

**Tyrone Area
School District**

SECTION: PROGRAMS

TITLE: GIFTED EDUCATION

ADOPTED: SEPTEMBER 14, 2009

<p>1. Authority Title 22 Sec. 16.1 et seq SC 1371, 1372 Title 22 Sec. 4.28</p>	<p style="text-align: center;">114. GIFTED EDUCATION</p> <p>The Tyrone Area School District is committed to providing programs that lead to the success of every child. Recognizing the unique talents, needs, and aspirations of each child, all stakeholders, including teachers, parents, students, and the community, work together in a partnership to identify resources and design the instructional strategies required for children to fulfill their potential. Schools are designed and operated first and foremost for the benefit of students, providing developmentally appropriate, welcoming, and nurturing environments.</p> <p>As a part of the above vision, Tyrone Area School District is committed to providing gifted education services that are designed and implemented in order for gifted students to demonstrate growth and progress. We believe that gifted programming must be integrated into the regular school program so that there is challenge throughout the school day, not just during a few hours a week. In order to best serve our gifted population, our district:</p> <ul style="list-style-type: none"> • Provides an appropriately differentiated instructional program responsive to student ability and learning needs • Assists students in achieving maximum use of potential to achieve personal success • Provides a continuum of program service options • Addresses the social and emotional needs of diverse gifted students • Supports an educational environment that challenges gifted learners and enables students to perform at levels of excellence • Facilitates the development of self-directed learners <p>The Tyrone Area High School Gifted Program is based on the following tenets:</p> <ul style="list-style-type: none"> • Students should be enrolled in rigorous courses that reflect authentic and genuine advancement. • Students should be active, thinking participants in the world around them.
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<p>2. Definitions Title 22 Sec. 16.1</p> <p>Title 22 Sec. 16.22</p> <p>3. Guidelines Title 22 Sec. 16.2</p>	<ul style="list-style-type: none"> • Students should be exposed to ideas that challenge and affirm their own beliefs • Students should engage in thinking and activities at a level that challenges and expands their limits. • Because most gifted students come equipped with the tools to fluently read, write, and speak, the materials they encounter in pursuit of these activities must be engaging, while encouraging higher order thinking and value judgments. • Coursework and activities should focus mainly on the upper levels of Bloom’s Taxonomy, while always reinforcing and assessing the basics. • Learning activities should reach across curriculums and subject areas to allow students to make meaningful connections in their learning. • Students should encounter a wide range of reading, writing, and speaking activities similar to those they will encounter after high school. • Classes should be taught in an environment that encourages expression, creativity, discussion, and debate. <p>GIEP - shall mean a Gifted Individualized Education Program.</p> <p>GMDT - shall mean 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/guardians; 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 (2) or more of the specified qualifications.</p> <p>The goals of the district’s Gifted Program are:</p> <p>We believe that our best chance to provide instruction that challenges all students to perform at individual levels of excellence will come from cultivating the common Ground between gifted education and general education. To this end, the district the district makes the commitment:</p> <ol style="list-style-type: none"> 1. To integrate gifted education into the total school program through service options that are flexible, dynamic, and inclusive.
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2. To create a learning environment that values and nurtures intellectual ability, creativity, and decision making by providing an array of service options which supports individual growth at varying levels of abilities, needs, and interests.
3. To develop an identification procedure using multiple criteria to appraise student need for differentiated services and the kind of services needed.
4. To provide a comprehensive staff development program to enable teachers to more appropriately serve the needs of advanced learners.
5. To involve parents and other community members in the effort to enrich and extend the learning opportunities for advanced learners inside and outside the school.
6. To differentiate and enrich the core curriculum to challenge the advanced learner. We endorse the following working definition of differentiation (Carol Tomlinson, 1995): "...consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students."
7. To provide opportunities for acceleration in order to allow high ability students to move through material at the pace appropriate for their abilities.
8. To use flexible grouping options to give advanced learners peer support and chances to work together without separating them from the rest of their classmates.
9. To progress-monitor student growth as a means of both student and district accountability.
10. To encourage collaboration among teachers in the same and different schools through flexible schedules, staff development, and administrative support.

Referral Procedures and Evaluation Process

Title 22
Sec. 16.22

Any teacher who wishes to refer a student for a gifted screening should complete the appropriate "Gifted Screening and Identification Referral" form posted on the Tyrone Area School District intranet. Any parent who wishes to refer their child for a gifted screening should submit a written request to the school psychologist.

If the majority of the grade level criteria are *not* met, a written summary of the screening data will be provided to the student's parent or guardian, indicating

that further assessment is not warranted.

If the majority of the grade level criteria *are* met, the school psychologist will issue a *Permission to Evaluate* to the student’s parent or guardian. In addition, the parent(s) or guardian(s) will be asked to provide information for the evaluation process.

