
**Manheim Township School District
Gifted Education Guide 2025-2028
Grades K-12**



The Mission of the Manheim Township School District: Nurture and Challenge for Success

Mailing Address:

Manheim Township School District
450A Candlewyck Rd Lancaster, PA 17601
Main Office Phone: (717) 569-8231

Mrs. Courtney Nowak, Director of Student Services -(717) 560 -3089; email: nowakco@mtwp.net.

Introduction

This Gifted Education Guide is designed to provide parents and guardians with an overview of the regulations that govern gifted services in Pennsylvania and how these services are explicitly implemented in the Manheim Township School District.

Each student's gifted education is based on the need for programs and services not ordinarily provided in the regular education program. Parents are important and valued members of the school team who help determine the need for support and services through the evaluation process and each year through the development of the Gifted Individualized Education Program.

The Manheim Township School District strives to help students reach their full educational potential and develop the whole person to achieve their personal best. The Gifted Education Guide was developed in alignment with Manheim Township's School District Comprehensive Plan:

Goal 1:

The district will engage in deliberate data analysis within district and building-level teams **to plan and drive continuous improvement to achieve a comprehensive continuum of evidence-based, systemic practices** that support the needs of all students as measured by state and local assessments.

Goal 2:

The district will implement a **holistic approach to meet the various needs of all students by utilizing responsive and dynamic student-centered supports in an effort to eliminate barriers to learning**. The district will engage with families and the community as partners in supporting the growth and well-being of our students. Our progress will be measured by perceptual, demographic, achievement, and process data to ensure that every student can thrive.

Goal 3:

The district will pursue **innovative recruitment practices to attract and hire a broad candidate base of individuals who are committed to meeting the needs of our students and ensuring growth and improvement**. The district will develop and implement a **differentiated professional learning approach to support a well-trained and professional**

workforce to foster a sense of value, belonging, and purpose in their roles as measured by perceptual data.

We welcome this opportunity to work with you.

The Vision of Gifted Education at the Manheim Township School District

Our vision is to empower, advocate for, and meet the diverse individual and unique goals of all students identified as gifted through an equitable, inclusive, and innovative Gifted Education Program at Manheim Township School District.

Mission of the Gifted Education Program at Manheim Township School District

The Manheim Township School District's Gifted Education Program will provide all identified students with differentiated learning experiences that enrich, extend, and enhance core learning for gifted students through challenging and authentic learning opportunities. Activities support personal development, responsible citizenship, and lifelong learning among our students by:

- Promoting higher-order thinking skills
- Enhancing creativity and stimulating initiative
- Promoting positive attitudes towards self and others
- Emphasizing the processes of learning across all grade levels
- Demonstrating adequate growth

Glossary of Terms

Acceleration:	Access to higher-level learning activities and skill development than typically provided in regular education to students of the same age. The pacing, complexity, and depth of planned coursework are modified as indicated by individual needs.
Chapter 4:	State Board of Education regulations for academic standards and assessments.
Chapter 14:	State Board of Education regulations for special education of students with disabilities (22 Pa. Code Chapter 14).
Chapter 16:	Regulations and rules regarding gifted students in Pennsylvania.
Enrichment:	In-depth learning experiences that provide interaction with new ideas, skills, and topics that enhance the curriculum. These experiences are based upon individual student strengths, interests, and needs.
Gifted Individualized Education Plan (GIEP):	A GIEP is an academic and strength-based document developed by a student's GIEP team when the student is found to be mentally gifted and in need of specially designed instruction.
Gifted Multidisciplinary Evaluation (GMDE):	A systematic process of testing, assessment, and other evaluative processes used by a team to develop a recommendation about whether or not a student is eligible for and in need of gifted education.
Gifted Multidisciplinary Team (GMDT):	The GMDT consists of a team of educators, other professional individuals, and the student's parents. The GMDT reviews all formal testing of a student and other relevant evaluation materials and must issue a written report that recommends whether a student is gifted and in need of gifted programming.
Gifted Student:	A student who is exceptional under section 1371 of the school code (24 P.S.S. § 13-71) because the student meets the definition of "mentally gifted" in this section, needs specially designed

instruction beyond that required in chapter 4 (relating to academic standards and assessment).

