

STATE COLLEGE AREA SCHOOL DISTRICT
Learning Enrichment and Student Services
Memorandum

To: Dr. Robert O'Donnell

From: Jeanne Knouse

Date: October 23, 2013

Re: Policy Revision and Adoption

The second reading of the following policies will be presented at the October 28, 2013 State College Area School District School Board meeting for action under Routine Approvals. Please note all revisions made following the first reading are in red:

Policy 819.1 - Suicide and Self-Harming Prevention Policy (revised)

Policy 218.2 - Threat Assessment Policy (revised)

Policy 246 - Coordinated School Health Policy (revised)

Policy 822 – Automated External Defibrillator (AED)/Cardiopulmonary Resuscitation (CPR) Policy (revised)

Policy 114 - Learning Enrichment/Gifted Support Policy (no revisions)

STATE COLLEGE
AREA
SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: ~~SUICIDAL CONCERNS/
RESPONSE~~ **SUICIDE AND
SELF-HARMING
PREVENTION POLICY**

ADOPTED: August 8, 2005

REVISED:

<p>1. Purpose</p> <p>2. Definitions</p> <p>3. Delegation of Responsibility</p>	<p>819.1. SUICIDAL CONCERNS/RESPONSE SUICIDE AND SELF-HARMING PREVENTION</p> <p>It is the policy of the State College Area School District to provide assistance and support to help prevent suicide and/or respond to suicide attempts or ideation and to prevent self-harming behavior and/or appropriately respond to attempts to self harm.</p> <p><u>Self-harming behavior</u> - includes, but is not limited to, threats of suicide or other self-harming behavior, excessive risk taking, purposeful self-injury, and evidence of binge drinking.</p> <p><u>Suicidal ideation</u> - means having thoughts of killing oneself. While it is not abnormal for people to have such thoughts, the persistence of such thoughts is cause for concern.</p> <p><u>Suicidal threat</u> - means saying or doing something that reveals a self-destructive desire. While threats may not be serious and are made sometimes by people who merely are seeking attention and/or trying to manipulate others, all threats should be taken seriously.</p> <p><u>Attempted suicide</u> - means acting in a very serious self-destructive manner that includes all the elements of a completed suicide except that the person does not die.</p> <p><u>Completed suicide</u> - means the taking of one's life with conscious intent.</p> <p>The employees of the District will respond to concerns regarding suicide and/or self-harming behavior in a systematic fashion.</p> <p>Action in each case will be taken based upon specific guidelines established by the Superintendent or designee. When the circumstances of the case are beyond the established guidelines, the Traumatic Events Team will direct action.</p>
--	--

STATE COLLEGE
 AREA SCHOOL
 DISTRICT

SECTION: PUPILS

TITLE: BEHAVIOR THREAT
 ASSESSMENT

ADOPTED:

REVISED:

<p>1. Purpose</p> <p>2. Definitions</p>	<p style="text-align: center;">218.2. BEHAVIOR THREAT ASSESSMENT</p> <p>The State College Area School District recognizes that threats by students present concerns to individuals and negatively impact the overall climate of safety and welfare of District students, staff and community. The District acknowledges the need for an immediate and effective response to a situation when a threat is brought to the attention of a District employee, including those reported by a student, parent/guardian, or staff member, and District employee.</p> <p><u>Threats</u> – an expression of intent to do harm or act out violently against someone or something. Using a threat means engaging in behaviors that further a plan to harm a target. Examples include but are not limited to: threats made directly against students, school officials or school property; writings, artwork, communications, or behaviors suggesting a student’s intent to harm; allegations of bomb-making or possession of a firearms by a student; or direct or indirect threats that may be written, verbal, posted on the internet, or made by gestures.</p> <p><u>Early Warning Signs</u> – those behavioral and emotional signs that, when viewed in context, cause concern for members of the school system. A combination of events, behaviors, and emotions may lead to aggressive or violent behavior toward self or others. Early warning signs call for a referral to the threat assessment team.</p> <p><u>Imminent Warning Signs</u> – behaviors, actions or other signs that indicate a student is very close to behaving in a manner that is potentially dangerous to self and/or others. Imminent warning signs require an immediate school and law enforcement response.</p> <p><u>Precipitating Events</u> – recent events or ”triggers” which result in increased potential for violence.</p> <p><u>Threat Assessment Inquiry</u> – initiated and controlled by the school threat assessment team (with law enforcement consultation and participation). This policy is not meant to take precedence in a life-threatening situation. In a life-threatening situation, the District employee may need to call 911 immediately and provide requested information. The safety and welfare of students and staff shall take precedence over all other considerations.</p>
---	---

