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960 Sunglow St.
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October 27, 1998

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OCT 29 1998

PA. STATE BOARD
OF EDUCATION

Mr. Peter Garland, Executive Director
State Board of Education
333 Market St.
Harrisburg, PA 17126-03333

Dear Mr. Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many unanswered questions in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the in this document.

In addition, there is no stated assurance either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduced the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

A third concern raised by Chapter 16 is the class size issue. Specific guideline that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. Specially designed instruction cannot be provided in large groups. The restrictions to individual class size need to be continued in this Chapter.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Very truly yours,


Mary Taylor Jubric

cc: PAGE
SENATOR JAY COSTA, JR.
REPRESENTATIVE HARRY READSHAW

October 27, 1998

1244 Malvern Ave.
Pittsburgh, PA 15217
RENEW COMMISSION

Mr. Peter Garland
Executive Director
State Board of Education
333 Market St.
Harrisburg, PA 17126-0333

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RECEIVED
OCT 29 1998
PA. STATE BOARD
OF EDUCATION

Dear Mr. Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. I have 3 children in Gifted Programs in the Pittsburgh Public School System. I am concerned about the potential impact this may have on my children's education.

I grow tired of the constant threat to gifted education. Is there any better use of taxpayers' dollars than to foster the brightest and the best in our society? Is society served best by a constant pull to mediocrity?

Three items about Chapter 16 concern me; 1) The separation of Gifted Education from Special Education; 2) The

future source of funding for Gifted Education; and 3) specific guideline for class sizes ^{that} need to be included.

Assurances need to be provided to me and other parents of gifted students on these three issues before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,

Michelle Gray-Schaffer

October 27, 1998

Holland Elementary School
Beverly Rd. & Crescent Dr.
Holland, PA 18966

Mr. Peter Garland
Bureau of Special Education
Commonwealth of Pennsylvania
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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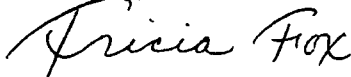
Dear Mr. Garland:

As a teacher of gifted education in Pennsylvania, I am writing because I am concerned about Chapter 16. As published in the *Pennsylvania Bulletin*, Chapter 16 does not specifically state that gifted education is special education, and with the removal of gifted education from the protection of Chapter 14, gifted education could become insignificant overtime. Gifted education must remain special education. Just as I support special education for children with learning disabilities, an exceptionality, I support special education for giftedness, also an exceptionality.

Secondly, I am concerned with the lack of a state mandate on class size. Our school district, Council Rock, currently has 1,800 children in the gifted program, and without a class size mandated by law, our Superintendent will recommend increased class sizes. Our school district averages 26 students in a classroom. IEPs cannot be delivered in a classroom of 26 students. Our gifted program is a pull-out program, with time spent together in the classroom ranging from 30 minutes to 50 minutes a day. Often, this is the only gifted programming a student receives. With 26 students in a classroom, I cannot deliver the components of an IEP. I work with these students daily. It is very discouraging and upsetting to think that I might not be able to give each of my students a few minutes of individual attention every day. This is exactly what would happen with increased class sizes.

Mr. Garland, this will become a political issue in our school district if Chapter 16 is passed as proposed. This will divide the community between how best to educate some of our most talented and promising students and the potential cost savings of placing them in a large classroom. It is imperative that these issues be addressed in Chapter 16. The provisions of Chapter 16 as published are insufficient to govern gifted education and services in our state.

Sincerely,



Tricia Fox
(215) 355-9131

cc: Betsy Keefer, CR PAGE President
Representative Roy Reinard
Representative David Steil
Senator Joseph Conti

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OCT 29 1998

STATE BOARD
OF EDUCATION

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INDEPENDENT EDUCATIONAL
REVIEW COMMISSION

1998

PALISADES
SCHOOL
DISTRICT



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BUCKS COUNTY
EDUCATION

October 27, 1998

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Dr. Peter Garland, Executive Director
State Board of Education
PA Department of Education
333 Market Street, 1st Floor
Harrisburg, PA 17126-0333

Dear Dr. Garland:

Please note that I am in full support of the Pennsylvania Department of Education's desire to eliminate Chapter 14 entirely, and the proposed Gifted Education Regulations in Chapter 16. As a Special Education Director in Bucks County, PA, I believe this action will better serve youngsters, programs and processes.

Sincerely,

Carol D. Cucchi, Ed.D.
Assistant Superintendent

CDC/Ifp
cc: Rep. Paul Clymer

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BUCKS COUNTY
EDUCATION

3026 Potshop Road
Norrstown, PA 19403
October 26, 1998

INDEPENDENT EDUCATION
REVIEW COMMISSION

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PA 507-833-1000

Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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Dear Dr. Garland,

I implore you as a parent and advocate for the gifted not to permit the current October 3, 1998 draft of Chapter 16 - Gifted Education to be published as law. Although my family will not directly be affected by Chapter 16 since my sons have all attained their college degrees, as an advocate who listens to parents from across the state I realize the enormous potential for harm to our gifted students in Pennsylvania and I do consider it a personal and statewide problem.

Ever since the inception of the first draft of Chapter 16, there have been many districts across the state who have told their constituents that they no longer have to provide services for the gifted because Chapter 16 removes the mandate for gifted children from Special Education. When a knowledgeable parent would respond that this is not so and provide documentation to substantiate that statement, the district would ignore the evidence. What saved some of these children was the opportunity to file a complaint to PDE to make them aware of the violation. Usually, it took more than one parent in the same district to get their attention, but this was accomplished and the Complaint Division of PDE successfully intervened.

I think you can see where I am going here. The title of Chapter 16 needs to state "Special Education for the Gifted" so that there is no misinterpretation by anyone that gifted legally remains in Special Education in Pennsylvania according to the statutes. What possible reason can you have not to grant this request since you state in the chapter that it is not your intention to remove gifted from Special Education? In the reading of the chapter, there are several instances which make that statement ambiguous. You can easily put it to rest with the changed title. Also, many districts will take it a step further and say that since no monies are received from the state solely for gifted students, and since "they are no longer in Special Education," those funds cannot be used for them — sorry! This isn't creative writing, Dr. Garland; it echoes what I've already heard being said even though Chapter 16 is not law yet.

It is my understanding from the reading of the current draft that there is no mechanism in place for the complaint management system. I feel this is very dangerous for the parents as they will have no recourse when violations are not being monitored and enforced. It will make it very easy for districts who don't follow the law, unless ordered to do so by PDE, to ignore the violations. With the absence of standards and guidelines which are being removed to support the regulations, the monitoring accountability in my opinion, even needs to be stronger than in the current Chapter 14 or at least equal to those children labeled with disabilities.

Dr. Peter Garland
Page 2
October 26, 1998

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REVIEW COMMISSION

Going to a due process hearing is not always a reasonable option for some parents. They know that they are not as well versed as those representing the district about all of the legal issues, and frankly most parents can't afford costly attorney representation to be placed on level ground. They feel going in that they don't have a fighting chance, and there just aren't enough advocates out there who have the time to continually go to bat for these kids because they have jobs that require them to be where they are expected by their employers. So if we have intimidated parents who can't afford to have legal representation, then we will have gifted students who are definitely not receiving an appropriate curriculum to meet their individual needs as required by law. They will fall through the cracks because of no other alternative to bring this matter to PDE's attention. I don't think that this was the intention of the writing of Chapter 16 by the State Board, but I do know that this is what the reality of this document will be.

I do have a few other concerns, the primary one relating to class size. I feel that the current stipulation of 15 is ideal; and strongly feel that no more than 20 would be tolerable.

Dr. Garland, I have been in the audience of several of your presentations and have spoken with you on the phone. I have to say that I do feel that you are an honest, sincere Executive Director of the State Board who has an enormous task to accomplish. I ask you to reach to your heart and mind to understand the critical concerns here with the possibility that not everyone at the state or local school district level is as altruistic as you may be, and that this document could literally cause the death of appropriate gifted programs for gifted students in Pennsylvania. Please don't allow Chapter 16 to become law as it reads now.

I appreciate the opportunity to share my concerns with you, and I look forward to your response.