Notice of Recommended Educational Assignment (NORA):

A Notice of Recommended Assignment (NORA) must be completed after the annual meeting or when revisions have been made to the goals, specially designed instruction, or assignment (22 Pa. Code §16.61(2)). A NORA is also completed when a student is not found to be eligible for or in need of gifted programming.

Specially Designed Instruction (SDI):

Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum for students who are gifted.

Universal Screening:

A school district must locate and identify all students of school age who reside within the district who are thought to be gifted and in need of specially designed instruction. When considering a screening protocol for students, it is best practice to be as inclusive as possible to ensure that no student is overlooked.

Glossary of Acronyms

AP	Advanced Placement
CBA	Curriculum-Based Assessment
FERPA	Family Education Rights and Privacy Act
GIEP	Gifted Individualization Education Plan
GMDE	Gifted Multidisciplinary Evaluation
GMDT	Gifted Multidisciplinary Team
GWR	Gifted Written Report
IQ	Intelligence Quotient
IU	Intermediate Unit
KBIT 2	Kaufman Brief Intelligence Test
LEA	Local Education Agency
MDE	Multidisciplinary Evaluation
NORA	Notice of Recommended Assignment
OLSAT 8	Otis-Lennon School Ability Test
PAGE	Pennsylvania Association for Gifted Education
PDE	Pennsylvania Department of Education
SIGS	Scales for Identifying Gifted Students

Characteristics of the Gifted Student Versus the High Achiever

Gifted students are not always the students with the highest achievement or best grades. The following provides a comparison of common traits for gifted students and high achievers (Szabos, J., 1989).

High Achiever	Gifted Student
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail
Is in the top group	Is beyond the top group
Listens with interest	Has strong feelings and opinions
Learns with ease	Already knows
Understands ideas	Constructs abstractions
Has synchronous development	Has asynchronous development

Gifted Education

Gifted Education is defined in Chapter 16 of the School Code, which defines the rules and regulations concerning gifted education in Pennsylvania. Gifted education is defined as follows:

Specially designed instruction to meet the needs of a gifted student that is:

- *Conducted in an instructional setting.*
- *Provided in an instructional or skill area.*
- *Provided at no cost to the parents.*
- *Provided under the authority of a school district, by referral or by contract*
- *Provided by an agency.*
- *Individualized to meet the educational needs of the student.*
- *Reasonably calculated to yield meaningful educational benefit and student progress.*
- *Provided in conformity with a GIEP.*

Program Description

Manheim Township School District's Gifted Services Program expands, extends, and enhances the core learning for gifted students through differentiated learning and enriched educational programming to have the best opportunity to reach their full potential while supporting personal development, responsible citizenship, and life-long learning among our students.

The District utilizes various approaches to supporting gifted students' goals at every level. The GIEP team (which may include school personnel, parent/guardian, and student) develops a plan for receiving enrichment, grade or subject acceleration, or both enrichment/acceleration in math, English, and science. Gifted students are provided with opportunities for enrichment by both the regular education and the gifted support teacher. In grades 3-12, students are encouraged to participate in additional enrichment activities, including academic competitions and the Student Enrichment Experience (SEE) Seminars. The SEE Seminars is a program provided by IU13 Instructional Services that offers a variety of virtual enrichment opportunities, taught by industry professionals.

At the elementary level, learning opportunities may be delivered through a pull-out and/or push-in model using grade-level enrichment, curriculum compacting, and/or acceleration. The goal is to allow our gifted students to explore ideas and concepts beyond the regular classroom curriculum's scope while building upon their own exceptionalities and unique learning needs.