	<p>Using a multidisciplinary team and integrated systems approach, this policy addresses the use of a formal process to conduct an assessment, using a multidisciplinary team and integrated systems approach, and bases decisions on information collected and analyzed.</p> <p>The central question in a threat assessment inquiry or investigation is whether a student <i>poses</i> a risk, not whether the student has <i>made</i> a threat. Each threat assessment could vary in scope and time and may be limited and brief, or complex and extensive.</p> <p>The threat assessment team may include, but not be limited to:</p> <ol style="list-style-type: none"> 1. Building principal 2. Assistant principal 3. School counselor 4. Nurse 5. Student Assistance Program/Instructional Support team member 6. Home and school visitor 7. School psychologist 8. Special education supervisor 9. School Resource Officer <p>The threat assessment team’s principal responsibility is to guide the assessment and management of situations of concern. The threat assessment team shall document carefully the inquiry and any actions taken. This documentation shall be carried out in compliance with any applicable Board policies and/or legal considerations, and will include a record of the sources of, and content and sources for all key information considered in the threat assessment as well as the date that the information was acquired.</p>
<p>2. Delegation of Responsibility</p>	<p>The Board authorizes the Superintendent or designee (referred to as the central point of contact) to determine, in consultation with a school administrator, that a threat assessment inquiry should be pursued by the threat assessment team, or in consultation with law enforcement agency, that a threat assessment investigation should be pursued.</p>
<p>Pol. 233</p>	<p>For safety purposes, a student may be suspended at the onset or during the course of a threat assessment inquiry/investigation.</p>
<p>3. Guidelines</p>	<p><u>Reporting Procedures</u></p> <p>Students, staff, and parents/guardians and adults will be advised at least annually of the kinds of information (early warning signs) that should be brought to the attention of an administrator.</p>

This information includes, but is not limited to:

1. A threat to commit a violent act
2. Weapon-seeking and weapon-using behaviors
3. Homicidal and suicidal behaviors
4. Behaviors suggesting that a student is contemplating or planning an attack

When a District employee learns that a student has made a threat to commit a violent act, the District employee must immediately contact the building principal to report the threat. The District employee will be given a form on which to provide referral information. In a life-threatening situation, the District employee may need to call 911 and provide requested information.

Action

The building principal will investigate the threat.

The facts of the situation plus the information gathered about the student of concern will determine the scope of the threat assessment process. Many situations ~~investigated~~ can be understood and resolved after the initial information-gathering phase.

The building principal will determine if the incident reaches a threshold of concern by exploring the presence of the following criteria (which include, but are not limited to):

1. There are indications that a plan may exist.
2. Something is presented in written form, such as an e-mail message or text message.
3. Expression of violence in writings and drawings.
4. Signs of social withdrawal (i.e., feelings of depression, social rejection, being a loner, etc.).
5. There are current indicators or past history of student concern.

If the incident reaches a threshold of concern, the building principal will consult with the central point of contact to review information and initiate a threat assessment with the team.

The threat assessment team will conduct an assessment following established protocol for a line of inquiry, which includes parent/guardian notification.

The threat assessment team designated for each building will be responsible to

gather and analyze information collected and document the assessment. If the student has an IEP, **the case manager** ~~a member~~ of the IEP team will also be included. A school administrator or **administrative designee** will chair the team.

The threat assessment team will collect ~~various~~ information from multiple sources, including school information, collateral school interviews (bystanders, social group), parent/guardian interviews, interviews with the student of concern, and an interview with the ~~student~~ **person(s)** being threatened.