Sincerely,



Mildred Waldspurger

Enclosure

cc: The Honorable James J. Rhoades
The Honorable Allyson Y. Schwartz
The Honorable Jess M. Stairs
The Honorable Ronald R. Cowell
The Honorable Tom Ridge, Governor of PA
Dr. Eugene W. Hickok, Secretary of Education
Dr. William Penn, Special Education Director

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OCT 23 1998
PA. STATE BOARD
OF EDUCATION

Andrew R. Vitko
116 Deerfield Drive
Pittsburgh, PA 15235

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FORM LETTER 2

October 26, 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998 in the Pennsylvania Bulletin. Specifically, I am concerned about the impact this may have on children currently in the gifted program or who may be thought to be gifted. As a taxpayer, teacher, and parent of a child who was in the Gifted Program from grade 1 to 12 in the Penn Hills School District, there are many questions left unanswered in this document.

It appears that the document is attempting to separate Gifted Education from Special Education in our state. There is no stated assurance in Chapter 16 that the funding for special programs for the gifted will continue to come from Special Education funding in the state. We must not attempt to reduce the deficit between Special Education funding and the cost of special education services by eliminating Gifted Education from the Special Education budget.

Chapter 16 also waters down measurable and enforceable standards for gifted programs as well as reducing monitoring rules and procedures.

Since the Pennsylvania State Board says it is not the intent of Chapter 16 to remove Gifted Education from Special Education under 22 PA Code, the title of the Chapter should be changed from Gifted

Education to Special Education for the gifted. This will insure that funding, measurable and enforceable standards, and monitoring rules and procedures will remain.

Sincerely,

A handwritten signature in cursive script that reads "Andrew R. Vitko".

Andrew R. Vitko

cc

The Honorable James J. Rhoades
The Honorable Allyson Y. Schwartz
The Honorable Ronald R. Cowell
The Honorable Jess M. Stairs



CRANBERRY AREA SCHOOL DISTRICT

"AN EQUAL RIGHTS AND OPPORTUNITY SCHOOL DISTRICT"

3 Education Drive • Seneca, PA 16346

Telephone: 814-676-5628
FAX: 814-677-5728

RICHARD J. VARRATI
District Superintendent

HENRY J. KARG
Business Manager / Board Secretary

October 26, 1998

ORIGINAL: 1986
FORM LETTER

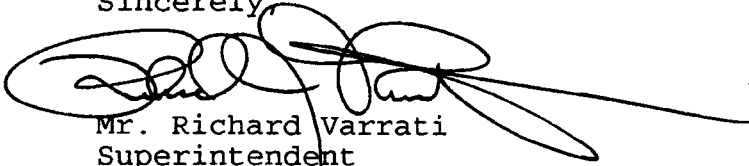
Mr. Peter H Garland, Ph.D.
Executive Director
State Board of Education
1st Floor, 333 Market St.
Harrisburg, PA 17126-0333

Dear Mr. Garland:

The purpose of this letter is to indicate that I support the proposed new Chapter 16 regulations as published in the Pennsylvania Bulletin of October 3, 1998.

Thank you for your attention to this matter.

Sincerely,



Mr. Richard Varrati
Superintendent

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OCT 28 1998
PA. STATE BOARD
OF EDUCATION

OFFICE OF THE
SCHOOL DISTRICT
SUPERINTENDENT
CRANBERRY AREA SCHOOL DISTRICT
SENeca, PA 16346

MISSION STATEMENT

Our purpose, in partnership with the Community, is to provide the best resources to educate, prepare and inspire students to reach their greatest potential.

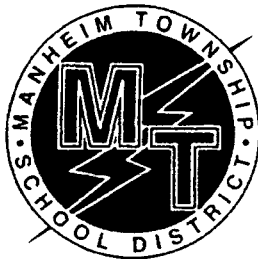
rr

JUNIOR/SENIOR HIGH SCHOOL
John C. Irvine, Principal
Eric W. Stennett, Asst. Prin.
1 Education Drive
Seneca, PA 16346
Phone: 814-676-8504
FAX: 814-676-5156

ELEMENTARY SCHOOLS
CRANBERRY & ROCKLAND
Nicholas A. Bodnar, Prin.
3 Education Drive
Seneca, PA 16346
Phone: 814-676-1871
FAX: 814-677-5728

ELEMENTARY SCHOOLS
PINEGROVE, PINOAK, STEFFEE
Donna M. Shelatree, Prin.
3 Southwest Boulevard
Oil City, PA 16301
Phone: 814-676-0658
FAX: 814-676-0659

CRANBERRY AREA SCHOOL DIST.
SPECIAL PROGRAM SERVICES
Eddie Bickart, LEA
3 Education Drive
Seneca, PA 16346
Phone: 814-676-8787
FAX: 814-677-5728



Manheim Township
School District
School Road
P.O. Box 5134
Lancaster, PA 17606-5134
PHONE: (717) 569-8231
FAX: (717) 569-3729

October 27, 1998

Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Dr. Garland:

Please do adopt the proposed Chapter 16 regulations for Gifted Education as published in the 10/3/98 Pennsylvania Bulletin.

To separate Gifted Education "rules" from the many and highly complex rules governing special education for eligible students, per IDEA '97, is not only a good idea, but also a necessity. Gifted students, clearly, do not require the extra protection afforded by Congress to students with disabilities. To treat giftedness as a handicap results in ludicrous situations such as this:

IDEA '97 requires different procedures with regard to student discipline in order to make sure that a student's behavior is not related to his/her disability. Currently, under PA's method of "combining" gifted rights and disability rights, a gifted student would require the same level of "extra protections". Last year, this school district actually conducted a "manifestation determination" to consider whether a student's behavior, which involved serious misconduct, was a "manifestation" of giftedness. The process was absurd and underscored the need of the State Board to address the fact that gifted students do not need the extra protection afforded to students with disabilities.

Please do not allow yourself to be swayed by emotional pleas from special interest groups on this issue. Listen, instead, to those of us who administer programs on a daily basis and who have a much broader view as well as deeper understanding of the issues involved.

Chapter 16, as proposed, will not dilute or deny the rights of gifted students. Please support its adoption within your current timelines and seize this opportunity to provide a small bit of relief from unnecessary mandates for Pennsylvania's schools.

Thank you for your consideration.

Sincerely,

Joyce Shopp, Director
Pupil Services
JS.kh

The Mission of Manheim Township School District, building on its tradition of academic excellence, is to graduate students possessing personal integrity, a broad base of knowledge, an appreciation of cultural diversity and skills in thinking and communication all acquired through an innovative learning system which encourages creativity, individual development and prepares citizens for success in a global society.

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REVIEW COMMISSION

PA. STATE BOARD OF EDUCATION

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cc: The Honorable James J. Rhoades
Senate of Pennsylvania
Chairman, Education Committee

The Honorable Allyson Y. Schwartz
Senate of Pennsylvania
Minority Chair, Education Committee

The Honorable Ronald R. Cowell
Pennsylvania House of Representatives
Minority Chairman, House Ed Committee

The Honorable Jess M. Stairs
PA House of Representatives
Chairman, House Education Committee

The Honorable Gibson E. Armstrong
Senate of Pennsylvania

The Honorable Jere W. Schuler
PA House of Representatives

The Honorable Jere L. Strittmatter
PA House of Representatives

Sharron V. Nelson, Ph.D.
Superintendent
Manheim Township School District

FAX: 717-787-06
PHONE: 717-787-3787

RECEIVED
NOV 4 1998 10:57
REVIEW OF

Mr. and Mrs. Patrick K. Schlemmer
3340 Beechwood Blvd.
Pittsburgh, PA 15217

October 27, 1998

Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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OCT 29 1998
PA. STATE BOARD
OF EDUCATION

Dear Dr. Garland,

We are writing to you as not only concerned parents but as educators within the Pittsburgh City School System. All three of our children attend the District's Gifted Education program -- two of our children attend the Pittsburgh Elementary Gifted Center and one attends the Pittsburgh Middle School Gifted Center. Their participation in these programs is one of the primary reasons that we have kept them in the public school system -- the children are challenged, learn new thinking processes, and maintain their enthusiasm for learning.

We are requesting that funding of Gifted Education and other student and parent rights remain under Special Education, Chapter 14 -- and not placed under the proposed Chapter 16. Without the legal protections and the power of the Special Education banner, it is our fear that these programs will become ineffectual and eventually disappear.