Gifted students are also assigned to participate in the Gifted College and Career Readiness course at the middle level. The goal is to allow our gifted students to explore ideas and concepts beyond the regular classroom curriculum's scope while building upon their own exceptionalities and unique learning needs. In addition to the extension-based course, seventh and eighth-grade gifted students have access to an online portal for enrichment opportunities, including, but not limited to, online competitions, science fairs, field trips, projects, and other

various annual occurrences. Furthermore, students in the middle level will experience a push in co-teaching models in many of their core classes, namely English and Science. This model of enrichment could offer copious types of differentiation, including parallel teaching, extension activities, collaborative content, adaptive existing content, alternate workspace, and more, as a way of meeting the needs of students.

At the secondary level, gifted students are assigned to a gifted support teacher who provides advocacy, support, and resources. The gifted support teacher also works with students, parents, counselors, and teachers to help students meet their goals and ensure rigorous educational programming. Gifted support teachers monitor academic progress and meet with students individually each marking period to review the attainment of the GIEP. Students have direct access to the Gifted Schoology (Resources). This includes EDX Courses, Khan Academy, and MIT Education Access. Eligible students also have access to Honors, Advanced Placement, and Dual Enrollment courses.

Referral to Gifted Evaluation

Chapter 16 defines the referral and evaluation process for determining if a student meets the criteria for mentally gifted and needs specially designed instruction (§16.22).

Referral

A student's teacher, administrator, or parent/guardian may refer students in any grade level for a Gifted Multidisciplinary Evaluation (GMDE). The process generally starts with the gifted screen, but can begin at the formal evaluation level, particularly if the child has already been through the screening and/or evaluation process.

Teacher Referral

A teacher referral for a gifted multidisciplinary evaluation occurs when the student, regardless of any disability, is suspected of being gifted due to demonstrating characteristics consistent with the definition of giftedness, or a performance level that exceeds that of other students in the general education classroom. The referral should be submitted to the school counselor, who then initiates the gifted screening process. If the student does not qualify for further testing but the teacher feels additional evaluation is warranted, the teacher should notify the school counselor, who will consult with the school psychologist to determine whether or not there may be factors masking gifted ability and if further evaluation is warranted. If further evaluation is warranted, the school psychologist will initiate the Gifted Multidisciplinary Evaluation (GMDE) process.

Parent Referral

When parents suspect their child is gifted, they may request in writing an evaluation at any time, with a limit of one (1) request per calendar year.

When this request is made, parents are informed about the screening process and asked if they are willing to start with a gifted screen. If so, the gifted screening process is initiated; otherwise, the gifted evaluation process is initiated.

As per 22 PA. Code § 16.22(c) states that if a parent requests a gifted evaluation verbally, the school district must inform them to submit their request in writing to the building principal or the Director of Pupil Services. When the District receives the written request, the parents will receive the Permission to Evaluate form within ten (10) calendar days of the written request. The District must receive a parent's signature on the form to continue with the evaluation process. Parents will also be asked to provide information that will be included in the evaluation, including a gifted rating form and questionnaire.

Gifted Screening Process

Manheim Township School District's referral for gifted multidisciplinary evaluation shall be made when teachers or parents/ guardians suspect the student of not receiving an appropriate education under Chapter 4 (relating to academic standards and achievement) or the student is thought to be gifted because Manheim Township School District's screening processes show high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom.

Manheim Township School District employs several formal processes annually to identify potential candidates for gifted education services. This systematic screening process fulfills the District's obligation to conduct child-find activities for students who may need services or instruction not ordinarily provided in the general education curriculum.

Teachers and/or parents/ guardians may request a screening for a child in grades K-12. Upon receiving parental consent for the screen, the school counselor administers a brief cognitive ability assessment (KBIT-2), and the student's teacher(s) complete(s) a gifted rating form (SIGS-2). Results from these measures are entered into a Gifted Screen Matrix to determine eligibility for further evaluation. Gifted screenings may be requested once per calendar year.

