

FOREST AREA SD

22318 Route 62, Box 16

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

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.).

An annual notice about gifted education programs is published in local newspapers before the start of the school year. In addition, information about gifted programming is available year-round in student and parent handbooks and on our website. The Forest Area Board of School Directors has adopted Policy #114 for Gifted Education which is also available on our public website. Information is provided at Open Houses, Title I Parent Nights, and parent-teacher conferences. FASD communicates regularly with parents and the public using our website, social media, text messaging, and phone calls. We use all of these avenues in addition to our student handbooks to promulgate information about district programs that are available to students which include yearbook, Envirothon, robotics activities, student council, reading club, Family, Career and Community Leaders of America (FCCLA), athletic programs from grades 3-12, National Honor Society (NHS), Art Club, Technology Education Club, after school programs, drama club, industry club, dual enrollment, Students Against Destructive Decisions (SADD), Student Historians, and Varsity Club. A process has also been developed to establish new clubs and activities that can be initiated by students with the support of a teacher/advisor.

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

The Forest Area School District has Child Find procedures in place to identify students in our district who may be gifted and in need of specially designed instruction, including universal screenings at grades 3 and 5. Teachers in grades K-12 are provided with professional development regarding gifted characteristics. All teachers monitor their student data on standardized benchmark and diagnostic assessments (such as but not limited to DIBELS, CDTs, Acadience, Study Island, Ed Insight benchmarks and/or score 93% or better in ELA or Math), and make a referral to MTSS/Child Study if they believe a student may be gifted. Parents may also make a referral if they believe their child may need to be evaluated for gifted instruction. If a student moves into the district and this data is missing, the students are assessed using the district screening tools. However, if a student moves into the district from another PA school, who already has a GIEP, we would continue with the child's GIEP. If a student moves into the district from out-of-state, we would go through the reassessment process while still providing the support that has been identified to meet the child's learning needs. The Forest Area School District uses a multilevel screening model for locating students thought to be gifted and in need of specially designed instruction. Students in grades K-12 are brought through the MTSS/Child Study process. Teachers monitor student performance within the classroom and test often for student performance/growth using school-developed assessments. A comparison of performance to the student's peers within the same grade level is used to help determine which students are thought to be gifted. District Screening Process and Tools: Tier I The District administers the

Cognitive Abilities Test (CogAT) or Otis-Lennon School Ability Test (OLSAT). The test is administered by the school counselors and data is reviewed for indicators of giftedness by an educational team composed of a school psychologist, administrators, school counselors, and teachers. Students with a score of 120 or greater on the CogAT or OLSAT and a score of 85% or higher on the end-of-the-year curriculum based math or ELA assessment and/or benchmark testing for two years above grade level will move to Tier II. Tier II For students with a score of 120 on the CogAT or OLSAT and a score of 85% on the end-of-the-year curriculum based math or ELA assessment and/or benchmark testing for two years above grade level, students are administered the SAGES-2 by the school counselors. Students with a standard score of 121 or higher on the SAGES-2 will move to Tier III. Tier III If the student is successful at Tiers I and II the MTSS team will meet to determine if a Permission to Evaluate should be issued. Once permission is received from the parent, the school psychologist will conduct an ability and achievement evaluation. Ability will be measured by the General Ability Index (GAI) from one of the following assessments: Wechsler Preschool and Primary Scale of Intelligence (WPPSI) Wechsler Intelligence Scales for Children (WISC) Wechsler Adult Intelligence Scales (WAIS) Woodcock-Johnson Tests of Cognitive Ability Stanford-Binet Intelligence Scale Achievement will be measured by the Math Problem Solving, and Reading Comprehension subtests of the Weschler Individual Achievement Test or Woodcock-Johnson. A minimum of one teacher who is familiar with the student's academic performance will complete the Gifted Rating Scale (GRS). The student's parents will be invited to complete the Parent Input Form. Eligibility results will be presented in the Gifted Written Report (GWR) within 60 calendar days of the date the parent provided written consent to evaluate on the Permission to Evaluate.

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

Pennsylvania Code (22 Pa. Code §16.21) indicates that a person with an IQ lower than 130 may be identified as gifted when other educational criteria in the student's profile strongly indicate gifted ability. An IQ score may not be the sole criteria for identifying a student as a gifted student. The multiple criteria indicating a student may be mentally gifted include: A year or more above grade achievement level in one or more subjects as measured by nationally normed and validated achievement tests. An observed or measured rate of acquisition/retention of new academic content or skills. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgment. Early and measured use of high level thinking skills (Guilford/Bloom's Taxonomy), academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias,