Chapter 16 leaves many questions unanswered -- particularly continued funding for special programs for the gifted. We all know funding for special education is a constant source of concern in the state. Another concern raised by Chapter 16 is the issue of class size. "Class load" needs to be clearly defined. Specially designed instruction cannot be provided in large groups and "total class load" objectives leave far too much room for interpretation.

Let's face it, there is a lot wrong with the public schools today and it is difficult, particularly in the City School System, to find something that is truly working and worthwhile. Please keep Gifted Education under Special Education, Chapter 14 -- it is, without a doubt, something that benefits the children and makes city school education palatable for parents.

I would appreciate a reply regarding this matter as soon as possible. I thank you in advance for your attention to these critical matters.

Sincerely,

Patrick and Amy Schlemmer

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Peter H. Garland, Ph.D.
Executive Director
State Board of Education
1st Floor, 333 Market Street
Harrisburg, PA 17126-0333

FORM LETTER 3

RECEIVED
OCT 29 1998
STATE BOARD
OF EDUCATION

Dear Dr. Garland:

The Manheim Central School District is supportive of the proposed rulemaking and changes to delete gifted education provisions of Chapters 14 and 342 (relating to special education services and programs) and add a new Chapter 16 (relating to gifted education) as printed in the October 3, 1998 Pennsylvania Bulletin, Vol. 28, No. 40.

We believe that many of the mandates established in Chapter 14 are unnecessary for the provision of an appropriate educational program for students identified as gifted. Specifically, the efforts and resources that are expended to meet the requirement for reevaluation result in minimal benefit to the educational program. We also believe that the removal of class size restrictions allow greater flexibility at the local level. We do agree that there is benefit to maintain the statutory protections for families of students who are gifted and that the separation of gifted education from Chapters 14 and 342 will not diminish those statutory protections. It is our contention that the provisions proposed in the new Chapter 16 are sufficient to govern gifted education services and programs across the Commonwealth.

Sincerely,



Claire F. Storm Ed.D.
Elementary Principal

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OCT 28 1998
PA. STATE BOARD OF
EDUCATION

Linda Vince
873 Yorktown St.
Lansdale, PA 19446
October 27, 1998

08 NOV 1998 11:00 AM
INDICE
REVIEW COMMISSION

Dear Dr. Garland,

I am concerned with the proposed Pennsylvania State Board Chapter 16 Regulations that were recently published. I am worried that the special education program for gifted students is being diluted. Some of the language used is hard to interpret. Would gifted education still fall under special education? I feel that gifted education should still be considered special education. My gifted child has as many special needs as any other child does in special education programs in Pennsylvania. I also feel that evaluations for gifted students are necessary to insure the proper progress is being made. Pennsylvania's gifted students are one of our greatest assets. We should have in place a strong program for gifted students. I know the Philadelphia area is constantly trying to keep high achieving college students in our area. Let us make sure we do all we can for our future college students and encourage them to stay in Pennsylvania and use their gifts to become our future leaders, doctors, scientists, teachers, etc. They need to be in programs that encourage higher level thinking skills and enrichment.

The gifted students also need classes that are solely for the gifted. These classes should continue not to exceed 20 students. These classes are so helpful to the students. They are much better than the pull out programs. You should make sure that we have as many types of these classes as possible. I feel you should be adding funds to our gifted programs, not trying to cut them. Let Pennsylvania be a leader in gifted education. It would make our state even greater. I would appreciate a response to this letter. Thank you.

Sincerely,

Linda B. Vince

Linda B. Vince

ORIGINAL: 1986
No copies per MLH

10-28-98

Dear Mrs. Garland:

I am writing to express my concern about the proposed Chapter 16 and the impact that it will have on education in the Pittsburgh Public School System. Apparently gifted education would be separated from special education under these guidelines, which would mean a probable increase in class size, and decrease in funding. The CAS program is excellent and helps children rise above the typical low standards of American education. However, I think that the best solution would be cancellation of the CAS and PSP programs and improvement of the "mainstream." These special programs are segregatory and I firmly believe that all students can work at a CAS level. As the 'mainstream' is now, however, CAS and PSP are essential for any respectable form of education and I implore you to not cancel funding to this valuable CAS program.

Sincerely,
Tiana Hayden

October 28, 1998

10/28/98 PM 4:15

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STATE BOARD OF EDUCATION

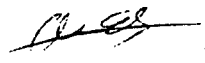
Mr. Peter Garland
Executive Director
State Board of Education
335 Market Street
Harrisburg, PA 17126-0333

ORIGINAL: 1986
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Dear Mr. Garland,

I am writing to you about the proposed Chapter 16 as published on October 3, 1998 in the "Pennsylvania Bulletin". It appears as though the document attempts to separate Gifted Education from Special Education. The question of retaining the rights of gifted students to a free, appropriate education is not addressed in the document at all. Furthermore, it is not stated that funding for gifted programs will continue to come from Special Education Funding in the state. Also, specific guidelines that limit individual class size need to be clearly stated or leave individual administrators to "creatively" interpret case load to the destruction of the currently successful Gifted program. These assurances need to be made to students and parents alike. As a product of the Gifted program, I can tell you firsthand that it would be a loss to the state if these issues are not immediately addressed.

Sincerely,



October 28, 1998

Mr. Peter Garland

Executive Director

State Board of Education

333 Market Street

Harrisburg, PA 17126-0333

ORIGINAL: 1986
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Dear Mr. Garland,

I am writing to you about the proposed Chapter 16 published on October 3, 1998 in the Pennsylvania Bulletin. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of unidentified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state.

Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

Sincerely,

Rebecca Jyl

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OCT 29 1998

PA. STATE BOARD
OF EDUCATION

DAVID A. SALAPA
RUTH D. DUNNEWOLD
3109 HILLSIDE STREET
HARRISBURG, PA 17109

October 28, 1998

Peter H. Garland
Executive Director
Commonwealth of Pennsylvania
State Board of Education
333 Market Street
Harrisburg, Pa. 17126-0333

ORIGINAL: 1986
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Re: Proposed Rulemaking
Proposed Chapter 16
Gifted Education

Dear Mr. Garland:

This letter is in response to the proposed rulemaking published in the October 3, 1998 Pennsylvania Bulletin regarding changes to the regulations governing gifted education. As parents of a child who has been identified as gifted, we have a major concern about enforcement of the proposed regulations. The proposed regulations at sections 16.2(c) and 16.6(a) state that gifted programs are under the supervision of the Department of Education. However, the proposed regulations do not state how the Department of Education will enforce the regulations. There seems to be an assumption that the local school districts will comply with the regulations in the absence of any threat of sanctions from the Department of Education. Our experience indicates otherwise.

When our son started school several years ago, we assumed, as the proposed regulations do, that the school district would comply with the statutes and regulations governing gifted education. However, the school district did not conduct any gifted screening until our son was halfway through second grade. This was the school district's policy at that time and was in violation of the applicable statutes and regulations which require such a screening take place when a child starts kindergarten.

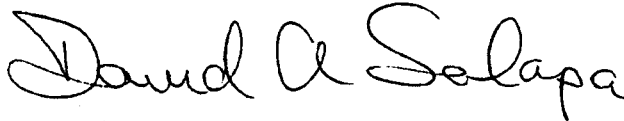
Once the screening took place, the school district placed our son in a gifted enrichment program for the balance of his second grade year. The school district stopped providing the gifted enrichment classes two weeks before the end of the school year without notifying us first or obtaining our consent. In addition, the school district never contacted us to schedule a meeting to develop an individual education program for our son for the coming school year. The school district's actions violated the regulations and statutes governing gifted education.

Finally, with the new school year rapidly approaching, we sent a letter to our school district's board reciting the above facts and sent a copy of that letter to the Department of Education's Bureau of Special Education, Division of Compliance. The Division of Compliance sent an investigator to the school district's offices to verify complaint. After finishing its investigation, the Division of Compliance concluded that the school district had violated the statutes and regulations governing gifted education and directed that the school district schedule a meeting to develop an individual education program and provide added enrichment class time for our son to make up for the two weeks of classes that were cancelled. Needless to say, our school district complied. We are positive that if we had not filed a complaint with the Division of

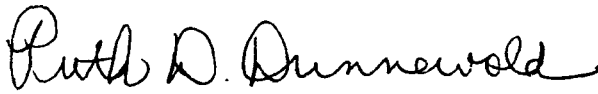
Compliance and the Division of Compliance acted on our complaint, our school district would have continued to avoid its responsibility to provide an appropriate education for our son.