The building principal or **principal designee** will inform the parent/guardian of the person being threatened about the incident of concern but will comply with all applicable confidentiality provisions. Following the threat assessment, the building principal or **principal designee** will also follow up with the parent/guardian about the liability issues as determined by the threat assessment team.

If the initial inquiry determines there is a valid threat of targeted school violence, the school threat assessment team, in consultation with school administrators and a law enforcement official, will determine when a threat assessment inquiry is referred for a threat assessment investigation conducted by a law enforcement agency.

Intervention

The threat assessment team determines what referral for support is necessary for the individual(s) who poses a risk and the individual(s) targeted. The intervention(s) for a student who poses a risk may include referrals to social services, psychiatric evaluation, and/or support systems that provide encouragement and hope, and reduce the likelihood that the student will engage in future threatening behavior. The parents/guardians and student must abide by the recommended interventions of the team.

If compliance with the recommendations is not completed during the time of suspension, the student will be provided with up to forty-five (45) days of home study. For a student with an IEP, the Individuals with Disabilities Education Act and Board policy will be followed. If compliance with the recommendations is not completed at the end of the home study, the District will require a Board hearing for possible expulsion.

Monitoring

Monitoring of a student may be discontinued after the threat assessment team has completed the following tasks:

1. Assessed whether (and to what extent) the student has changed unacceptable thinking and behavior over time.

2. Developed supportive intervention strategies that encourage and help the student to respond in a prosocial manner.

Training

Members of the threat assessment team will receive threat assessment training. Additionally, training will be provided to staff regarding safe schools' initiatives to further develop and support climates of safety within our schools.

Dissemination

The Superintendent is responsible for the implementation and coordination of all information related to incidents involving threats. If the Superintendent is unavailable, the Assistant Superintendent will assume this responsibility. The Superintendent will determine the appropriate information about incidents on district property and on school-sponsored transportation that will be communicated with parents/guardians, the community, and the media. The notifications will include information that is pertinent to the incident but will not compromise an ongoing investigation, violate laws of privacy or civil rights, compromise sensitive or confidential information or violate law, regulation, other Board policy or procedure.

Appropriate District employees will be kept informed as to the threat assessment and level of risk posed.

References:

State Board of Education Regulations – 22 PA Code Sec. 12.2

Terroristic Threats – 18 Pa. C.S.A. Sec. 2706

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300

Board Policy – ~~218.3~~, 233, ~~236~~

STATE COLLEGE
AREA
SCHOOL DISTRICT

SECTION: PUPILS

TITLE: ~~WELLNESS POLICY FOR PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND NUTRITION COORDINATED~~
SCHOOL HEALTH POLICY

ADOPTED: February 13, 2006

REVISED: July 11, 2007

<p>1. Purpose P.L. 108-265 Sec. 204</p> <p>2. Delegation of Responsibility Pol. 808</p> <p>3. Guidelines</p>	<p style="text-align: center;">246. WELLNESS POLICY FOR PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND NUTRITION COORDINATED SCHOOL HEALTH POLICY</p> <p>The State College Area School District is committed to preparing students to make healthy nutritional and physical activity choices every day in their communities, homes and schools. to connecting health with education as described by the Centers for Disease Control's Coordinated School Health Model. Therefore, it is the policy of the State College Area School District that:</p> <ol style="list-style-type: none"> 1. Students, parents/guardians, teachers, food service professionals, health professionals, and community members will jointly implement, monitor, and review the district's nutrition and physical activity policies Coordinated School Health Policy. 2. All students and staff will receive opportunities and encouragement to stay physically active on a regular basis. 3. The District's schools will provide K-12 physical education, curricular and nutrition al education opportunities during the school day, as well as other opportunities for developmentally appropriate activities aimed at fostering lifelong habits for health. 4. Food and beverages sold or served at school are consistent with to a healthy lifestyle. 5. The school environment, including physical and aesthetic surroundings and the psychosocial climate and culture of the school, will support student/staff health and wellness. 6. Physical health and behavioral health services will support the needs of all students/staff. 7. <i>The mental, emotional, and social health of students and staff will be supported by the professional leadership of certified school counselors, psychologists, certified school</i>
--	--

nurse and social workers.

