Allegheny-Clarion Valley SD

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

Profile

LEA Type		AUN
Allegheny-Clarion Valley School District		106160303
Address 1		
PO Box 100		
Address 2		
776 Route 58		
City	**State**	**Zip Code**
Foxburg	PA	16036
Chief School Administrator		
David McDeavitt		
Chief School Administrator Email		
david.mcdeavitt@acvsd.org		
Single Point of Contact Name		
David McDeavitt		
Single Point of Contact Email		
david.mcdeavitt@acvsd.org		
Single Point of Contact Phone		**Single Point of Contact Extension**
7246595820		1108

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.).

The Allegheny-Clarion Valley School District complies with all aspects of 34 CFR 300.111(a)(1)(i)(ii)(c)(1)(2). The Allegheny-Clarion Valley School District has a copy of the most current Annual Public Notice on file. This was published in the local newspaper. The current Annual Public Notice is on the District website as well as the IU website. The district works with other neighboring districts within the area to do outreach through the local intermediate unit. This is accomplished by providing information in the local media as well as on the District and IU website. Distribution is attained by annually posting the APN on the District website as well as the local newspaper. The APN is also kept on file at the local library, as well as the District office and all school offices. Copies for review are available upon request at any time. The District includes the information on the District website, along with all needed contact information needed for reaching the special education office.

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 in grades K-8 are administered the i-Ready Reading and Math Diagnostic assessments. All students in grades K-6 are administered Acadience Reading and Math Assessments. All students in 2nd grade and 4th grade are administered the Otis-Lennon School Ability Test, 8th Edition (OLSAT-8), which measures cognitive abilities relating to a student's academic success. Based on a review of local assessment data and individual student records, students may be considered for additional assessment and evaluation for mentally gifted. Elementary students may also be referred through the District's Student Support Team (SST). The process is as follows: 1. Teacher completes an SST Referral. 2. SST Referral is reviewed by the SST, and this may include a review of grades, attendance, discipline, teacher input, parent input, standardized testing, benchmark testing, performance on curriculum based assessments, etc. 3. If the SST determines a mentally gifted screening is necessary, the school psychologist issues a Permission to Screen. Once written consent is granted, the school psychologist administers a brief cognitive assessment [such as the Kaufman Brief Intelligence Test, Second Edition (KBIT-2)]. 4. Based on these results, the student may be referred for a comprehensive evaluation for mental giftedness. If a parent, teacher, or administrator requests an evaluation and a review of data does not support the request, the school psychologist will also suggest a brief cognitive assessment prior to initiating a comprehensive evaluation for mental giftedness.

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.

A. A Permission to Evaluate is issued within 10 calendar days from when either a parent requests an evaluation or when the school data team, teacher, or administrator refers a student for evaluation of giftedness. B. Once permission is received by the parent or guardian, the District's school psychologist will then administer a battery of assessments, and initiate data collection from parents/guardians, teachers, nurse, and the student (depending on age). 1. Gifted eligibility and need are determined at the Allegheny-Clarion Valley School District via a full psychoeducational evaluation typically consisting of: standardized cognitive assessment (such as the Wechsler Intelligence Scale for Children, Fifth Edition, etc.); standardized achievement assessment (such as the Kaufman Test of Educational Achievement, Third Edition, etc.); ratings of additional characteristics such as Learning, Leadership, Motivation, Creativity, etc. (via a rating scale such as the Gifting Rating Scale); Parent/Guardian Input for a Gifted Evaluation Form (describing strengths, interests, work habits, learning strengths, etc.);

Teacher Input for a Gifted Evaluation Form (describing strengths, interest, work habits, learning strengths, etc.); Nurse Input Form (to ensure any medical needs are known and to rule out potential masking factors); Review of records (including grades, state and local assessments, discipline, attendance, etc.); Additional rating scales or information, as needed, based on each individual student. C. Within 60 calendar days of receiving parental consent for evaluation and once all assessments are completed and data is gathered, the school psychologist will draft a Gifted Written Report (GWR) and provide a copy to parents. D. A Gifted Individual Education Plan (GIEP) shall be developed within 30 calendar days after issuance of the GWR if the student is found eligible. Invitation to participate in the GIEP meeting must be sent to parents at least 10 calendar days in advance of the GIEP meeting. E. A Notice of Recommended Assignment will be presented to the parents after review of the GIEP. Parents then have 10 calendar days to respond to a NORA that is sent by mail or 5 calendar days if presented in person. F. The GIEP will then be implemented within 10 days after being signed or at the start of the following school year if completed less than 30 days before the last day of scheduled classes for students.

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).

A. Acceleration - Acceleration opportunities may be provided when determined appropriate by the GIEP team. Acceleration may occur in the form of allowing students with GIEPs to complete current curriculum through self-pacing, course compaction, and accessing dual enrollment options. B. Enrichment opportunities - Students are provided enrichment opportunities in their areas of strength and interest. Students may also be given or self-select activities that provide enrichment in a given content area. 1. Enrichment activities might include: allowing pre-testing of material, creating their own vocabulary lists, doing the hardest problems versus all of the work, offering project-based learning in place of a unit/area of study, choosing their own projects to work on, providing options in how learning is demonstrated, allowing students with GIEPs to serve as mentors, tutors, or teacher's aides, providing activities and assessments that utilize the upper levels of critical thinking (analysis, synthesis, and evaluation). C. Differentiation within the regular classroom - Students are provided with alternative activities and assignments after demonstrating mastery of initial concepts. This is achieved through the "most difficult first" strategy. Students are then able to participate in enrichment activities of that course content or select an enrichment activity of their interest. These activities of interest are identified during the GIEP process. D. Access to IU6 opportunities - These opportunities might include: academic competitions, academic games, field trips, propaganda/current events, and other opportunities. E. Online courses - students are provided the opportunity to select coursework via online opportunities to select coursework, foreign languages, etc. F. MTSS grouping for enrichment - Students with GIEPs have the opportunity to meet with the Gifted Teacher, school counselor, or school staff to participate in enrichment activities based on demonstrated student needs. These enrichment topics and opportunities are decided upon by input from members of the GIEP team. G. AP and Enriched Courses - AP and Enriched Courses are offered to all students in the Allegheny-Clarion Valley School District. Students with GIEPs are encouraged to take these courses when appropriate. H. Dual Enrollment - Students are provided with the opportunity to enroll in college-level courses while still enrolled in high school, and these are incorporated into their daily schedule.

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?

At this time we do not have any students who are dually exceptional/twice exceptional. Moving forward, we are conducting the OLSAT Universal Screener at EOY second grade and EOY fifth grade as part of our screening process to help identify any and all students who may be gifted.

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.

Yes. Along with our universal screening progess, students can be evaluated through multi-criteria evaluation or multi-faceted assessment. In the context of identifying gifted students, it involves considering a broader range of factors beyond just intelligence quotient (IQ) scores or cognitive tests.

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.

Professional Development for Gifted Education: Annual Training for Gifted Education Staff: Gifted education teachers, coordinators, and support staff receive annual in-service training focused on strategies for identification, instructional differentiation, and program implementation. Training often includes updates on legal compliance and best practices in gifted education. This is conducted through our PLC meetings and information is typically delivered by the School Psycologist and other administration. This is addressed twice a year and on an as needed basis.

Training for general education teachers	N/A
Staff costs	N/A
Training for gifted support staff	$500.00
Materials used for project-based learning	N/A
Transportation	$50.00
Field Trips	$3,500.00

Signatures and Quality Assurance

Chief School Administrator	Date
David McDeavitt	2025-01-23