The proposed regulations do not provide parents recourse to the Division of Compliance for violations of the those regulations. This is a major weakness since, as our experience shows, local school districts are not always willing to comply with statutes and regulations governing gifted education. We request that the State Board of Education modify its proposed regulations to provide that parents of gifted children continue to have recourse to the Division of Compliance to enforce those regulations.

Sincerely,



David A. Salapa



Ruth D. Dunnewold

cc: Senator James J. Rhoades
Senator Allyson Y. Schwartz
Senator Jeffrey E. Piccola
Representative Ronald R. Cowell
Representative Jess M. Stairs
Representative Mark S. McNaughton

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10/28/98
10:42
10/28/98

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburgh, PA 17126-0333

October 28, 1998

Dear Mr. Garland

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. My concern in this letter is the wording that states the assurance of Gifted Education in our Public Schools. It seems that Gifted Education is separated from special education, which does not assure funding for these programs. As well, specific guidelines for class size limits are not specifically stated. It seems to me that a change in the wording of this article would get rid of any potential problems. As a student who has a younger sibling that will be entering the Pittsburgh Public School system next year, this matter is of great importance to me & my family. Please consider it carefully & seriously.

Sincerely,

Mayone B Manne

ORIGINAL: 1986
No copies per MLH

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

Oct. 28, 1998

Dear Mr. Garland

I am writing to you regarding the proposed Chapter 16 published on October 3, 1998 in the Pennsylvania Bulletin. Specifically, I am concerned about the potential impact this document may have on me, as a student currently enrolled in the gifted program in the Pittsburgh Public Schools.

The continuance of the gifted program in the city of Pittsburgh is dependent upon the state funding in conjunction with the Special Education Funding. Chapter 16 provides for a division of the two programs, but does not, to my knowledge, provide continued funding for the gifted program. The discontinuation of funding for this program would surely send the death knell of a program that has effectively prepared thousands of college bound students.

Also unaddressed in Chapter 16 is the issue of class size. Specific guidelines need to be stated to prevent school administrators from "creatively" interpreting class loads and destroying our otherwise effective program.

Assurances of the above issues need to be provided to the students, teachers, and parents involved in the gifted program before support for the positive changes Chapter 16 has the potential to bring the gifted education in the state of Pennsylvania can be given.

Sincerely,

Russell Levine

Russell Levine

ORIGINAL: 1986
No copies per MLH

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

October 28, 1998

Dear Mr. Garland,

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. My concern in this letter is the wording that states the assurance of Gifted Education in our Public Schools. It seems that Gifted Education is separated from Special Education, which does not assure funding for these programs. As well, specific guidelines for class size limits are not specifically stated. It seems to me that a change in the wording of this article would get rid of any potential problems. As a student who has a younger sibling that will be entering the Pittsburgh Public School system next year this matter is of great importance to me. Please consider it carefully and seriously.

Sincerely,

Jessica C. Levenson

10/28/88 5 PM 1:22

October 28, 1988

Mr. Peter Garlund
Executive Director

State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

ORIGINAL: 1986
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Dear Mr. Garlund,

I am writing to you about the proposed Chapter 16. It appears that the document is attempting to separate Gifted Education from Special Education. In addition, there is no stated assurance that the funding for special programs for the gifted will continue to come from special education funding in the state. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating the gifted education from the special education budget.

A third concern is the class size issue. To leave that issue unaddressed in this document is to invite administrators to attempt to change and modify our currently successful gifted programs. The restrictions to class size need to be continued in this chapter.

Assurances need to be provided to the gifted students, and their parents on the three issues above before we can support this chapter.

Sincerely,
Michael Linder
Michael Linder

October 28, 1998

Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

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Dear Mr. Garland:

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FORM LETTER 3

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

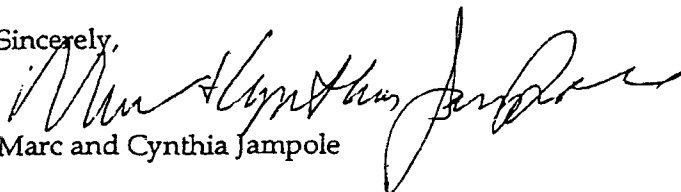
In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

A third concern raised by Chapter 16 is the class size issue. Specific guidelines that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. Specially designed instruction cannot be provided in large groups. The restrictions to individual class size need to be continued in this Chapter.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,

Marc and Cynthia Jampole



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October 27, 1998

Mr. Peter Garland
Executive Director
State Board of Education
333Market Street
Harrisburg, PA 17126-0333

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REVIEW COMMISSION

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OCT 29 1998

PA. STATE BOARD
OF EDUCATION

Dear Mr. Garland,

This letter is in response to the proposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. My child is currently in the 11th grade in the gifted program at Taylor Allderdice High School, a blue ribbon school, in Pittsburgh. There are three questions left unanswered in this document which are of great concern to me.

1. The question of retaining the rights of gifted students to a *free, appropriate education* is not addressed at all in this document. Without these words there are no guaranteed rights to special education for gifted students.

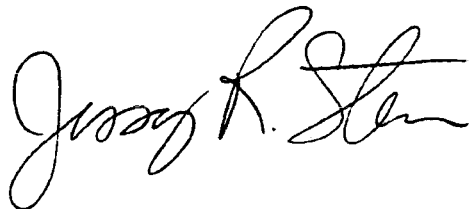
2. There is no assurance that funds for gifted education will continue to come from special education funding in the state.

3. There is no mention about limits on class size. Without these safeguards, class sizes will greatly increase.

I need your assurance that the above three issues will be addressed before one can truly support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

The gifted program has and continues to provide my daughter with the quality education she deserves in order to enter the university of her choice. My older daughter is presently a freshman at the University of Michigan and was accepted at numerous colleges, including Cornell. If anything, make the gifted education a role model for all!

Sincerely,



Jessy R. Stein

1194 Beechwood Dr
Harrisburg, PA 17126-0333



An affiliate of the
American Psychological
Association

PENNSYLVANIA PSYCHOLOGICAL ASSOCIATION

416 Forster Street • Harrisburg, Pennsylvania 17102-1714 • Telephone 717-232-3817 • Fax 717-232-7294

October 28, 1998

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Peter H. Garland
Executive Director
State Board of Education
First Floor 333 Market Street
Harrisburg, PA 17126-0333

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OCT 29 1998

PA STATE BOARD
OF EDUCATION

RE: CHAPTER 14

Dear Mr. Garland:

On behalf of the Pennsylvania Psychological Association I am writing in response to the proposed changes in Chapter 14, dealing with gifted students as published in the October 3 issue of the *Pennsylvania Bulletin*. We have a specific concern over Section 16.22 (h) (3) (iv) which states that the tests must be "administered by certified professional employees or certified school psychologists under instructions provided by the producer of the tests and sound professional practice." We recommend deleting the words "certified professional employees or."

We believe that this change should be made because the current version is unclear and appears to conflict with the other portions of the draft regulation. We also believe that it could lead to substantial legal problems for school districts if it were to be retained.

Unclear and In Conflict with Other Sections of the Draft Regulations

As you know, the definitions section appropriately notes that the "determination of mentally gifted shall include an assessment by a certified school psychologist." Consequently, the option of having tests used in the determination of giftedness by other "certified professional employees" would be in addition to those tests administered by the school psychologists.

Furthermore, Chapter 14 states that the assessment of gifted students often requires an IQ test (although it may permit other tests as well). Currently, school psychologists are the only professionals who are able to give intelligence tests. Intelligence test manufacturers simply will not sell their tests to persons who are not school certified or licensed psychologists (exceptions are made for university training programs). Also, school psychologists are trained in psychometrics in general and should be capable of understanding the validity and limits of other tests that may be used to justify the need for a different educational placement.