8. The goals of the ~~student wellness policy~~ **Coordinated School Health policy** will be considered in planning all school-based activities.

The Superintendent or designee will monitor District schools, programs, and curricula to ensure compliance with this policy **and** related policies and to establish guidelines or administrative regulations.

The Superintendent or designee will periodically report to the Board on the District's compliance with laws and policies related to student wellness.

School Health and Wellness Council

A School Health **and Wellness** Council will be established and will meet quarterly for the purpose of implementing, monitoring and, as necessary, revising ~~school wellness policies~~ **this policy**. The council will be comprised of ~~at least one (1) of each of the following: parents/guardians, students, administrators, teachers, physical educator/health educator, health professionals, and school food service staff~~ **representatives from the community and each building, and will representing the Coordinated School Health Components:**

- **Nutrition Services**
- **Health Education**
- **Physical Education**
- **Health Services**
- **Counseling/Mental Health**
- **Staff Health**
- **Family/Community**
- **Environment**

~~Committee members will serve a two (2) year term.~~

~~Foods And Beverages Available On Campus~~ **Nutrition Services**

School Meals -

1. Students will have access to the National School Lunch and Breakfast Programs that meet the minimum nutritional requirements established by state and federal regulations.
2. Information about the nutritional content of school meals will be available to parents/guardians and students.

3. Schools will provide adequate time for students to enjoy healthy foods. (The National Association of State Boards of Education recommends at least ten (10) minutes for breakfast and twenty (20) minutes for lunch calculated from the time the student is seated.)
4. Dining areas will be pleasant, with enough space to comfortably seat all students.
5. High school students will be strongly encouraged to schedule a free lunch period.
6. Students will be involved in menu planning through regularly scheduled meetings and taste testing.

Competitive Foods (foods offered at school other than through the National School Lunch or School Breakfast Programs ~~and~~ **that** include a la carte, vending, school store sales, fundraisers, booster club sales, classroom parties, and holiday celebrations) –

1. The School Health **and Wellness Council** and the food service department will jointly establish nutrient standards for all competitive foods sold in the school cafeterias. These standards may set limits on, but are not restricted to: portion size calorie content, fat content, added sugar, and sodium content.

2. **Given young children’s limited nutrition skills, elementary students will require parent/guardian approval to make purchases of items that are not part of the reimbursable school meal.**

1. ~~Elementary School Cafeterias:~~

- a. ~~Elementary schools will comply with the Department of Education’s *Nutritional Standards for Competitive Foods in Pennsylvania Schools.*~~

- b. ~~Given your children’s limited nutrition skills, items for individual sale in the school cafeteria will be restricted to bottled water and those food items offered on the school menu as part of the daily meal.~~

2. ~~Middle School/High School Cafeterias:~~

3. Vending, School Stores, and Other In-School Sales Outlets:

	<p>a. All foods and beverages available for sale on the school campus will meet the nutrient standards for competitive foods sold in the school cafeterias.</p> <p>4. Fundraising:</p> <p>a. Organizations that engage in fundraising in school during school hours will follow nutrient standards established by the School Health and Wellness Council. The administration will enforce these standards and may set limits on, but are not restricted to: portion size calorie content, fat content, added sugar, sodium content and time of day.</p> <p>b. School organizations that engage in fundraising off school property or outside school hours will be encouraged to consider health food or non-food related fundraising options.</p> <p>5. Classroom Snacks, Rewards and Celebrations:</p> <p>a. Elementary schools will comply with the Department of Education's <i>Nutritional Standards for Competitive Foods in Pennsylvania Schools</i>.</p> <p>a. Parties and celebrations held in elementary schools will limit foods (maximum 2-3 items) that contain added sugar as the first ingredient and will provide the following as healthier alternatives:</p> <ul style="list-style-type: none">• Fresh Fruits and vegetables• Water, 100% fruit juice or milk <p>b. Food will not be used as a reward for elementary classroom or school activities unless the reward is an activity that promotes a positive nutrition message.</p> <p>c. Parents/Guardians and teachers at the middle school and high school level will be made aware of the District's commitment to wellness and will be encouraged to provide healthy snacks. Health food or Non-food rewards and celebrations will be encouraged.</p> <p>6. School-Sponsored Events (such as, but not limited to, athletic events, dances, performances, or ceremonies):</p> <p>a. Coordinators of these events will be made aware of the District's commitment to wellness and will be encouraged to provide healthy options.</p>
--	--

Faculty and staff are encouraged to set a positive example for the students. Students are not likely to believe that nutrition policies are beneficial if they see faculty and/or staff consuming foods and beverages that do not align with District policy.