Upon receipt of the signed *Permission to Evaluate*, the Gifted Multidisciplinary Evaluation Team (GMDE team) will complete an evaluation within 45 days of receipt of the permission to evaluate. The psychologist will then have another ten days to compile the Gifted Written Report and five days to issue the report to the parent(s) or guardian(s). If the student is determined to be mentally gifted *and* in need of specially designed instruction, then the GMDE team will meet to develop a Gifted Individualized Education Plan (GIEP) for the student.

The GIEP is a written plan that details the education to be provided to a gifted student. The team meets annually to review the GIEP and make any changes necessary. The GIEP reflects the needs of the student and contains goals and objectives for the student to meet during the duration of the GIEP. The goals and objectives reflect a student’s present levels of educational performance and are not only child specific but measurable. The GIEP also contains a section relating to the Specially Designed Instruction necessary to help the student achieve the goals listed. Specially Designed Instruction consists of any adaptations or modifications to the general curriculum that are needed for students who are gifted.

OUTSIDE EVALUATIONS

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.

An independent evaluation alone is not sufficient to determine gifted ability. The procedure for collecting multiple criteria, as outlined above, as well as the development of a comprehensive GWR, will be followed. The intelligence test from the independent evaluation will be considered in addition to the other criteria. The student must meet the criteria for mentally gifted described above and be in need of specially designed instruction.

ANNUAL SCREENING OF ALL STUDENTS

Grade level teams of teachers meet regularly throughout the school year to review the performance of all students and will refer any student they feel may meet the eligibility criteria of “mentally gifted”. The parents or guardians of any

student identified through this procedure will be notified and the screening data outlined above will be collected. In the spring of the students' second grade year, a cognitive assessment will be administered to all students as part of the screening and identification process.

Screening Procedures

DEFINITION OF GIFTEDNESS

Chapter 16 of the Pennsylvania School Code defines “mentally gifted” as, “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.” Chapter 16 further states that the term, “mentally gifted,” includes a person who, “has an IQ of 130 or higher, and when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score of lower than 130 may be admitted to gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include an assessment by a certified school psychologist.”

PREVALANCE OF GIFTEDNESS

Statistically, giftedness is very rare and occurs in only 2% of the general population. Therefore, in a district the size of Tyrone, it is reasonable to assume that only about 1- 3 students per grade in the district who are truly gifted. A student can, however, be a high achiever due to above average intellect, high motivation, etc., and not necessarily be “mentally gifted.” The faculty and staff of Tyrone Area School District are committed to meeting *all* students' needs, whether they are gifted, high-achieving, or struggling learners.

MULTIPLE CRITERIA INDICATIVE OF GIFTED ABILITY

In Tyrone Area School District, the criteria for identification as a mentally gifted student includes an IQ of 130 or higher on an individually-administered test of intelligence, as well as a majority of the criteria outlined in the following paragraphs. The District will allow for a standard error of measurement of plus or minus 5 on the IQ tests (i.e., scores of 125 will be accepted) when all but one of the multiple criteria below are met. Intellectual ability is not equated with IQ score alone, but should be reflected in a range of assessments including the student's academic performance. Prior to considering the administration of an individual, comprehensive IQ test, the following data will be collected. When a majority of these data are satisfied (i.e., 4 out of 6 criteria are met grade 1), an age-appropriate measure of intelligence will be administered.

CRITERIA FOR GRADES 1-2

Classroom Data

1. *Reading Assessment:* Score in the top 5% for grade level on local reading assessment (Developmental Reading Assessment).
2. *Math Assessment:* Score in the top 5% for grade on local math assessment.
3. *Writing Assessment:* Score in the top 5% for grade level on local writing assessment (scored by team of grade level teachers according to a rubric).

Characteristics of Giftedness

4. *The Gifted Rating Scale (GRS):* This rating provides a measure of a student’s demonstrated intellectual, academic, and creative abilities, according to current theories of giftedness and federal and state guidelines regarding the definition of gifted ability. The student’s classroom teacher will complete the GRS.

Test of Intellectual Ability and Academic Achievement

5. *The Wechsler Abbreviated Scale of Intelligence (WASI):* This test is an individually administered screening of intellectual functioning. A composite score of 130 or greater is required.
6. *Sequential Test of Educational Progress (STEP):* assessment of academic achievement.
7. *Portfolio Assessment:* A sample of the student’s work will be reviewed and rated by a team of grade level teachers, the gifted support teacher, and the school psychologist. The teachers will rate the student’s work as “exceptional,” “above average,” or “typical” compared to same-grade peers. A rating of “exceptional” is required.

CRITERIA FOR GRADES 3-4

Classroom Data

1. *Reading Assessment:* Score in the top 5% for grade level on local reading assessment (Developmental Reading Assessment).
2. *Math Assessment:* Score in the top 5% for grade on local math assessment.
3. *Writing Assessment:* Score in the top 5% for grade level on local writing assessment (scored by team of grade level teachers according to a rubric).