Finally, Chapter 14 already allows other professional employees to offer to the GMDT additional information other than that obtained from standardized tests. That information is often desired and very helpful, if not crucial, in making the decisions about the optimal educational placement of the child. However, a distinction needs to be made between the data from standardized tests and other educational or supplemental information that may be submitted. Psychologists alone are qualified to submit information derived from standardized tests.

Risks of Increasing Costly, Unnecessary and Unproductive Legal Hearings

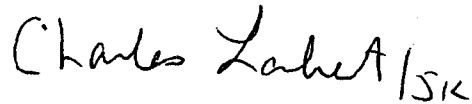
The term "certified professional employees" could include a wide range of professionals, including teachers, who are not trained in the proper procedures in selecting, administering and interpreting psychological tests. The wording of this proposed revision may lead to an introduction of many obscure tests with limited validity, reliability, and usefulness in identifying students who are gifted. We could anticipate many unwanted and unnecessary conflicts between parents and the schools if the door were opened to permit the submission of unstandardized tests by any certified professional employee.

We can appreciate the apparent conundrum with gifted students. On the one hand, the Board appropriately notes that the identification of a student as gifted should not be based only on IQ and "a person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability" (16.1 Definitions). On the other hand, the decision to admit a student into a gifted program can often become controversial and filled with intense emotions. To minimize the controversies involved in screening students for gifted programs, we believe it is very important to develop clearer standards concerning the nature of the tests selected or the persons who administer the tests. We believe this can be best accomplished by retaining the role of school psychologists in the evaluation of gifted children.

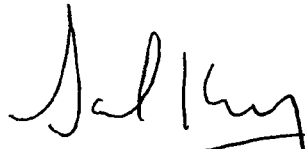
We have a concern that some ill-informed advocates may promote the use of unstandardized, unreliable, or invalid tests administered by marginally qualified individuals as a means to promote the admission of a child into a gifted program. Currently, a plethora of tests is produced every year ranging from those developed by well-established test manufacturers who adhere to responsible professional standards to those developed by entrepreneurial manufacturers who do little to ensure professional standards in the development and/or administration of their tests. The retention of certified school psychologists in the evaluation process will eliminate most of the potential abuses that could occur.

Thank you for your consideration of these concerns.

Sincerely,

A handwritten signature in cursive script that reads "Charles Lambert".

Charles Lambert, Ph.D.
Chair, Board of School Psychology

A handwritten signature in cursive script that reads "Samuel Knapp".

Samuel Knapp, Ed.D.
Professional Affairs Officer

4087 Hill Street
Library, Pennsylvania 15129
October 28, 1998

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Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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PA. STATE BOARD
OF EDUCATION

Dear Dr. Garland,

I have been a teacher in Pennsylvania for 26 years and the last 23 of those years have been spent working specifically as a Teacher of the Gifted in the Allegheny Intermediate Unit #3, Brentwood School District. It is my opinion that during that time, gifted education survived budgetary cuts only because it was contained within the Special Education regulations under 22 Pa Code. For that reason, I oppose any change to that status and **I support the title of Chapter 16 to be named Special Education for the Gifted.**

The issue of multidisciplinary evaluations raises the question of assessment for gifted students. **I support retaining proper, certified assessment in all basic skill areas, including their rates of acquisition and retention of those skills.** Many gifted children do not demonstrate their abilities within the realm of the regular education curriculum and are not routinely identified by regular classroom teachers. It is therefore imperative that a certified school psychologist or knowledgeable teacher of the gifted conduct a more appropriate assessment of the gifted student's true abilities. This needs to be done routinely and as part of a comprehensive reevaluation of the student.

Among the most disturbing of the new proposed regulations is Section 16.32 describing the makeup of the GIEP team. Nowhere is there suggested that a Teacher of the Gifted or other person knowledgeable in the unique needs of gifted children be included in the GIEP team meeting. With all due respect, Mr. Garland, have you ever been present at an IEP meeting for a gifted child when no gifted teacher or coordinator was present? Without a person knowledgeable in the needs of gifted children and appropriate educational practices for them, the GIEP could very likely become a sham, with the parents not afforded the same support that a student of disabilities receives at an IEP meeting. Is this an attempt by the Department of Education to eliminate the need for this very important educational specialty? I can assure you, that without my presence at virtually every one of the IEPs I have conducted over the last 23 years, a gifted student's educational and emotional needs would not have been properly addressed! I implore you to **include as a necessary member of the GIEP team, a Teacher of the Gifted who has been educated in the unique needs of gifted children.**

What has been so disconcerting to me over the last 23 years of my work with gifted children and their parents is the lack of appropriate levels of intervention provided in individual school districts. One has only to glance at the teacher roster and assignments

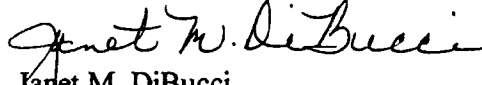
of any local district to see that students of disabilities are offered a multitude of programming options by the school systems. In my small school district alone, a student with learning needs has the option of a resource room with varying percentages of time spent there, an inclusion program, or for a very few students with profound educational and emotional needs, a full time outside placement. Gifted students have traditionally only been offered a limited itinerant program with most of the learning needs left to the classroom teacher. They are not now afforded the programming possibilities afforded students in need of learning support. While this has all been done under the umbrella of the "least restrictive environment", for many highly gifted students, the regular classroom is the most restrictive setting in which they can develop their talents and strengths. **I support an encouragement of the provision of appropriate levels of special education intervention for the gifted to enable the highly gifted or creative to achieve their potential.**

With regard to caseloads and class size in gifted programs, the Department of Education should be aware that many of us are now instructed by our administrations to provide school-wide enrichment experiences for all interested and outstanding students in a school, regardless of their being identified as gifted. This creates a false impression as to the number of children that I for one, actually service. While I may write IEPs for a small number of students in my school district, I am also providing consulting and enrichment services to non-identified gifted students in three buildings, Grades K through 8. The number of students serviced is actually much greater than the IEPs that I write. This needs to be addressed when determining a teacher's caseload. **Numbers of non-identified gifted students serviced, in addition to the number of buildings and grade levels served by an individual teacher needs to be addressed in Chapter 16.**

Finally, having recently gone through a compliance monitoring last year, I am well aware of the amount of work that is required to successfully prepare and conduct an audit of a school district's special education program. However, without the compliance and monitoring process in place for gifted students, the regulations will not be enforced by individual school districts who are faced with budgetary dilemmas, especially in the poorer school districts. Gifted programs have felt more of the cuts over the last 23 years than any other special education exceptionality. **Compliance monitoring needs to remain in place for gifted programs throughout the state.**

I would be happy to discuss any of these issues with you or elaborate further on any one of my concerns. I can be reached at the above address. I would appreciate a reply to my letter.

Sincerely,


Janet M. DiBucci
Gifted Teacher/Coordinator
Allegheny Intermediate Unit
Brentwood School District

MANHEIM TOWNSHIP SCHOOL DISTRICT
P.O. BOX 5134 SCHOOL ROAD
LANCASTER, PA 17606-5134

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Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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OCT 29 1998

Dear Dr. Garland:

As a practicing school psychologist with 18 years of experience in the public schools of Pennsylvania, I am writing to voice my strong support for the proposed Chapter 16 Regulations for gifted students, as written, and as published on October 3, 1998 in the PA Bulletin.

I could list, in detail, all the specific reasons for my support. However, I think they could be subsumed under the idea that they simply just make good sense for all concerned (students, parents, teachers, and school systems).

I have read the concerns that the PAGE advocacy group has published and disseminated regarding the proposed regulations. I think they are based on unwarranted fear. As one who has always believed strongly in the identification of, and support for, gifted students, I do not agree, as PAGE implies, that the proposed regulations significantly decrease the current educational rights of gifted students, water-down standards for gifted programs, reduce monitoring rules and procedures, or encourage school districts to spend less on gifted programs.

I strongly encourage the State Board of Education to adopt the Chapter 16 Regulations for gifted education, as proposed and written.

