures to ensure confidentiality of information pertaining to students with exceptionalities. During the school year, personnel are provided a copy of the building and/or district newsletters, staff and student handbooks. Yearly, the Annual Notice is distributed to parents via the school-approved messaging system and maintained on the district website. Copies of the Annual Public Notice are available in the District's administrative offices, distributed to local libraries and the homeless shelter.

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

The Blairsville-Saltsburg School District (River Valley School District) has screening procedures to locate and identify students who are gifted, and who require gifted education services. These procedures comply with the Pennsylvania regulations that are delineated in 22 Pa. Code Chapter 16. Screening and identification of gifted students occurs from kindergarten through twelfth grade. A request for a multidisciplinary evaluation may occur one time per school year. A Universal Screening Process is included at Level I of the Gifted Screening & Eligibility Determination matrix to determine strengths in math and/or reading. To ensure fidelity, the school counselor and school psychologist will facilitate the building-wide screening process. The process of screening for eligibility begins with an examination of existing screening data from a variety of sources, including scores of cognitive abilities, achievement testing, district benchmark data,

grades, teacher and parent ratings scales. When multiple criteria indicate that the student may need instruction beyond the regular education curriculum, an individual intelligence test is administered by the district's Certified School Psychologist and considered with all of the other data required for the Gifted Multidisciplinary Evaluation (GMDE). When a student meets the criteria, a Gifted Individualized Education Program (GIEP) is developed and a Notice of Recommended Assignment (NORA) is presented to the parents/guardians for approval of services.

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

Through classroom-based assessments and other assessment data, a school-based educational team may identify a student who is exceeding grade-level standards in learning. The B-SSD (RVSD) has a three-level matrix (process) of Gifted Screening & Eligibility Determination. The screening process is listed below. A Universal Screening Process (Matrix), conducted twice a year, consists of Level and Level II to determine strengths in mathematics and/or literacy. To ensure fidelity the school counselor and school psychologist will facilitate the building-wide screening process. The building level data team will conduct an internal review of student assessments and performances for consideration in order to move the student towards the formal evaluation. Assessments used include Reynolds Intellectual Screening Test (RIST-2) followed by further evaluations determined by the school psychologist. Parents/Guardians may request a district evaluation to determine if their child is gifted and in need of specially designed instruction to meet his/her unique learning needs. The school psychologist will use ability and achievement assessments to determine need. The performance data will be reviewed at a multidisciplinary team meeting. When parents suspect their child is gifted, they may request a GMDE at any time, with the limit of one request per school year. The request must be in writing. If a request is made orally to any professional employee or administrator of the district, that individual shall provide a copy of the permission to evaluate form to the parents within ten (10) calendar days of the oral request. The district MUST receive a parent's signature on the form in order to move forth with the evaluation process.

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.

The district has a continuum of services K-12 that are offered within the four district buildings. The Least Restrictive Environment (LRE) principle guides Gifted Individualized Education Plan (GIEP) teams when determining a student's educational placement, first considering the student's individual needs to ensure meaningful progress and proceeding through the continuum of services. A student's GIEP team develops an educational plan based upon the individual student needs and abilities. Placement decisions are made after the needs of the

student are identified and goals and objectives are developed. Comprehensive service delivery model includes both enrichment and acceleration. The district follows acceleration guidelines. To meet enrichment needs differentiation is offered through a variety of options and selections. The district has in place a pull-out program and a push-in program at the elementary and middle school level. It is the goal to determine a student's area of giftedness to develop goals that directly impact that skill level. The use of a needs assessment survey for gifted learners as a tool to guide decision on service delivery options within the district. The secondary level provides multiple opportunities for students through dual enrollment, AP courses, and College in High School courses.

Philip Martell  
Chief School Administrator

07/07/2022  
Date