Secondary students, grades 9-12, will automatically be referred for the comprehensive evaluation. The school psychologist would issue a permission to evaluate to the parent/ guardian.

MTSD Universal Screening Process:

Students in first and third grades are screened using the Otis-Lennon School Ability Test, 8th Edition (OLSAT-8). These screenings currently take place in the Fall for first grade and early Winter for third grade and are group-administered by the classroom teacher. OLSAT-8 results are shared with the school counselor and the school psychologist by the Director of Student Services. The school counselor reviews the OLSAT-8 results. Suppose a student scores 120 or higher on the OLSAT Verbal, Nonverbal, or Total Score. In that case, the school counselor reviews the student's most recent STAR reading and math percentiles (looking for performance at or above the 95th percentile), and a gifted rating scale (SIGS-2) is completed by the classroom teacher, if applicable. For students to be eligible for a complete evaluation to determine eligibility as mentally gifted, they should score a minimum of 70 out of 101 points on the district's Gifted Screening Matrix.

Any kindergarten through eighth-grade student may also be screened outside the district's OLSAT screening window. The school counselor issues a screening permission to obtain parental consent. Once consent is received, the school counselor administers the Kaufman Brief Intelligence Test Second Edition (KBIT-2), reviews STAR reading and math percentiles (looking for performance at or above the 95th percentile), and provides a gifted rating scale (SIGS-2) for the classroom teacher(s) to complete, if applicable.

Gifted Screen Matrix:

Cognitive Screen Tool Standard Score of (total points possible- 70):

<120 = 35 points

120 – 124 = 42 points

125 – 129 = 55 points

130+ = 70 points

Star 360 Reading and Math (total points possible: 24):

Score of 90-94th percentile = 6 points per area

Score of > 95th percentile = 12 points per area

Gifted rating scales/questionnaires (SIGS teacher version*) (total points possible- 7): Score at or above 120, 1 point per area:

GIA

LA

Math

Science

Social Studies

Academic Creativity (LA)

Leadership

To be eligible for a comprehensive evaluation to determine mental giftedness, students must score a minimum of 70 out of 101 available points. Students may also proceed to a comprehensive evaluation at a parent/guardian's request.

The school counselor notifies the school psychologist if a student meets the criteria and earns 70 out of a possible 101 points on the district's Gifted Screening Matrix. The Gifted Screen Matrix includes multiple data points: a cognitive screen tool, achievement data, and teacher ratings from a gifted rating scale. A minimum score on the Matrix is required to proceed with the comprehensive evaluation. If the minimum score is met, the school psychologist will issue a permission to evaluate and provide it to the parent/guardian (or, if the student is recommended for further testing, the school counselor will notify the school psychologist, who will initiate the Gifted Evaluation Process). If the score is not the required minimum on the Gifted Screen Matrix, the school counselor will send the Screening Matrix and Parent Letter to inform parents of the screening outcome. A copy will also be placed in the child's cumulative file.

Secondary students, grades 9-12, will automatically be referred for a comprehensive evaluation. The school psychologist issues a Permission to Evaluate to the parent(s).

Manheim Township School District seeks to reach underrepresented populations through the use of the universal screener, OLSAT, and the individual screener, KBIT, which includes verbal and nonverbal subtests. In addition, MTSD has created a culturally linguistically devised (CLD) gifted screener checklist for teams to review gifted characteristics of students who are limited English Proficient or acquired English not as their first language.

Referral to Evaluate

Chapter 16 defines the referral and evaluation process for determining if a student meets the criteria for mentally gifted and needs specially designed instruction (§16.22).

Referral

A student's teacher, administrator, or parent/guardian may refer students in any grade level for a Gifted Multidisciplinary Evaluation (GMDE). The process generally starts with the gifted screen, but can begin at the formal evaluation level, particularly if the child has already been through the screening and/or evaluation process.