Sincerely,



Hal Smoker, M.Ed., NCSP
Certified School Psychologist (PA)
Licensed Psychologist (PA)



EASTERN LANCASTER COUNTY SCHOOL DISTRICT

October 28, 1998

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Peter H. Garland, Ph.D., Executive Director
State Board of Education
First Floor
333 Market St.
Harrisburg PA 17126-0333

Dear Dr. Gardner,

The Eastern Lancaster County School District is supportive of the proposed rule making changes to delete gifted education provisions of Chapters 14 and 342 (relating to special education services and programs) and to add a new Chapter 16 (relating to gifted education) as printed in the October 3, 1998 Pennsylvania Bulletin, Volume 28, #40. It is our belief that many of the mandates established in Chapter 14 are unnecessary and inappropriate for provision of an appropriate program of educational services for students who are identified as gifted.

We are especially supportive of the effort to reduce re-evaluation requirements as published in the proposed Chapter 16 because the re-evaluation of students who are gifted have provided a minimum benefit to educational programming while necessitating extra work on the part of teachers and other educational personnel that otherwise could be spent on instructional activities. The removal of class size restrictions provides greater flexibility at the local level to provide services to students who are gifted.

While we are supportive of continuing protections for students who are gifted, we feel that they should be separated from students who are disabled in keeping with federal mandates of IDEA 97. The provisions proposed in the new Chapter 16 appear to be sufficient to provide procedural safeguards and protect services for students who require gifted education and for those programs offered by districts in the Commonwealth.

We understand that special interest groups have reacted to the proposed Chapter 16 rules with an advocacy campaign highlighted by concerns that districts will reduce programs or assistance for students who are identified as gifted. In fact, changes in the number of regulations for providing services for students for the gifted should enhance programming for the gifted by taking away the numerous mandates that force teachers to attend to paperwork rather than instruction.

The new Chapter 16 proposals were well thought through and very appropriate changes to the rules and regulations in Pennsylvania. We urge you to adopt the proposed Chapter 16 regulations for gifted educational as published in the Pennsylvania Bulletin.

Thank you for your consideration.

Sincerely,

James M. Cox
Director of Special Services

lm

- cc: Hon. James J. Rhoads, Senate of Pennsylvania Chairman, Education Committee
Hon. Alison Y. Schwartz, Senate of Pennsylvania Minority Chair, Education Committee
Hon. Ronald R. Cowell, Pennsylvania House of Representatives Minority Chairman, House Education Committee
Hon. Jess M. Stairs, Pennsylvania House of Representatives Chairman, House Education Committee
Hon. Leroy Zimmerman, Pennsylvania House of Representatives
Hon. Noah Wenger, Senate of Pennsylvania
Larry Burkhart, Ph.D., Superintendent, Eastern Lancaster County School District
669 East Main Street, P. O. Box 609, New Holland, PA 17557-0609
District Office: (717) 354-1500 • Business Office: (717) 354-1504 • FAX: (717) 354-1512
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Date: Thu, 29 Oct 1998 14:22:09 -0500
From: fbranigan@juno.com (Fran Branigan)
Subject: Chapter 16
To: 00statbd@PSUPEN.PSU.EDU
Cc: rreinard@pahousegop.com, jconti@pasen.gov
X-Juno-Line-Breaks: 0-13,21;29-30,36,41,46-47,52-58,73-74,79-88

October 29, 1998

JAYNE BRANIGAN
64 N. Marmic Drive
Holland, PA 18966

Dr. Peter Garland
Bureau of Special Education
Commonwealth of Pennsylvania
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Dr. Garland:

I am writing to you as a parent of a gifted child and an advocate of gifted education in Pennsylvania, because I am concerned about Chapter 16. As published in the Pennsylvania Bulletin, Chapter 16 does not specifically state that gifted education is special education, and with the removal of gifted education from the protection of Chapter 14, I am concerned that gifted education will become insignificant over time, especially because programs for the gifted are generally not supported by the general public. I feel that gifted education must remain as a part of special education. Just as I support special education for children with learning disabilities, I also support special education for gifted children. Since the Pennsylvania State Board says it is not the intent of Chapter 16 to remove gifted education from Special Education, I would request the title of the Chapter be changed from Gifted Education to Special Education for the Gifted. This change would allow unique students protection under the law.

Secondly, I am concerned with the lack of a state mandate on class size. There are currently 1,800 children in the gifted program in my local school district, Council Rock. Our superintendent has already advised that if Chapter 16 passes without a class size mandated by law, he will recommend increased class sizes for our district. Under Chapter 14, the current class size is 15 students for one teacher. In regular education classes, our school district averages 26 students in a classroom. Teachers cannot deliver the components of an IEP in a classroom of 26 students. Our gifted program is a pull-out program, with time spent together in a classroom ranging from 30 minutes to 50 minutes a day. Often, as is the case with my child, this is the only gifted programming a student receives. I do not feel the needs of the children would be met with an increased number of students in the class. Additionally, without a mandated class size, I am concerned that the local school board will succumb to pressure from the public to hold costs down and will increase the class size in the gifted program.

Additionally, I feel it is important to have an oversight and monitoring system in place. The proposed regulations do not address the responsibilities of the PA Dept. of Education in this area. A monitoring system, which will be strictly enforced, is required to ensure quality education.

My child is currently in third grade and has been in the gifted program at Council Rock since the end of first grade. In her regular classroom,

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she has been blessed with good, caring teachers. However, she finishes her work earlier than the other students, usually first, and often is left idle, with nothing to do. The teachers, good as they are, cannot be expected to have time to prepare separate work for children who complete their regular work early. Alternatively, in the Humanities classroom, she is continually challenged and motivated to keep working and thinking, there is always another avenue to explore, whether or not the other students are ready to move on. I am concerned that if the gifted education programs, specifically the Humanities program at Council Rock, is allowed to deteriorate, be diminished, or not held to the current high standards, by the time the children currently in the lower grades get to Junior and Senior High, they will miss out on this type of stimulation which enhances higher level thinking skills.

Mr. Garland, it is imperative that these issues be addressed in Chapter 16. The provisions of Chapter 16 as published are insufficient to govern gifted education and services in our state. Thank you for your attention to this matter. If you require further information, please do not hesitate to contact me.

Sincerely,

Jayne Branigan
(215)953-8753

Cc: Representative Roy Reinard
Senator Joseph Conti

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October 28, 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburgh, PA 17126-0333

Dear Mr. Garland:

I am writing in concern about the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. The main problem is the wording in the document which appears to separate Gifted Education from Special Education. There is also no stated assurance that funding for special gifted programs will continue to come from the state's special education funding. Furthermore it is important to set guidelines that limit individual class sizes. I am currently enrolled in the Gifted Education Program in Taylor Allderdice High School and I feel that I have greatly benefited from its small class sizes and specialized education. It would be a shame if students in the future could not have the same opportunities as I have had.

Sincerely,

Luisa Boyarski

Luisa Boyarski
(senior)



Elizabethtown Area School District

Dr. Allan L. Thrush
Superintendent

Dr. Marilyn L. Baker
Asst. Superintendent

B. Jean Walker
Asst. Superintendent C & I

David W. Matyas
Business Manager

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October 28, 1998

Peter H. Garland, Ph.D.
Executive Director
State Board of Education
1st Floor, 333 Market Street
Harrisburg, PA 17126-0333

Dear Dr. Garland:

The Elizabethtown Area School District is supportive of the proposed rulemaking and changes to delete gifted education provisions of Chapters 14 and 342 (relating to Special Education Services and Programs) and add a new Chapter 16 (relating to gifted education) as printed in the October 3, 1998 Pennsylvania Bulletin, Vol. 28, No. 40.

We believe that many of the mandates established in Chapter 14 are unnecessary for the provision of an appropriate educational program for students identified as gifted. Specifically, the efforts and resources that are expended to meet the requirement for reevaluation result in minimal benefit to the educational program. We also believe that the removal of class size restrictions allow greater flexibility at the local level. We do agree that there is benefit to maintain the statutory protections for families of students who are gifted and that the separation of gifted education from Chapters 14 and 342 will not diminish those statutory protections. It is our contention that the provisions proposed in the new Chapter 16 are sufficient to govern gifted education services and programs across the Commonwealth.

