



**NORTH ALLEGHENY
SCHOOL DISTRICT**

SECTION:	PROGRAMS
TITLE:	GIFTED EDUCATION
ADOPTED:	7/20/16
REVISED:	

114 - GIFTED EDUCATION

Section 1. Authority

SC 1371
Title 22
Sec. 4.28, 16.1 et seq.
Pol. 000

Title 22
Sec. 4.13, 16.4
Pol. 100

Title 22
Sec. 16.21

Title 22
Sec. 16.21

Title 22
Sec. 16.21

- a. In accordance with the Board's philosophy to develop the special abilities of each student, the District shall provide gifted education services designed to meet the individual educational needs of identified students.
- b. The District shall develop and implement a Gifted Education Plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the District's administrative offices and the nearest public library for a minimum of twenty-eight (28) days.
- c. The District's Gifted Education Plan shall address:
 - 1. The District's process for identifying gifted children in need of specially designed instruction.
 - 2. The gifted special education services offered by the District.
 - 3. Reports of gifted students, personnel, program elements, and costs, as required by the Pennsylvania Department of Education (PDE).
- d. The Board directs that the District's gifted education services shall provide the following:
 - 1. Systematic screening process conducted annually to locate and identify all students within the District who are thought to be mentally gifted and in need of specially designed instruction.
 - 2. Screening and evaluation process that meets state requirements to determine a student's educational needs.
 - 3. Procedures to determine whether a student meets the two-prong criterion for gifted education service that a child is "mentally gifted" or shows "gifted ability". Criteria indicating "gifted ability" include:

Title 22
Sec. 16.22(d)

Title 22
Sec. 16.1, 16.2, 16.22(h)

- A year or more above grade achievement level for the normal age group in one or more subjects as measured by a 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
 - 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, 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, 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.
4. Referral for the gifted multidisciplinary evaluation (GMDE) shall be made when the student is suspected by teacher(s) or parent(s)/guardian(s) of being gifted and not receiving an appropriate education under Chapter 4 (relating to academic standards and assessment).
 5. Multidisciplinary evaluations shall be conducted by Gifted Multi-Disciplinary Teams (GMDTs). The GMDT shall be formed on the basis of the student's needs and shall be comprised 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 current teachers, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student's cultural background. A single member of the GMDT may meet two or more of the qualifications specified in this subsection. The evaluation should look at information relevant to the student's suspected giftedness including academic functioning, learning strengths and educational needs.
 6. The GMDT shall prepare a written report that brings together the information and findings from the evaluation or reevaluation concerning the student's educational needs and strengths. The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, indicate the basis for those recommendations, include recommendations for the student's programming and indicate the names and positions of the members of the GMDT. The Gifted Written Report(GWR) should be compiled based on

<p>Title 22 Sec. 16.22, 16.23, 16.32, 16.33</p>	<p>a complete evaluation and carry the recommendations of all individuals participating, whether or not the individuals are in concurrence. The determination of giftedness, i.e., eligibility under Chapter 16, resides with the GMDT. Parents may request an in-person meeting of the GMDT prior to the GWR being completed.</p> <p>7. Gifted Written Report (GWR) provides the initial data for the Present Levels of Educational Performance that are used to design instruction and the educational services which may include the need for acceleration, enrichment (or both), methods, materials, or specialized curriculum. A Gifted Individualized Education Plan (GIEP) is developed, and subsequently modified, for each student based on his/her unique needs.</p> <p>A GIEP shall be developed at a GIEP meeting and based on data and information presented at the meeting. Revisions to the GIEP, changes in placement, or continuation of educational placement for a student determined to be gifted shall be made by the GIEP team based on a review of the student's GIEP, instructional activities, present levels of educational performance, and information in the most recent evaluation/re-evaluation.</p>
<p>Title 22 Sec. 16.63</p> <p>Title 22 Sec. 16.32</p>	<p>8. Safeguards for the due process rights of gifted students.</p> <p>9. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP). Responsibility for development and implementation of each GIEP is shared between parent(s)/guardian(s) regular education teacher(s), gifted education teacher(s) and administrator(s).</p>
<p>Title 22 Sec. 16.32, 16.61, 16.62</p>	<p>10. The District shall provide all required notices and information to parent(s)/guardian(s) of gifted students, document all consents and responses of parent(s)/guardian(s), and adhere to all established timelines.</p> <p>Section 2. <u>Definitions</u></p> <p>a. Acceleration - access to higher level learning activities and skill development. The pacing, complexity and depth of planned coursework are modified as indicated by individual needs. Acceleration may include: planned course compacting/telescoping, subject acceleration, specially designed instruction, credit by examination or performance, interdisciplinary planned courses, distance learning courses, higher education level courses, independent or self-directed study.</p> <p>b. Enrichment - in-depth learning experiences and activities that provide interaction with new ideas, skills and topics that enhance the curriculum in a variety of learning settings. These experiences are based upon individual student strengths, interests and needs.</p>