Teacher Referral

A teacher referral for a gifted multidisciplinary evaluation occurs when the student, regardless of any disability, is suspected of being gifted due to demonstrating characteristics consistent with the definition of giftedness, or a performance level that exceeds that of other students in the general education classroom. The referral should be submitted to the school counselor, who then initiates the gifted screening process. If the student does not qualify for further testing but the teacher feels additional evaluation is warranted, the teacher should notify the school counselor, who will consult with the school psychologist to determine whether or not there may be factors masking gifted ability and if further evaluation is warranted. If further evaluation is warranted, the school psychologist will initiate the Gifted Multidisciplinary Evaluation (GMDE) process.

Parent Referral

When parents suspect their child is gifted, they may request in writing an evaluation at any time, with a limit of one (1) request per calendar year. When this request is made, parents are informed about the screening process and asked if they are willing to start with a gifted screen. If so, the gifted screening process is initiated; otherwise, the gifted evaluation process is initiated.

As per 22 PA. Code § 16.22(c) states that if a parent requests a gifted evaluation verbally, the school district must inform them to submit their request in writing to the building principal or the Director of Student Services. When the District receives the written request, the parents will receive the Permission to Evaluate form within ten (10) calendar days of the written request. The District must receive a parent's signature on the form to continue with the evaluation process. Parents will also be asked to provide information that will be included in the evaluation, including a gifted rating form and questionnaire.

Criteria For Eligibility & Evaluation Process

The Pennsylvania Department of Education (PDE) defines a "gifted student" as a "child with an outstanding intellectual and creative ability that requires specially designed programs and/or supports not ordinarily provided in the regular education program." Specifically, a gifted student is "a child with an IQ of 130 or higher, or when multiple criteria indicate gifted ability.

Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of a person strongly indicate gifted ability.

Multiple criteria indicating gifted ability include:

- A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests that accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (22 Pa. Code §16.21(e) (1)).
- An observed or measured rate of acquisition/retention of new academic content or skills that reflects gifted ability. (22 Pa. Code §16.21(e) (2)).
- Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by the excellence of products, portfolio, or research, as well as criterion-referenced team judgment. (22 Pa. Code §16.21(e) (3)).
- 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. (22 Pa. Code §16.21(e) (4)).
- 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 a child with a disability), gender or race bias, or socio-cultural deprivation are masking gifted abilities. Pa.Code. §16.21(e) (5)).

Once it has been determined that a student requires a full gifted evaluation, based on the district's gifted screening process or at any time at the parent/guardian's request, a Permission to Evaluate is sent to the parent/guardian(s) by the school psychologist to obtain consent. Once consent is obtained, the following multiple criteria are collected by the school psychologist:

- Cognitive assessment (such as the WISC-V), administered by the school psychologist
- Academic achievement assessment (such as the KTEA-3 or WIAT-4), administered by the school psychologist
- Scales for Identifying Gifted Students, 2nd Edition (SIGS-2) is completed by the parent(s) and classroom teacher(s) (This scale examines general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership)
- In Kindergarten through 4th grades, STAR reading and math percentiles and writing skills (from the student's most recent report card) are considered. In grades 5 through 12, Language Arts and Math course percentiles are considered.
- The student's teacher(s) complete a Rates of Acquisition and Retention scale, providing ratings from 1-5 in the areas of Language Arts, Math, Science, and Social Studies.
- The student's teacher(s) also provide anecdotal information on the following areas:

- Student's strengths and needs in the areas of reading, written expression, and mathematics, most prominent learning strengths, academic expertise, higher level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, technological expertise, intervening factors, instructional strategies that prove to be successful, and any accommodations made for the student.
- The student's parent(s) provide anecdotal information on the following areas:
 - Behaviors the student demonstrates that lead you to think they might be mentally gifted, comment on the student's ability to learn and retain information, comment on the student's motivation and persistence with regard to learning, comment on the student's early and measured use of higher-level thinking (when did your child learn to speak, read, etc.), student's major interests, foreign language aptitude, ability to use technology, creativity, intervening factors such as medical history, medications, etc.