Nutrition Education-Health Education

The goal of ~~nutrition~~ **Health** Education is to ~~teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases potential for achievement~~ **provide students with opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy and adopting health-enhancing behaviors. Comprehensive K-12 health education courses address a variety of topics such as drug and alcohol use and abuse, healthy eating and nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention.**

~~The nutrition curricula shall be age-appropriate and behavior focused.~~ **A qualified teacher who has been trained in Health Education (with the assistance of the certified elementary education teacher) will teach Health Education at the elementary level. A certified health educator will teach the middle and high school health classes.**

The ~~nutrition~~ **Health** Education curriculum will be a sequential, comprehensive Health Education program in accordance with State Board of Education curriculum regulations and the **national** academic standards for Health, Safety and Physical Education and Family and Consumer Sciences.

Physical Education

The goal of the K-12 Physical Education is to provide students with opportunities to acquire knowledge and skills in order to participate to allow for participation in a wide variety of lifetime health enhancing physical activities. Active participation in Physical Education classes will also increase the level of the student's overall fitness and well-being.

Comprehensive K-12 Physical Education courses will be the means through which all students learn, practice and are assessed on the developmentally-appropriate skills and knowledge that are needed to sustain lifelong, health-enhancing physical activity.

Certified health and physical education teachers will teach the Physical Education curriculum.

The physical education curricula will be a sequential, comprehensive program in accordance with State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education.

Physical Activity

In addition to planned Physical Education, age-appropriate physical activity opportunities will be provided to meet the needs of all students. These may include recess, activities before and after school and during lunch, clubs, intramurals, and interscholastic athletics.

Health Services

School Health Services, a division of Learning Enrichment and Student Services, provides for the health needs of the school child in accordance with the School Laws of Pennsylvania. Included among these services are: health screenings, physical examinations, health appraisals and counseling, first aid and emergency care in case of injury and sudden illness, referral of detected health problems and education for wellness promotion, disease prevention and control.

The goal of School Health Services is to help students attain and maintain an optimum health status so that they may receive maximum benefit from the educational experience. ~~to~~ *School Health Services will promote the development of positive health attitudes and practices, to promote and maintain a risk-free environment, and to integrate the school health program with other health service delivery systems.*

In addition, as noted in Policy 209.1 – Severe Allergy and Policy 210 – Medication: students will be provided with nursing services during the school day to accommodate ~~their~~ special needs.

Counseling/Mental Health

A planned program of school counseling is an integral part of the educational program of the schools. It includes academic, career and personal social counseling.

A program of school counseling will be offered to all students and will involve the coordinated efforts of all staff members under the

professional leadership of certificated school counseling personnel as noted in policy 112 School Counseling.

The District will provide a comprehensive system of mental health supports to include universal, targeted and intensive interventions.

Universal - Interventions that apply to all students and create a positive environment for learning. Interventions may include positive behavior interventions and support, school-wide social skills building, anti-bullying initiatives, and conflict mediation.

Targeted - Interventions that apply to those students whose social and/or emotional needs pose a barrier to learning. Interventions may include mentoring, specialized classroom intervention, **Student Assistance Program (SAP)** referral, and psycho-educational and/or specific counseling groups.

Intensive - Individualized interventions that apply to those students with chronic and/or severe social, emotional, or behavioral problems. Interventions include **School-Based Mental Health (SBMH)** referral, student behavior plans (behavior, Truancy Elimination Plan), specific accommodations for the student (504, IEP), school counselor interventions, and school psychologist interventions.

Staff Health

The Board **recognizes that it's employees are among their most a valuable resource.**

The School Health and Wellness Council will create staff wellness programs that include worksite health promotion programs, and employee wellness programs to improve their health and overall wellness. These programs may be building specific or have a District-wide focus and will also include physical activity opportunities and mental health options for improvement of overall health.