Test of Intellectual Ability and Academic Achievement

4. *The Wechsler Abbreviated Scale of Intelligence (WASI)*: This test is an individually administered screening of intellectual functioning. A composite score of 130 or greater is required.
5. *Sequential Test of Educational Progress (STEP)*: assessment of academic achievement.
6. *Achievement Test Scores*: Scores within the *Advanced* range are required on at least one of the PSSA composites.
7. *Portfolio Assessment*: A sample of the student’s work will be reviewed and rated by a team of grade level teachers, the gifted support teacher, and the school psychologist. The teachers will rate the student’s work as “exceptional,” “above average,” or “typical” compared to same-grade peers. A rating of “exceptional” is required.
8. *Test of Cognitive Skills (TCS)*: scores from the group administered screening of intellectual functioning. A national percentile rank of 95% or greater is required.

CRITERIA FOR GRADES 5-8

Classroom Data

1. *Reading Assessment*: Score in the top 5% for grade level on local reading assessment (Developmental Reading Assessment).

Test of Intellectual Ability and Academic Achievement

2. *The Wechsler Abbreviated Scale of Intelligence (WASI)*: This test is an individually administered screening of intellectual functioning. A composite score of 130 or greater is required.
3. *Sequential Test of Educational Progress (STEP)*: assessment of academic achievement.
4. *Achievement Test Scores*: Scores within the *Advanced* range are required on at least one of the PSSA composites.
5. *Portfolio Assessment*: A sample of the student’s work will be reviewed and rated by a team of grade level teachers, the gifted support teacher, and the school psychologist. The teachers will rate the student’s work as “exceptional,” “above average,” or “typical” compared to same-grade peers. A rating of “exceptional” is required.

	<p>6. <i>Test of Cognitive Skills (TCS)</i>: scores from the group administered screening of intellectual functioning. A national percentile rank of 95% or greater is required.</p> <p><u>CRITERIA FOR GRADES 9-12</u></p> <p>Classroom Data</p> <p>1. <i>Reading Assessment</i>: Score in the top 5% for grade level on local reading assessment (Developmental Reading Assessment).</p> <p>Test of Intellectual Ability and Academic Achievement</p> <p>2. <i>The Wechsler Abbreviated Scale of Intelligence (WASI)</i>: This test is an individually administered screening of intellectual functioning. A composite score of 130 or greater is required.</p> <p>3. <i>Sequential Test of Educational Progress (STEP)</i>: assessment of academic achievement.</p> <p>4. <i>Achievement Test Scores</i>: Scores within the <i>Advanced</i> range are required on at least one of the PSSA composites. (Scores from the student’s most recent PSSAs will be used.)</p> <p>5. <i>Portfolio Assessment</i>: A sample of the student’s work will be reviewed and rated by a team of grade level teachers, the gifted support teacher, and the school psychologist. The teachers will rate the student’s work as “exceptional,” “above average,” or “typical” compared to same-grade peers. A rating of “exceptional” is required.</p> <p>6. <i>Test of Cognitive Skills (TCS)</i>: scores from the group administered screening of intellectual functioning. A national percentile rank of 95% or greater is required.</p> <p><u>Development of GIEP</u></p>
<p>Title 22 Sec. 16.31, 16.32</p>	<p>Upon completion of the evaluation, if a student requires gifted education, a GMDT will develop an initial GIEP. Each year the GMDT will reconvene and revise the GIEP as necessary. The superintendent or designee will commit resources.</p>
<p>Title 22 Sec. 16.41</p>	<p><u>Caseloads/Class Size</u></p> <p>The Superintendent or designee shall 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>

<p>Title 22 Sec. 16.41</p>	<ol style="list-style-type: none"> 1. Ensure the ability of assigned staff to provide the services needed in each identified student's GIEP or contract. 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>Notwithstanding the above, the district shall 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. 16.21</p>	<p><u>Awareness Activities</u></p> <p>The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education program. Those awareness activities may include providing written notice of the district's gifted education program through newspapers 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>
<p>Title 22 Sec. 16.65 20 U.S.C. Sec. 1232g 34 CFR 99</p>	<p><u>Confidentiality of Student Records</u></p> <p>All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Education Rights and Privacy Act (FERPA) and its implementing regulations, and the State Board of Education Regulations.</p> <p>Complaints</p> <p>Complaint procedures will follow guidelines outlined in Board Policy #906.</p>

<p>PA Code Title 22 Sec. 4.28, 12.33, 16.1 et seq</p> <p>20 U.S.C. Sec. 1232g</p> <p>34 CFR 99</p>	<p>Appeals</p> <p>If a parent disagrees with the evaluation results or educational placement, the district will follow Procedural Safeguards as identified by the Pennsylvania Department of Education.</p>
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