Sincerely,

Marilyn L. Baker, Ed.D.
Assistant Superintendent

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OCT 29 1998

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HARRISBURG, PA 17126-0333

Parent Teacher Organization Taylor Allderdice High School

October 28, 1998

Independent Regulatory Review Commission
14th Floor Harrisstown 2
333 Market Street
Harrisburg, PA 17101

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LEGAL DEPARTMENT

To Whom It May Concern,

I am writing to you regarding the proposed Chapter 16 published on October 3, 1998. As Co-President of the PTO at Taylor Allderdice High School, and a parent of a CAS (Centers for Advanced Studies) honor student, I would like to express my concern. The wording of Chapter 16 leaves some worrisome questions.

My questions are these:

1. *Will gifted students indeed be guaranteed the same rights that they now have?*
2. *Will funding for the gifted program still come from the special education funds in the state?*
3. *Will class size limitations remain the same?*
4. *Will the gifted program continue to be monitored regularly, ensuring the highest standards?*

It is of utmost importance to keep the Gifted Program in Pennsylvania intact. It is especially important in Pittsburgh, where funding continues to be cut from school budgets each year. The Gifted Program (CAS) funded by the state sets the standards for the Public Schools. It is the rigor of the CAS classes and the expectation of excellence made possible by small class sizes that challenges our students and makes them competitive when applying to top colleges in the country. It is the ability to receive an excellent and challenging education that keeps parents sending their students to Allderdice, a city public high school, instead of relocating to the suburbs.

It is important that the wording of Chapter 16 safeguard the standards originally set by Chapter 14. Please make every effort to help preserve the original intent of Chapter 14.

Thank you for your attention,

Elizabeth Boyarski
6958 Edgerton Avenue
Pittsburgh, PA 15208

ORIGINAL: 1986
No copies per MLH

RECEIVED
OCT 15 1990

RECEIVED

OCT 2 1990

RECEIVED
OCT 10 1990

October 1990

Mr. Peter Garland
Executive Director
State Board of Education
333 Market St.
Harrisburg PA 17126-0333

Dear Mr. Garland:

I am writing this letter in regards to the proposed Chapter 16. I have many concerns involving the wording of Chapter 16. I am worried by the lack of stated assurance for gifted education funding. The absence of any clearly stated limit in class size is also a major concern. As a gifted student I am worried about the vague wording of Chapter 16. Please provide assurance that our gifted program will be able to continue with adequate funding and small class sizes.

Sincerely,

Maureen Quinn

ORIGINAL: 1986
No copies per MLH

October 28, 1998

Mr. Peter Garland
Executive Director
State Board of Education
353 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Garland-

I am writing about the proposed Chapter 16 published on October 3, 1998 in the "Pennsylvania Bulletin." The rights of students in the gifted program to free education seems endangered. I am currently enrolled in the gifted program and it has had a significant impact on my life. Seeing what kind of experience students receive from such education, it would be terrible to alter it in any way thus decreasing the excellent education. Please keep the gifted program!!

Sincerely,
Kimberly Pollak
Kimberly Pollak

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OCT 30 1998
STATE BOARD OF EDUCATION
HARRISBURG, PA

ORIGINAL: 1986
No copies per MLH

October 28, 1993

RECEIVED
OCT 29 1993
STATE BOARD OF EDUCATION

Mr. Peter Barland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Barland:

I am writing to alert my concern involving the proposed Chapter 16. As a student in the gifted program, I fully understand and appreciate the need for, and benefits of, this "special education". Through this program, I, along with so many others, receive the finest education, including specialized curriculum and intimate classroom settings. Without stated assurance that all we have received so far will continue, our school system may lose a valuable and honorable addition to our education.

Thank you,
Bryar Brown Peacher

October 24, 1998

Dr. Peter Garland
State Board of Education Chairman
333 Market Street
Harrisburg, PA 17126-0333

ORIGINAL: 1986
MIZNER
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Sandusky
Legal

Dear Dr. Garland,

That you for taking a few moments to read about my child's gifted education in the Butler Area School District.

Ten years ago, when my oldest daughter, Joan Perkins, was in the fourth grade at Emily Brittain School in Butler, Pennsylvania, both the teachers and the principal noticed that she was able to do the work in the classroom without any effort. Although the district did have a "pull-out" program at the time, this program consisted of trips to the ballet and similar nonacademic activities. Our principal at the time, Mr. Roger Snodgrass, took a tremendous professional risk by requesting modifications for her through the Special Education Office. He spent hours with me researching the appropriate academic modifications. Mr. Snodgrass authored a suggested list of modifications for elementary classrooms that is now published in our District's gifted handbook. Mr. Snodgrass was granted permission to obtain one paraprofessional to instruct Joan in advanced mathematics during school hours and one classroom teacher to provide advanced science to her after school. Upon the recommendation of the mathematics and science teachers, six other children were added to these tutorials. The children were so successful that the District voted to provide advanced science and mathematics to all children in the District who demonstrated both ability and motivation. The children were so successful, in fact, that our secondary school created "core gifted classes" to address the needs of all of the gifted students 7-12 in our District. Today, our science and mathematics programs K-12 for high-ability students are outstanding.

It was through the utilization of the Special Education Regulations that this was accomplished. Because of some School Board members' opinion that "all children are gifted," it was necessary at one point to request an audit of the District's gifted program. When Noretta Bingamon and Ellen Rommett visited the District, they found that many aspects of our provisions were not in compliance with the State Regulations. Following the Recommendation from the PDE, the School Board members who questioned the abilities of these students supported the necessary changes. Without the Regulations, Mr. Snodgrass' strong desire to provide an appropriate education to these and other gifted students would have been ignored. Today, our School Board realizes the capabilities of gifted

students and is supporting all efforts to improve our academic programs for them.

The initial seven children did so well in any modified academic situation (and they were "hammered" in many cases with the hope of failure) that additional academic provisions were made over the last ten years. Today, we have many "willing" classroom teachers who both understand what "gifted" means and who provide the necessary modifications when so indicated in the IEP's. We also have a Gifted Advisory Committee, which consists of administrators, teachers, principals, and parents, that functions to continue improvements in our K-12 gifted learner opportunities.

I believe strongly that the existing Regulations provide the backbone for our gifted program. If you remove this backbone, then all that the gifted students have done to prove that they are capable of far more than the regular education provides will have been in vain. I fear that the "all children are gifted" mentality may prevail again if you weaken the backbone.

If it is the will of the State to provide appropriate education for all of our students, then modifications to the public school curriculum must be made for our gifted students.

Please give our gifted students the legal protection to continue to receive an appropriate education in Pennsylvania.

If you would like to know how "gifted education" in Pennsylvania was responsible for launching a tremendous collegiate opportunity for my daughter, please feel free to email her at jhperkin@syr.edu. She is truly grateful for the gifted education opportunities that she had in the Butler Area School District.

Our Butler Area School District Gifted Education Program Handbook should already be in your office. If you have not received a copy from our District, please email me immediately, and I will personally send one to you. Our Handbook clearly represents an appropriate gifted education in Pennsylvania.

Sincerely,

Claudia R. Perkins
498 North Duffy Road
Butler, PA 16001

ClaudiaRob@aol.com

October 1998

ORIGINAL: 1986
Form letter

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

RECEIVED
OCT 22 1998

REVIEW COMMISSION

RECEIVED
OCT 22 1998
STATE BOARD
OF EDUCATION

Dear Mr. Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

A third concern raised by Chapter 16 is the class size issue. Specific guidelines that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. Specially designed instruction cannot be provided in large groups. The restrictions to individual class size need to be continued in this Chapter.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,



LYNN S. NAMAN
6666 LANDVIEW RD.
PITTSBURGH, PA 15217-3019

208 Gladstone St.
Fgh., PA 15211
October 28, 1998

Mr Peter Curland

Executive Director

State Board of Education

333 Market St.

Harrisburg, PA 17126-0333

Dear Mr. Curland,

I am writing to you about the proposed Chapter 16 published on October 3, 1998 in the Pennsylvania Bulletin. Specifically, I am concerned about the potential impact this may have on students, like myself, who are currently enrolled in the gifted program in the Pittsburgh Public Schools. It appears that the document is attempting to separate Gifted Education from Special Education in our state. Moreover, there is no stated assurance, either in Chapter 16, the Preamble or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget. A third concern raised by Chapter 16 is the class size issue. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the detriment of our currently successful gifted programs here in the city. Specifically designed instruction

ORIGINAL: 1986
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SERIALIZED
INDEXED
OCT 28 1998

October 28, 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Mr. Garland,

As a student in the gifted education program at Taylor Alternative High School in Pittsburgh, PA, I am concerned about the wording in the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. What concerns me is that to my knowledge, there is no state assurance that the funding for special programs for the gifted will continue to come from special education funding in the state. Also, there are no specific guidelines for class size. I hope that you will address these issues above so that I can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,

Joan Harris
5559 Raleigh St.
PCH PA 15217

ORIGINAL: 1986
No copies per MLH

SEARCHED 5 PM 10:17

I am writing to you about the proposed Chapter 16 published on October 3, 1998 in the Pennsylvania Bulletin. It appears the document is attempting to separate Gifted Education from Special Education in our state. I am concerned about retaining the rights of gifted students to a free, appropriate education, which is not addressed in the document. It is not stated in the document that funding will continue to come for the gifted program. The funding must continue in order to keep the program and not eliminating it from the special education class. Size issue is another concern. The document needs to clearly state the guidelines that limit individual class size. Large groups make it difficult for special attention to students

Dear Mr. Garland,

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

October 28, 1998

ORIGINAL: 1986
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SECTION 5 PH 11/21

Thank you for your time. I hope
that these concerns are taken care of.