Family/Community

The District is committed to the belief that all students can learn and acknowledges that parents/guardians and the community share in the District's commitment of **to** educational success of children.

The Board recognizes that the responsibility of each student's education is shared by the schools, the family and community and acknowledges that schools, families and community members must

work as knowledgeable partners to effectively educate all students.

The Board supports the development, implementation and continuing evaluation of a parent and family involvement program with **that** involves parents at all grades levels in a variety of roles as noted in policy 908: Parent/Family Teacher involvement.

Environment

The Board is committed to establishing a healthy and safe school environment in each of the District schools.

Through programs and services each school will strive to develop a positive school climate that includes norms, values, and expectations that support:

1. People feeling socially, emotionally, and physically safe.
2. People feeling engaged and respected.
3. **Students**, families and educators working together to develop, live and contribute to a shared school vision.
4. Educators modeling and nurturing an attitude that emphasizes the benefits of leaning.
5. Each person contributing to the operations of **the each** schools as well as the care of the physical environment.

References:

Child Nutrition and WIC Reauthorization Act of 2004 – P. L. 108-265 Sec. 204

Board Policy - 808

STATE COLLEGE AREA
SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: AUTOMATED EXTERNAL
DEFIBRILLATOR (AED)/
CARDIOPULMONARY
RESUSCITATION (CPR)

ADOPTED:

REVISED:

<p>1. Purpose</p> <p>2. Authority SC 1424</p> <p>3. Guidelines</p> <p>4. Delegation of Responsibility</p>	<p style="text-align: center;">822. AUTOMATED EXTERNAL DEFIBRILLATOR (AED)/ CARDIOPULMONARY RESUSCITATION (CPR)</p> <p>The State College Area School District is committed to providing a safe and healthy environment for the school community.</p> <p>Maintaining automated external defibrillator (AED) units and staff trained in cardiopulmonary resuscitation (CPR) in the schools enables responders to deliver early defibrillation and resuscitation to victims.</p> <p>Except in extenuating circumstances, each school will have at least two (2) people certified in the use of cardiopulmonary resuscitation (CPR) during regular school hours when school is in session and students are present. <i>It is the intent of the Board to make CPR training available to all staff.</i></p> <p>The automated external defibrillator (AED) units are owned by the District and will be properly maintained and located in secure and accessible locations.</p> <p>The automated external defibrillator (AED) units will be used in accordance with approved District procedures.</p> <p>A Core Team will be trained in CPR and AED procedures by completing a training program offered by approved providers. Members of the team will be provided opportunities for annual training and retraining.</p> <p>Written guidelines for medical emergencies related to the use of automated external defibrillator (AED) units will be provided to and reviewed with all members of the core team.</p> <p>School responders' use of automated external defibrillator (AED) units will not replace the care provided by emergency medical services (EMS) providers. Patient care will be transferred to the EMS providers upon their arrival.</p> <p>The Director of LE/SS or designee will develop and disseminate administrative regulations that detail the use of automated external defibrillator (AED) units.</p>
---	--

822. AUTOMATED EXTERNAL DEFIBRILLATOR (AED)/
CARDIOPULMONARY RESUSCITATION (CPR) - Pg. 2

All automated external defibrillator (AED) units may be used by all members of the District's core team who have successfully completed training and any trained volunteer who has a current course completion card.

References:

School Code – 24 P.S. Sec. 1423, 1424

Civil Immunity for Use of Automated External Defibrillator and First Aid –
42 Pa. C.S.A. Sec. 8331.2, 8337.1

Nonmedical Good Samaritan Civil Immunity – 42 Pa. C.S.A. Sec. 8332

Board Policy – 009 Policy Initiation, 123.2

STATE COLLEGE
AREA
SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LEARNING
ENRICHMENT/GIFTED
SUPPORT

ADOPTED: August 26,202

REVISED:

