



**STATE COLLEGE
Area School District**

LEARNING ENRICHMENT/GIFTED SUPPORT PROGRAM AND STUDENT SERVICES
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To: Dr. Robert O'Donnell

VI-C3

From: Jeanne Knouse

Date: June 4, 2015

Re: Policy Revision

The first reading of the following Policy 114 will be presented at the June 8, 2015 State College Area School District School Board meeting as an information/discussion item:

- Policy 114- Learning Enrichment/Gifted Support - This policy is a revision as a recommended/need by Pennsylvania Department of Education (PDE) during the 2014 Gifted Audit. The recommendation/need made by PDE was: "Learning Enrichment needs to be separate from Gifted Support and clearly defined as general education. As part of the Gifted Education Plan, provide a description of the continuum of services for gifted education. While this is present in the documentation, it often is present with the Learning Enrichment Services and can be confusing to know where one ends and the other begins". A Learning Enrichment policy will be presented at a later date.

STATE COLLEGE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LEARNING
ENRICHMENT/GIFTED
SUPPORT **EDUCATION**

ADOPTED: August 26, 202

REVISED: October 28, 2013

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 education services to provide services to identified gifted 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 education services 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 services 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 (child find).</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 general education 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</p>

	<p>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 GMDT team 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>Title 22 Sec. 16.32</p>	<p>The GIEP team, based upon the evaluation report, develops an initial GIEP and arrive at a determination of educational placement. Revisions to GIEPs, changes in educational placement, or continuation of educational placement for a student determined to be a gifted student shall be made by the GIEP team based upon a review of the student’s GIEP and instructional activities, present levels of educational performance, as well as on information in the most recent evaluation.</p>
<p>Title 22 Sec. 16.1</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 for acceleration and/or enrichment that are not being met in the regular general school environment with or without Learning Enrichment Services.</p>
<p>3. Guidelines Title 22 Sec. 16.22</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 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>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 services through local newspapers, other media, student handbooks and the District's 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>