or socio/cultural deprivation are masking gifted abilities. No one test or type of test is used as the sole criterion for determining whether a student is or is not gifted. All assessments Selected and administered shall be fair and impartial, without favoring or discriminating against any group based on their race, ethnicity, culture, or disability. Tests are selected and administered so that the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the tests purport to measure. Tests are professionally validated for the specific purpose for which they are used. Tests are used to assess specific areas of educational need and ability and not merely to generate a single general IQ. A referral for a gifted multidisciplinary evaluation is made when teachers or parents believe or the district screening process indicates a student may be gifted and not receiving an appropriate education under Chapter 4 (relating to academic standards and assessment) and one or more of the following apply: A written or oral request has been made by a parent (one per school year); district screening data indicates high potential consistent with gifted characteristics and performance levels exceed that of other students in the general education classroom; or a hearing officer or judicial decision orders a gifted multidisciplinary evaluation. Parents who believe that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per calendar year. The request must be in writing. The school district shall make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the school district, the special education supervisor is to be notified within two school days of the oral request. The special education supervisor shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request. Before conducting an initial gifted multidisciplinary evaluation, Forest Area School District sends out the Gifted Permission to Evaluate notice and consent documents, following all legal timelines.. Upon receipt of signed documents, a gifted multidisciplinary evaluation is completed no later than 60 calendar days after the district receives written parental consent for evaluation or receives an order of a court or hearing officer to conduct a multidisciplinary evaluation, except that the calendar days from the day after the last day of the school year up to and including the day before the first day of the subsequent school year may not be counted. Gifted multidisciplinary evaluations are conducted by a Gifted Multidisciplinary Team. This team is formed based on the student's needs and is composed of the student's parents, a certified school psychologist, persons familiar with the student's educational experience and performance, one or more of the student's teachers, and people familiar with the student's socio/economic and cultural background. A student is eligible for gifted services by meeting one of the following: 1. IQ/GIA of 130 or higher based on one of the following Assessment Tools administered by the school psychologist: Wechsler Preschool and Primary Scale of Intelligence (WPPSI) Wechsler Intelligence Scales for Children (WISC) Wechsler Adult Intelligence Scales (WAIS) Woodcock-Johnson Tests of Cognitive Ability Stanford-Binet Intelligence Scale 2. IQ/GIA between 125 - 129 on one of the assessment tools listed above under item 1 and two (2) of the following criteria: State Assessment: Advanced Score ELA or Mathematics; ACHIEVEMENT TESTS administered by school psychologist: Scores above 120 in

reading or math on the Woodcock-Johnson Tests of Achievement (WJ) or Wechsler Individual Achievement Test (WIAT) III Grades K-6 - Teacher Scores in the 90th percentile or higher on in DIBELS reading, Curriculum Based Assessments Scores in the 90th percentile or higher on Acadience in math, Curriculum Based Assessments 90th percentile on two or more areas identified by Gifted Rating Scales Grades 7 - 12 - Teacher grades of 93% or better in ELA classes grades of 93% or better in math classes two teacher observations of superior academic ability 3. IQ/GIA 120 - 124 on one of the assessment tools listed above under item 1 and three (3) of the following criteria: State Assessment: Advanced Score ELA or Mathematics; ACHIEVEMENT TESTS administered by school psychologist: Scores above 120 in reading or math on the Woodcock-Johnson Tests of Achievement (WJ) or Wechsler Individual Achievement Test (WIAT) III Grades K-6 - Teacher Scores in the 90th percentile or higher on in DIBELS reading, Curriculum Based Assessments Scores in the 90th percentile or higher on Acadience in math, Curriculum Based Assessments 90th percentile on two or more areas identified by Gifted Rating Scales Grades 7 - 12 - Teacher grades of 93% or better in ELA classes grades of 93% or better in math classes two teacher observations of superior academic ability Other information to be included in the GWR: Chuska Scale for Rates of Acquisition Chuska Scale for Rates of Retention Renzulli-Hartman Scale Parent Input form and Observations Teacher Input form and Observation(s) Classwork Products Portfolios, when available The Gifted Multidisciplinary Team prepares a gifted written report that brings together the information and findings from the evaluation concerning the student's educational needs and strengths and makes recommendations as to whether the student is gifted and in need of specially designed instruction, and the basis for making those recommendations. The Team determines eligibility as defined in PA. Code 16.1 and 16.21. The initial evaluation and completion of the gifted written report must be conducted in a time frame that allows for the Gifted written report to be presented to the parent no later than 60 calendar days after written parental consent for evaluation is received in the district's special education office. Students moving into the district from another PA school district continue with their gifted programming. If there are questions about ability or performance, the district will go through the gifted reevaluation process. If students move into the district from out-of-state, the district would commence the reassessment process while providing the support identified in the out-of-state documents to meet the child's learning needs.

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.

Forest Area School District (FASD) is in a position to offer truly individualized programming based on students' needs because of our small size. FASD offers acceleration and enrichment opportunities at all grade levels from identification through graduation. Responsibility for the development and implementation of each Gifted Individualized Education Plan is shared between regular education teachers, gifted

education teachers, and administrators. The regular education curricula and instruction are adapted, modified, or replaced to meet the individual needs of the gifted student. Based on the student's strengths, interests, and needs, plans are developed for students to accelerate grade levels or courses in particular areas. In many cases, classroom teachers offer enrichment within the regular instruction. In the elementary grades, teachers may substitute more challenging problems in homework assignments or ask students to read books that are more suitable for their reading ability, but related to the themes being discussed in the classroom. Our local Intermediate Unit offers programming for elementary gifted students that is developed by a consortium of local teachers so that students have the chance to participate in math competitions, STEM activities, chess tournaments as well as other activities designed to develop higher-order thinking skills and offer the opportunity to participate with like peers. At the middle and high school levels, students can accelerate their courses, take additional online courses including subject matter that is not traditionally offered in our schools, participate in dual enrollment, or attend off-campus college courses. The district works hard to tailor courses and offer independent study classes and creative schedules that allow students to further develop their skills and interests and explore potential career pathways. Students also have the opportunity to participate in special activities at the schools, such as robotics competitions, Envirothon, and book clubs. At other times, we have worked with students who are operating their businesses by supporting them with an entrepreneurial class taught by a business teacher. We have also created opportunities for students to work in an early childhood classroom when they have expressed interest in education or psychology as career choices. In addition to offering a continuum of services within the district, the district participates with our local Intermediate Unit consortium which also has multiple offerings for high school students. They can participate in field trips, competitions, and academic games to further refine their skills. We are also open to developing collaborative partnerships with other districts to allow students to participate in classes that would extend our options.

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Chief School Administrator

02/24/2025
Date