114. LEARNING ENRICHMENT/GIFTED EDUCATION	
<p>1. Authority SC 1371 Title 22 Sec. 4.28, 16.1 et seq</p>	<p>In order to meet the District’s obligation to provide a free appropriate public education to all students in the State College Area School District, the Board has established the Learning Enrichment/Gifted Support Program to provide services to able learning students, intensely interested students, and highly motivated students. In addition, the program shall provide enrichment activities and services to all students.</p> <p>As much as possible the activities and services provided shall be integrated within the regular education program allowing for inclusion of able learners and minimizing the need for Individualized “Gifted Support Services” (GIEPs).</p> <p>The Superintendent or designee will establish procedures for operation of the Learning Enrichment/Gifted Support Program that allows the program to maintain a focus on opportunities for excellence while assuring equal access for all students.</p> <p>The Board directs that the District’s Learning Enrichment/Gifted Support education program shall provide the following:</p>
<p>Title 22 Sec. 16.21</p>	<p>1. System to identify all students within the district who are thought to be gifted and in need of specially-designed instruction;</p>
<p>Title 22 Sec. 16.21</p>	<p>2. Screening and evaluation process to determine students’ educational needs, as required by the state;</p>
<p>Title 22 Sec. 16.21</p>	<p>3. Procedures to determine a student’s eligibility for gifted services;</p>
<p>Title 22 Sec. 16.22, 16.23, 16.32</p>	<p>4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified to address his/her educational needs that are not being met by the Learning Enrichment program as written in the Gifted Written Report by the Gifted Multidisciplinary Team (GMDT).</p>
<p>Title 22 Sec. 16.63</p>	<p>5. Safeguards to insure 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</p>

<p>2. Definitions Title 22 Sec. 16.21</p> <p>Title 22 Sec. 16.1</p> <p>Title 22 Sec. 16.22</p> <p>3. Guidelines Title 22 Sec. 16.22</p>	<p>(GIEP). The District will 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.</p> <p>Gifted student - means a student of school age who demonstrates outstanding intellectual and creative ability, which necessitates specially designed programs or support services, or both, not ordinarily provided in the regular education program or Learning Enrichment Program. The term ‘gifted student’ describes a person with an IQ of 130 or higher who meets established multiple criteria indicating gifted ability, or a person with an IQ lower than 130 who demonstrates gifted ability using other educational criteria. For purposes of this definition, any determination of mentally gifted status shall include an assessment by a certified school psychologist.</p> <p>GIEP - means a Gifted Individualized Education Plan and will be granted when it is established that the child has met eligibility criteria for gifted and has an established need or needs that are not being met in the regular school environment with or without Learning Enrichment Services.</p> <p>GMDT - means a Gifted Multidisciplinary Team. 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 specified qualifications.</p> <p>The district shall make the Permission To Evaluate Gifted Student form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request. Parents/Guardians who suspect that their child is gifted may request a Gifted Multidisciplinary Evaluation of their child at any time, with a limit of one (1) request per school term.</p> <p><u>Caseloads/Class Size</u></p> <p>The Superintendent or designee will develop and implement procedures, in conjunction with the building principals and other appropriate school personnel, to annually assess the delivery of gifted education within the District 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
---	--

<p>Title 22 Sec. 16.41</p>	<p>3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of seventy-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> <p>Notwithstanding the above, the District will have the right to 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. 16.61, 16.62</p>	<p><u>Notice/Consent For Evaluation</u></p> <p>Prior to the District conducting an initial Gifted Multidisciplinary Evaluation or Reevaluation of any school-aged student, the District will provide the parent(s)/guardian(s) of that student with written notice proposing a Gifted Multidisciplinary Evaluation and obtain written parental/guardian consent to do so.</p>
<p>Title 22 Sec. 16.65 Pol. 216</p>	<p><u>Confidentiality Of Student Records</u></p> <p>All personally identifiable information regarding a gifted student will 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 SCASD Board policy.</p>
<p>Title 22 Sec. 16.21</p>	<p><u>Awareness Activities</u></p> <p>The Superintendent or designee will annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and procedures to request these services and programs.</p> <p>Awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks and the SCASD web site, and district publications; distributing such written notice to private schools serving school-aged residents; hosting meetings and/or distributing literature designed to inform parents/guardians of newly-enrolled students of the District's gifted services.</p>