

<p>Title 22 Sec. 16.22, 16.23, 16.32, 16.33</p> <p>Title 22 Sec. 16.63</p> <p>Title 22 Sec. 16.32</p> <p>Title 22 Sec. 16.32, 16.61, 16.62</p>	<p>Giftedness and Early Skill Development. A student with an IQ score lower than 130 may be admitted to gifted services when other educational criteria in his/her profile, as outlined above, strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.</p> <p>4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT) as per Applicable Law.</p> <p>5. Safeguards for the due process rights of gifted students.</p> <p>6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student’s Gifted Individualized Education Plan (GIEP).</p> <p>The District shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines as per Applicable Law.</p> <p><u>Definitions</u></p> <p>Educational placement - overall educational environment in which gifted education is provided to a gifted student based on student’s unique needs (22 Pa. Code §16.41(a)) and not solely on student’s classification (22 Pa. Code §16.2(d) (2)).</p> <p>Gifted Individualized Education Plan (GIEP) - written plan describing the educational services to be provided to a gifted student, based on and responsive to the results of an evaluation and written report, and developed by a team of individuals in accordance with state regulations.</p> <p>Gifted Multidisciplinary Evaluation (GMDE) - systematic process of testing, assessment and other evaluative processes used by a team to develop a recommendation about whether or not a student is gifted and needs gifted education.</p> <p>Gifted Multidisciplinary Team (GMDT) - team of designated individuals who conduct a GMDE.</p> <p>Gifted Written Report (GWR) – A written report that brings together the information and findings from the evaluation concerning the student’s educational needs and strengths.</p> <p>Gifted student – Student who is exceptional under section 1371 of the School Code</p>
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<p>2. Guidelines Title 22</p>	<p>(24 P.S. § 13-1371) because the student meets the definition of "mentally gifted" and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment). This term applies only to students who are of "school age" as defined under §11.12 (relating to school age).</p> <p>Mentally gifted - outstanding intellectual and creative ability, the development of which requires specially designed support services not ordinarily provided in the regular education program.</p> <p>Specially designed instruction - adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum for gifted students.</p> <p>Support services - services required by state regulations to assist a gifted student to benefit from gifted education; examples include: psychological services, parent counseling and education, counseling services, and transportation to and from gifted services to classrooms in District buildings.</p> <p>Achievement – 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 test able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (22 Pa. Code §16.21(e) (1))</p> <p>Rate of Acquisition, Rate of Retention – An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (22 Pa. Code§16.21(e) (2))</p> <p>Demonstrated Achievement – 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. (22 Pa. Code §16.21(e) (3))</p> <p>Early Skill Development – Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (22 Pa. Code §16.21(e) (4))</p> <p>Intervening Factors Masking Giftedness – Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities. (22 Pa. Code §16.21(e) (5))</p> <p>The District shall make the Permission to Evaluate form readily available to parents/guardians. If an oral request is made by the parent/guardian to an</p>
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<p>Sec. 16.21</p> <p>22 Pa. Code §14.101 et seq., 22 Pa. Code §16.7(b))</p>	<p>administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request. The request for an evaluation is limited to one (1) request per school term.</p> <p><u>Dual Exceptionalities</u> If a student is determined to be both gifted and eligible for special education, the procedures in Chapter 14 take precedence. For students identified with dual exceptionalities, the needs established under gifted status must be fully addressed in those procedures required in Chapter 14.</p> <p>The District is not required to conduct separate screening and evaluations or use separate procedural safeguards processes to provide for a student’s needs as both a gifted and eligible special education student.</p> <p>A single IEP will be developed and implemented, revised and modified for students who are identified as both gifted and eligible for special education.</p>
<p>Title 22 Sec. 16.41</p>	<p><u>Caseloads/Class Size</u> The Board directs the Superintendent to annually assess the District’s delivery of gifted services and programs, in order to:</p> <ol style="list-style-type: none"> 1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP. 2. Address the educational placements for gifted students within the District. 3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of sixty-five (65) students. 4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.
<p>Title 22 Sec. 16.41</p>	<p>The District may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.</p>
<p>Title 22 Sec. 16.65 20 U.S.C. Sec. 1232g Pol. 216</p>	<p><u>Confidentiality Of Student Records</u> All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, and Board policy.</p>
<p>Title 22 Sec. 16.21</p>	<p><u>Awareness Activities</u> The Superintendent shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the District of its gifted education services, and how to request these services.</p>

Awareness activities may include providing written notice of the District's gifted education services through local newspapers, other media, student handbooks and the District website.

References:

School Code – 24 P.S. Sec. 1371

State Board of Education Regulations – 22 PA Code Sec. **4.13**, 4.28, 11.12, 16.1 et seq.

Family Educational Rights and Privacy Act – 20 U.S.C. Sec. 1232g

Board Policy – 000, **100**, 113, 216