101 points are available on the district's Gifted Identification Matrix. The student must also demonstrate a need for services beyond the scope of enrichment that is provided in the general education setting, as determined by the multidisciplinary team. The school psychologist provides the parent with a copy of the Gifted Written Report within 60 days of the request date. If the student is found to be ineligible, a Notice of Recommended Assignment (NORA) is provided to the parent by the school psychologist. If the student is found to be eligible, the school psychologist contacts the Teacher of Gifted Students, and a Gifted Individualized Education Plan (GIEP) is developed and presented to the parent(s) within 30 days.

The evaluation process must take into consideration any Intervening Factors Masking Giftedness. "Documented, observed, validated, or assessed evidence that intervening factors such as English as a Second Language, learning disability, physical impairment, emotional disability, gender or race bias, or socio-cultural deprivation are masking gifted abilities." (22 PA. Code §16.21 (e) (5))

The Gifted Multidisciplinary Team (GMDT)

Multidisciplinary evaluations are conducted by GMDTs. The GMDT is anyone with information about the student's educational needs and strengths and consists of the student's parents, a certified school psychologist, other professionals familiar with the student's educational experience and performance, one or more of the student's current teachers, and, when possible, persons familiar with the student's cultural background.

The GMDT has the responsibility of contributing information to the GMDE that:

- Assures that comprehensive data has been collected on the student to indicate academic instructional levels, thinking skills, and other learning skill levels, rate of acquisition/retention for mastery of new content/skills, academic interests/strengths, and, as appropriate, developmental levels (young students) and career goals.
- Provides clarifying information about the ability of children who score below an IQ of 130 (within the standard of measurement for the test) and have strong indications of gifted performance.
- Determines if additional assessment, such as out-of-level academic testing, is needed. When normed and validated, individualized standardized testing is used; a clear explanation of subtest results should be part of the Gifted Written Report. Such an explanation may include:
 - Mastery level
 - Functional/instructional level and frustration level
 - Grade level equivalencies
 - District performance criteria for competency
 - Mastery and excellence of output
 - Comprehensive developmental levels in subtests
 - Implications for the learning process of the student
- Recommends whether a student is gifted and in need of specially designed instruction.
- Recommends appropriate integrated programming for a student if there is more than one area of exceptionality.
- Provides information about the student's adaptive and social behavior if this is appropriate.

The Gifted Written Report (GWR) should be compiled based on 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, which includes the parents.” (Pennsylvania Department of Education Gifted Guidelines August 2010, pages 13-14).

Tools for Evaluation

A gifted evaluation is a multidisciplinary process that considers information from multiple sources, including school records, parent input, teacher feedback, and standardized assessments of the student’s cognitive abilities and academic achievement. Eligibility decisions are based on a compilation of the data rather than on a single test score.

- School records: progress reports, state/local assessment data (PSSA scores, GRADE scores, CDT scores)

