

SOUTHERN LEHIGH SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: GIFTED STUDENTS

ADOPTED: November 11, 2002

REVISED: May 6, 2013; June 22, 2020

<p>1. Purpose 22 Pa. Code Ch. 16</p> <p>2. Definitions</p>	<p style="text-align: center;">114. GIFTED STUDENTS</p> <p>To implement 22 Pa. Code Ch. 16, and to incorporate by reference and adopt as the policy of the District the requirements of Chapter 16 of the regulations of the Pennsylvania State Board of Education concerning the education of students who are mentally gifted and who, by reason thereof, are in need of specially designed instruction or support services or both, not ordinarily provided in the general education program.</p> <p>GIEP— shall mean a Gifted Individualized Education Plan. 22 Pa. Code 16.1. The GIEP is a written plan describing the education that the District will provide to a gifted student. 22 Pa. Code. 16.32. The initial GIEP must be based upon and be responsive to the results of the gifted multidisciplinary evaluation. <u>Id.</u></p> <p>GMDT— shall mean a Gifted Multidisciplinary Team. 22 Pa. Code 16.1. The GMDT compiles a written report based on the outcome of the Gifted Multidisciplinary Evaluation. 22 Pa. Code 16.22. The GMDT is responsible for determining eligibility under Pennsylvania’s Chapter 16 gifted regulations. <u>Id.</u></p> <p>Gifted Multidisciplinary Evaluation— shall mean a systematic process of testing, assessment, and other evaluative processes used by the GMDT to develop a recommendation about whether or not a student is gifted and needs gifted education. 22 Pa. Code 16.1. The report issued by the GMDT on the basis of the multidisciplinary evaluation must indicate the basis for the team’s conclusions, and, when the team determines the student is mentally gifted, recommendations for the student’s programming. 22 Pa. Code 16.22.</p> <p>Mentally Gifted—shall mean outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. 22 Pa. Code 16.1. This term includes a student who has an IQ of 130 or higher or a student who meets multiple criteria as set forth in Pennsylvania regulations and in the Pennsylvania Department of Education Guidelines. 22 Pa. Code 16.21. Intellectual ability may not be determined by an IQ score alone. <u>Id.</u></p>
--	--

<p>3. Incorporation and adoption of laws and regulations</p>	<p>It is the policy of the Southern Lehigh School District is to adhere to and implement faithfully for all resident school aged children who are identified as mentally gifted or who are thought to be mentally gifted, the requirements of Chapter 16 of the regulations of the Pennsylvania State Board of Education, as they exist on the date of the adoption of this policy, and as they may be hereafter revised or amended.</p>
<p>4. Delegation of Authority and Assignment of Duties</p>	<p><i>In General.</i> The Superintendent or designee shall adopt such procedures and practices as are necessary to identify, screen, evaluate, and provide programing for all students who are mentally gifted as defined in Chapter 16 regulations.</p> <p><i>District Representative at GIEP team.</i> The following staff members shall be authorized to serve as the District representative at GIEP team meetings and to commit the resources of the District at such meetings when such staff are knowledgeable about resources available for eligible students: Director of Student Services, Director of Special Education, Supervisor of Special Education, Principal, and Assistant Principal. On a case-by-case basis, the following staff members shall also be authorized to serve as the District Representative at GIEP team meetings, and to commit the resources of the District when so designated by the Director of Student Services, the Director of Special Education, or by a Principal, provided that such staff are knowledgeable about resources available for students who are mentally gifted, and are authorized in writing to serve as the District Representative at a particular GIEP meeting: a Guidance Counselor, a Gifted Support Teacher, and, a School Psychologist.</p>
<p>5. Assigned Duties Defined</p>	<p><i>Identification and Screening.</i></p> <p>The Superintendent or designee shall ensure that the District annually publishes information to the public about its gifted programs and services, and the manner in which parents can request these programs and services. The District shall publish such information in a manner, which enables the District to reach the resident parents of students enrolled in the District’s public schools, and the resident parents of school age children not enrolled in such schools. The District shall publish this information in local newspapers, other media, student handbooks, and on the School District’s web site.</p> <p>The Superintendent or designee shall ensure that at regular intervals: (1) the District collects information concerning student achievement, performance, and behavior that might indicate gifted ability; (2) appropriate staff review this information; and (3) appropriate staff undertake screening activities in a manner that enables those staff members to discern valid evidence of gifted ability. Screening instruments and techniques must be reliable and be free of racial, gender, national origin, and disability bias.</p>

Evaluations. The Superintendent or his or her designee shall ensure that Gifted Multidisciplinary Teams conduct timely evaluations of all students who, based on screening, parent referral, or administrative or judicial order, are entitled to an evaluation to determine whether they are mentally gifted. Teams must use a variety of testing and assessment techniques that are valid for the purpose used, are reliable, and provide a measure of intellectual ability and/or for a measure of other factors that indicate gifted ability.

Continuum of Program and Service Options. Through the strategic planning process, the Superintendent or designee shall ensure that a continuum of program and service options exists within the District to meet the needs of all mentally gifted students enrolled in the District, for enrichment, acceleration, or both.

Parental Participation. The Superintendent or designee shall adopt procedures to ensure that staff provide parents of students identified as mentally gifted with the opportunity to participate in the development, review, and revision of their child's GIEP. These procedures must include any one or a combination of the following: documented phone calls; and/or certified letters sent return receipt.

Caseloads/Class Size. It is the policy of the Board that the District will ensure that assigned staff are able to provide the services required in each student's IEP, and address the services needed in educational placements for gifted students used by the District. It is further the policy of the Board that, unless waived by the Secretary of Education pursuant to a written request by the District, there may not be more than 65 students on an individual gifted teacher's caseload, and there may not be more than 20 students on the roster of an individual gifted teacher.