

**Forest City Regional SD**

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

**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.).**

Information regarding gifted programming is available on the Forest City Regional School District website. Information includes a description of the programs available for eligible students within the school district, the screening activities and information specific to their administration, the process for requesting a screening and evaluation for gifted eligibility, and an explanation of confidentiality procedures. Northeastern Intermediate Unit (NEIU #19) also posts an annual Child Find Notice in the local newspaper in the fall each year. Forest City Regional School District develops gifted programming individually for each student determined eligible for gifted support. These options include enrichment and/or acceleration based on the individual needs of the student. Direct support is provided 1:1 or in small groups. Extension activities occur in the general education environment.

### **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 procedure involves a screening process, Gifted Multidisciplinary Evaluation (GMDE), Gifted Individualized Education Program (GIEP), if appropriate, and Notice of Recommended Assignment (NORA). Requests for gifted evaluations are delivered to the Director of Special Education, within ten school days of receiving the request, the School Psychologist and Special Education Director respond to the parent in writing regarding next steps. If student meets criteria of academics and state assessment scores, as well as diagnostic scores such as iReady, the School Counselor will administer the KBIT. The School Psychologist utilizes a point system to determine if the student can progress through the evaluation process. Level 1 Teacher Checklist maximum of 4 points score on the KBIT maximum of 25 points scores on State / District testing maximum of 4 points Total Level 1 - 33 points Points Needed to move to Level 2 21 points If after a parent agrees to the screening process, and the child does not meet the expected levels to move on to further evaluation. The parent is given the opportunity to move forward with an evaluation regardless of whether or not the student meets the criteria. If a teacher referral is the source for evaluation, this does not have to be offered. There are two pathways that initiate a detailed review of a child's abilities as it relates to giftedness. The pathways are parent/guardian referral or staff referral. Parents/guardians may request that their child be evaluated for giftedness once per year, requests for evaluation must be made in writing. Staff members monitor students' class progress, summative testing, and benchmark testing (PSSA, iReady, Dibels, etc). Those staff members can complete a referral that begins a gifted multidisciplinary evaluation (GMDE).

### **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 identification of a student in the Forest City Regional School District as gifted is based on multiple criteria in compliance with federal and state laws. This criterion includes the following: Determination of gifted ability is not based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, are not the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted includes an assessment by a certified school psychologist. The following criteria are used: Teacher

Checklist (district designed) Score on the KBIT Scores on State / District testing (PSSA/Keystone, iReady, Dibels, etc) Score on individual, standardized measure of cognitive ability testing WISC V (full scale IQ or GAI) Score on overall Reading Composite Score on overall Math Composite Score on overall Writing Composite Gifted Rating Scales Teacher Gifted Rating Scales Parent Level 2 Evaluation Level 2 Score on individual, standardized measure of cognitive ability testing maximum of 30 points Score on overall Reading Composite maximum of 7 points Score on overall Math Composite maximum of 7 points Score on overall Writing Composite maximum of 7 points Gifted Rating Scales Teacher maximum of 2 points Gifted Rating Scales Parent maximum of 2 points Needed for Eligibility: Score on ability testing: 130 + Points earned: 47 possible The School Psychologist utilizes the following process: Student's teachers are given gifted rating scales. Student's parents are given the Parent Rating Scale form and the Parent Input form Students is given the Student Interest form Administration of the WISC Administration of the Reading, Math, and Written Expression subtests on the WIAT Completion of the Gifted Written Report within 60 days of return of signed permission; Guidance counselor, teacher, and Gifted Support teacher (if the student qualifies) sign off on the GWR GWR is sent to district office to be mailed home School Psych Phone call home to discuss results of the GWR School Psych If student does not qualify, complete the NORA and notify district office to send home Multiple criteria indicating gifted ability include: A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

**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).**

Students are supported by a Gifted Individualized Education Program (GIEP) team. All GIEP's are reviewed and/or revised at least once a year. Gifted students have unusual learning qualities and needs. The Forest City Regional School District provides programs to gifted students which enable them to learn at different rates, to learn different material earlier, and to think at a level different from their classmates. GIEP's are matched to the identified need, age, and developmental level of the individual student. Students are given opportunities to engage in curriculum above their grade level, participate in online college classes, as well as enhance their learning through individualized instruction in their interest areas. In the Elementary students receive individualized instruction at their level. Students work with the Gifted Teacher to accelerate their learning by subject, grade level, etc. Middle School students engage in Reading and Math competitions as well as individualized subject and grade level instruction, High School Students are provided with dual enrollment opportunities through agreements with area colleges. GIEP's are unique to the student and consciously designed to promote acceleration, enrichment, or both. Through the GIEP, students are afforded several opportunities to participate in enrichment activities aligned with the content area they are deemed gifted in. The student's strength will drive the GIEP goals for enrichment that begins at the classroom instructional level as part of the continuum of services and moves through to acceleration as warranted. The gifted GIEP also determines which types of acceleration may be implemented for a given area. This may take the form of different types and levels of reading, participation in AP courses, differentiated instruction in core academic or arts courses. Students may utilize a variety of means to demonstrate their proficiency from the completion of an art project, extra-curricular work in real world situations, such as writing an article for publication, creating a project, or increased rigor in the level of work in a content area.

**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?

GY - 1 GS - 0 GX - 0 Our 1 gifted student exited due to parent request that the student no longer be identified as gifted. We currently have zero gifted students in our district.

**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.**

Gifted students are underrepresented in our population. The Forest City Regional School District will address this issue through training our regular education teachers to recognize and refer students for gifted evaluations. During our data days, teachers will examine data of students that excel and refer for a gifted evaluation based on the data. The Forest City Regional School District will also inform our parents through our website that they can refer their child for a gifted evaluation.

**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.**

Our district is committed to ensuring that all students, including those identified as gifted, receive the support and resources they need to reach their full potential. To that end, we will be coordinating with NEIU#19 to provide comprehensive gifted training for our staff. This partnership will equip our educators with the knowledge and skills necessary to identify the needs of gifted students and implement strategies that effectively challenge and support their growth.

<b>Training for general education teachers</b>	0
<b>Staff costs</b>	\$14,151.00
<b>Training for gifted support staff</b>	0
<b>Materials used for project-based learning</b>	0
<b>Transportation</b>	0
<b>Field Trips</b>	0

Signatures and Quality Assurance

Chief School Administrator	Date