- Parent/guardian input: developmental history regarding early and measured use of high-level thinking skills, behaviors observed that are associated with mental giftedness (gifted rating scale), motivation and persistence for learning, interests, foreign language, and/or technology proficiency.
- Teacher input: student performance in regard to grade level expectations, rates of acquisition and achievement, accommodations in place (i.e., classroom enrichment), behaviors or characteristics associated with mental giftedness (gifted rating scale). Before providing information for the evaluation, the teacher should have worked with the student for at least one (1) month.
- Standardized norm-referenced assessment of cognitive ability, which is administered and interpreted by the school psychologist. Multiple instruments can be selected based on characteristics of the student, situation, or examiner preference. Possible measures include but are not limited to the Wechsler Intelligence Scale for Children-V, Wechsler Preschool and Primary Scale of Intelligence-IV, Wechsler Adult Intelligence Test-IV, Stanford Binet Intelligence Scales-V, Woodcock-Johnson Tests of Cognitive Abilities-IV, Reynolds Intellectual Assessment Scales-2, Kaufman Assessment Battery for Children-II, and Wechsler Nonverbal Scale of Ability.
- Standardized norm-referenced assessment of academic achievement, which is administered and interpreted by the school psychologist. Multiple instruments can be selected based on characteristics of the student, situation, or examiner preference. Possible measures include but are not limited to the Wechsler Individual Achievement Test-III, Kaufman Test of Educational Achievement-III, Woodcock-Johnson Tests of Academic -IV.
- Curriculum-based assessment of math and language arts may be administered by the school psychologist, school counselor, gifted teacher, and/or the classroom teacher.

Gifted Written Report

Gifted Written Report - The Gifted Written Report (GWR) brings together the findings from the evaluation or reevaluation concerning the student's educational needs (strengths). *"The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, indicate the basis of those recommendations, include recommendations for the student's programming, and indicate the names and positions of the members of the GMDT."* (22 PA. Code § 16.22(h)).

A copy of the Gifted Written Report must be presented to parents/guardians no later than 60 school days after parent permission is received.

Dual Exceptionalities

The term dual exceptionalities refers to a child who is identified as gifted under Chapter 16 and as a student with a disability under Chapter 14. If a student is both gifted and eligible for special education, the procedures in Chapter 14 take precedence. For students who are identified as twice exceptional, the needs established under gifted status must be addressed and fully outlined in the Individualized Education Program (IEP), along with the needs established as part of the student's disability. In cases such as this, Manheim Township School District educational teams take great care to ensure that both the giftedness and the disability are fully addressed as part of the student's educational program.

Gifted Individualized Education Plan

The Gifted Individualized Education Plan (GIEP) is a yearly summary document that includes all curricular areas in which a gifted child is to receive education that is adapted and modified to meet his/her individual needs. The GIEP is a strength-based document only. Acceleration or enrichment, or both, are appropriate options for a GIEP based on the individual student's need(s). The options provided to gifted students must enable them to learn at different rates, to learn difficult material earlier, and to think at a level different from their classmates, based on their individual, documented needs.

GIEP meetings must be held at least annually. In addition, a GIEP meeting must be held when a parent or teacher requests a meeting to develop, review, or revise a student's individualized education program. The school district must take steps to ensure that one or both of the parents of the student attend the GIEP meeting or have the opportunity to participate. An invitation to the GIEP meeting must be provided to the parents at least ten (10) calendar days in advance of the meeting. The meeting should be scheduled at a mutually agreed-upon time and place.

How can parents contribute to the GIEP process?

The parents of a gifted student are expected to be equal participants, along with school personnel, in developing, reviewing, and revising the student's GIEP. The parents, with the child's involvement, can contribute to the GIEP process by providing the following information:

- Child's academic strengths
- Child's talents and creative abilities
- Evidence of leadership
- Educational activities a child pursues outside of school - projects, studies, experiments
- The expertise the child demonstrates
- Interests of the student
- Special experiences
- Number of repetitions necessary to learn new skills

Components of the Gifted Individualized Education Plan

Present Levels of Educational Performance establishes the extent of gifted potential, academic functioning levels, the child's rates of acquisition/retention, and performance levels. Information would include the child's intellectual/academic assessments, grades, aptitudes and abilities, strengths, interests, and needs.

Annual Goals are to be developed from the present levels of performance and be reasonably calculated for the student to achieve meaningful educational benefits and progress within one year. *Goals are developed in the Core subject areas: reading, writing, science, and/or mathematics*

Short-term Learning Outcomes are the actions and activities that will help the child reach the annual goals, evaluation criteria to determine when the child has achieved the annual goals, and the timelines. The outcomes should include what the student will produce, how he/she will apply the skills, or what real outcome will be achieved as a result of their engaging in a study, activity, or subject.