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 Sec. 1371
 Title 22
 Sec. 11.12

- c. Gifted Education Plan - refers to a subset of the Comprehensive Plan, which includes procedures for the education of all gifted students enrolled in the District.
- d. Gifted Individualized Education Plan (GIEP) - a yearly written plan describing the education to be provided to an identified gifted student.
- e. 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.
- f. Gifted Education - specially designed instruction to meet the needs of a gifted student that is conducted in an instructional classroom setting provided: in an instructional or skill area, at no cost to the parents; under the authority of a school district, directly, by referral or by contract; by an agency, individualized to meet the educational needs of the student, reasonably calculated to yield meaningful educational benefit and student progress; and in conformity with a Gifted Individualized Education Plan.
- g. Gifted Student - a student who is exceptional 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".
- h. Intelligence Quotient (I.Q.) - a measure of intellectual aptitude at a given point in time based on comparison of children of the same chronological age. It is one of the many ways to measure a student's academic potential.
- i. Mentally Gifted - outstanding intellectual and creative ability the development of which requires specially designed instruction, programs or support services, or both, not ordinarily provided in the regular education program.
- j. Specially Designed Instruction - adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum not ordinarily provided in the general education program to meet gifted needs.
- k. Dual Exceptional - is a term that is used to indicate a student who is gifted but who also has one or more additional exceptionalities. It can refer to gifted students who are deaf, vision-impaired or have a physical disability; it can also refer to gifted students who have an emotional or behavioral disability.

Section 3. Guidelines

- a. The District shall make the Permission to Evaluate (PTE) form readily available to parent(s)/guardian(s) upon request. If an oral request is made to an administrator or professional employee, the District must inform the

Title 22
 Sec. 16.21

<p>Title 22 Sec. 16.41</p>	<p>parent(s)/guardian(s) to put their request in writing of their right to request a gifted multi-disciplinary evaluation (GMDE) for their child. When the District receives the written request, the parent(s)/guardian(s) will receive the PTE form within ten (10) calendar days of the written request.</p> <p>b. Caseloads/Class Size</p> <p>1. The Board directs the Superintendent or designee to annually assess the District's delivery of gifted services and programs, in order to:</p> <ul style="list-style-type: none"> • Ensure the ability of assigned staff to provide the services required in each identified student's GIEP. • Address the educational placements for gifted students within the District. • Adhere to the Pennsylvania Department of Education (PDE) for caseload and class roster maximum requirements.
<p>Title 22 Sec. 16.41</p>	<p>2. The District may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances. The conditions under which waivers have been requested and granted must be available to the public.</p>
<p>Title 22 Sec. 16.65 20 U.S.C. Sec. 1232g Pol. 216</p>	<p>c. Confidentiality of Student Records</p> <p>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>d. Awareness Activities</p> <p>1. The Superintendent or designee shall annually conduct awareness activities to inform parent(s)/guardian(s) of school-aged children residing within the District of its gifted education services and programs, and how to request these services and programs. Notification and information pertaining to all options for screening and identification of students will be available on the District website.</p> <p>2. Awareness activities, which may include providing written notice of the District's gifted education services, will be made through various means including: local newspapers, other media, student handbooks, and the District website, and/or other means reasonably expected to reach parent(s)/guardian(s) of school-aged children residing in the District.</p> <p>e. Independent Evaluations</p>

1. Parents at their own expense may obtain an independent evaluation by a certified school psychologist. The District is required to consider this information when making decisions regarding student identification.
2. The District will consider the results of an evaluation conducted by a certified school psychologist not employed by the District. A report summarizing individually administered intelligence test results must include all age-appropriate subtests. Abbreviated tests will not be considered. The GWR must address and attempt to reconcile and explain discordant intelligence test results if they exist between the District and the independent administered intelligence tests.
3. An independent or outside evaluation alone is not sufficient to determine gifted ability. The procedure for collecting multiple criteria, as well as the development of a comprehensive GWR will be followed. The intelligence test from the independent or outside evaluation will be considered in addition to the other criteria. The student must meet the criteria for “mentally gifted” and in need of specially designed instruction.

Section 4. Delegation of Responsibility

The Superintendent or designee shall develop administrative procedures to implement this policy.

Section 5. Complaints

Complaint procedures will follow guidelines outlined in Board Policy #906.

Section 6. Appeals

If a parent(s)/guardian(s) disagrees with the District’s proposal, the District will follow the following formal systems available for dispute resolution:

- a. Mediation
- b. Impartial Due Process

Section 7. Personnel

In order for specially designed instruction to be effective, it is necessary for both gifted education teachers and regular education teachers to be knowledgeable about gifted education and supported with continuing professional development.

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

Pol. 906

Title 22
Sec. 16.5

	Board Policy – 000, 100, 216, 906
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