Specially Designed Instruction (SDI) is the adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum. Specially designed instruction consists of planning and implementing varied approaches to content, process, and product modification in response to the student's interests, ability levels, readiness, and learning needs.

Support Service is any service that is needed to help a gifted student benefit from or gain access to gifted education. Support services could include, but are not limited to, the following services: career guidance, counseling services, transportation, technology education, and flexible grouping.

Dates indicate when the services will begin and the anticipated duration, not to exceed one year.

Notice of Recommended Assignment (NORA) must be issued after the annual GIEP meeting or when any significant changes have been made to the document (goals, specially designed instruction, or assignment). The NORA provides the parent/guardian with the opportunity to agree or disagree with the identification, evaluation, educational placement, or the provision of gifted education as written in the GIEP.

Are Signatures Required on the GIEP?

No. Signatures are not required on the GIEP. Chapter 16 regulations do not require a signature on the GIEP, on the names, and positions of the participants. The NORA indicates parents/guardians agree or disagree with the recommended program.

When to Convene a GIEP

The building-level team must convene a GIEP meeting when the following occurs:

- An evaluation has just been completed.
- The team must meet annually (more frequently if necessary) to review the GIEP of each gifted student.
- A reevaluation has just been completed.
- A member of the GIEP team -parent, teacher, counselor, or administrator - has requested a meeting.

Gifted Education Timelines

- The GIEP shall be developed within 30 calendar days of the Gifted Written Report (GWR).
- The GIEP must be implemented no more than 10 calendar days after it is signed or, if a new GIEP, at the start of the following school year if completed less than 30 school days before the last day of scheduled classes.
- Parents have 10 calendar days to respond to a NORA sent by mail or 5 calendar days to a NORA presented in person at the GIEP conference.
- If parents receive the notice in person and approve within 5 calendar days, the district may not implement the GIEP for at least 5 calendar days.
- IEP meetings are at least yearly and more frequent if needed. Any GIEP team member can reconvene a GIEP meeting at any time.

Student Transfers

If a student moves to the Manheim Township School District from another Pennsylvania school District, Manheim Township will implement the existing GIEP to the best extent possible or will provide the services and programs specified in an interim GIEP agreed to by the parents until a new GIEP is developed and implemented.

However, if a student who has been identified gifted in another state moves into the district, Manheim Township will conduct a Gifted Multidisciplinary Evaluation.

Independent Educational Evaluation

Parents have the right to an independent educational evaluation of their child at their own expense. This evaluation must be conducted by a qualified professional who is not an employee

of the school district. The results of the independent evaluation must be considered by the school district in any decision made with respect to the provision of a gifted education. The independent evaluation by itself is not sufficient to determine gifted ability and need. The procedures for collecting data from a multidisciplinary team will be followed and the school district will compile a gifted written report.

Professional Development for Staff

Manheim Township School District provides professional development to our teachers in developing their understanding and recognizing high- and low-achieving students and in giftedness, markers of giftedness, to ensure objective communication with families. Manheim Township School District seeks not to alleviate barriers that may mask students' giftedness through professional development, analyzing district data, and communicating with families within their preferred language and mode of communication.

Manheim Township School District is committed to providing and supporting quality professional development. The gifted teachers are enrolled each year at the IU13 Gifted Network, where the intermediate unit hosts differentiated professional development for gifted teachers throughout the Lebanon Lancaster area. MTSD gifted teachers provide professional development to our regular education teachers, focusing on differentiation, enrichment, acceleration, and characteristics of giftedness. Regular education teachers are held accountable through formal observation; administrators use look-for's for differentiation, enrichment, and acceleration (if applicable) present within their lessons when appropriate.