Sincerely,
Chara Morris

October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

50 OCT 20 11 24

HERB J. COLLIERSON

RECEIVED

OCT 2 1998

PA STATE BOARD
OF EDUCATION

ORIGINAL: 1986
Form letter

Dear Mr. Garland:

I am writing to you about the purposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. As a teacher in the Pittsburgh Public Schools, I am concerned about the potential impact this may have on children currently enrolled in the gifted program. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

A third concern raised by Chapter 16 is the class size issue. Specific guidelines that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. Specially designed instruction cannot be provided in large groups. The restrictions to individual class size need to be continued in this Chapter.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,



THE PITTSBURGH HIGH SCHOOL FOR
THE CREATIVE AND PERFORMING ARTS
925 BRUSHTON AVENUE
PITTSBURGH, PA 15208

10.28.98

ORIGINAL: 1986

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OCT 28 1998

PA. STATE BOARD OF EDUCATION

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-03333

Dear Mr. Garland,

It has come to my attention that the proposed state Chapter 16 regulations contain three areas of concern to gifted program: There is no specific guarantee for rights to special education for gifted students; there is no assurance of funding for special education and there is no mention of class size.

These are grave concerns for us, as parents of a child in the gifted education program and we would like to see you take actions to remedy this situation.

Sincerely,

Rachel Hovne *Thomas Schott, Ph.D.*

Rachel Hovne and Thomas Schott

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OCT 28 1998
PA. STATE BOARD OF EDUCATION

Mr. [unclear]
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

ORIGINAL: 1986
No copies per MLH

10/28/98

Dear Mr. Garland,

I am writing in response to the proposed Chapter 16 in the Pennsylvania Bulletin and its potential impact on students enrolled in the gifted program. The separation of the gifted from Special Education greatly reduces the funding from the state. This reduction of funds coupled with the probable increase in class size will greatly limit the benefits of a gifted education. In order ~~to~~ to have a successful gifted program, proper funding and limits to class size are necessary.

Sincerely,

Audrea Rulinsky

10/28/98
10/28/98
10/28/98



MANHEIM CENTRAL SCHOOL DISTRICT

71 North Hazel Street
Manheim, Pennsylvania 17545

CAROL H. SAYLOR, Ed.D., *Superintendent*

BARRY W. CLIPPINGER, *Assistant Superintendent*
VAUGHN D. SHOPE, *Business Administrator and Board Secretary*
NINA L. MCKONLY, *Director of Special Services*
(717) 665-3422 • (717) FAX 665-7631

ORIGINAL: 1986
FORM LETTER

October 28, 1998

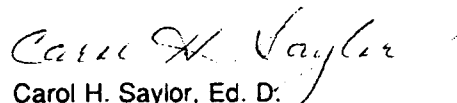
Peter H. Garland, Ph.D.
Executive Director
State Board of Education
1st Floor, 333 Market Street
Harrisburg, PA 17126-0333

Dear Dr. Garland:

The Manheim Central School District is supportive of the proposed rulemaking and changes to delete gifted education provisions of Chapters 14 and 342 (relating to special education services and programs) and to add a new Chapter 16 (relating to gifted education) as printed in the October 3, 1998 Pennsylvania Bulletin, Vol. 28, No. 40.

We believe that many of the mandates established in Chapter 14 are unnecessary for the provision of an appropriate educational program for students identified as gifted. Specifically, the efforts and resources that are expended to meet the requirement for reevaluation result in minimal benefit to the educational program. We also believe that the removal of class size restrictions allow greater flexibility at the local level. We do agree that there is benefit to maintain the statutory protections for families of students who are gifted and that the separation of gifted education from provisions proposed in the new Chapter 16 are sufficient to govern gifted education services and programs across the Commonwealth.

Sincerely,


Carol H. Saylor, Ed. D.
Superintendent

rsw

RECORDED
OCT 29 1998
PA STATE BOARD
OF EDUCATION

10/29/98
11:09:36

October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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Legal

FORM LETTER

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OCT 22 1998

PA STATE BOARD
OF EDUCATION

Dear Mr. Garland:

I am writing to you about the purposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. As a teacher in the Pittsburgh Public Schools, I am concerned about the potential impact this may have on children currently enrolled in the gifted program. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

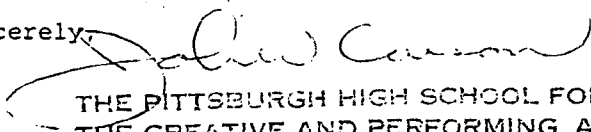
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In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

A third concern raised by Chapter 16 is the class size issue. Specific guidelines that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. Specially designed instruction cannot be provided in large groups. The restrictions to individual class size need to be continued in this Chapter.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,



THE PITTSBURGH HIGH SCHOOL FOR
THE CREATIVE AND PERFORMING ARTS
925 BRUSHTON AVENUE
PITTSBURGH, PA 15208

October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

SEP 23 1998 10:25

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REVENUE COMMISSION

ORIGINAL: 1986
Form letter

Dear Mr. Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

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Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,



COPIES TO: 11
REVIEW COMMISSION

Grade 8 Gifted Students
Northern Cambria Elementary-Middle School
601 Joseph Street
Barnesboro, PA 15714

ORIGINAL: 1986
MIZNER
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OCT 27 1998

PA. STATE BOARD
OF EDUCATION

Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333
717/787-3787

Dear Dr. Garland:

We are writing in response to the proposed Chapter 16 Regulations dealing with the decrease of rights for Gifted Students. As gifted students ourselves, we were hoping to see more, not less, in our gifted education program. We are strongly opposed to the removal of the **Category and Title of Special Education for the Gifted**, the **Watering-Down of Measurable and Enforceable Standards for the Gifted**, the **Reduction in the Monitoring Rules and Procedures**, and the **Smoke-Screen Fiscal Savings**. Please reconsider these changes that are proposed in the Pennsylvania State Board Chapter 16 regulations that will directly affect the quality of our education. Without the laws to safeguard and mandate components of our program, we fear that our district may some day in the very near future have little to nothing for the brightest of our school. How can this be for the best and to achieve the highest standards that Governor Ridge wants for Pennsylvania? Our teachers are always telling us that we are the future leaders of this country, but yet, we as a gifted group of students will not be protected or guaranteed our rights.

Sincerely,

Jennifer Buck *Jennifer Buck*

Lynn Boring *Lynn Boring*
Allison Hassen
Allison Hassen

Jessica Mandrick *Jessica Mandrick*

Ms. Harris - FYI

October 29, 1998

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98 NOV -3 AM 8:28
INDEPENDENT REGULATORY
REVIEW COMMISSION

Dr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

ORIGINAL: 1986 - MIZNER
Org. Letters: McGinley, Bush, Coccodrilli
Harbison, Mizner
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Dear Dr. Garland,

I am writing to express my concern over the final draft of Chapter 16. I have been following this regulation since the early stages of its development and have seen many knowledgeable people, particularly from PAGE (the Pennsylvania Association for Gifted Education), come forward in a spirit of cooperation to assist in the process of drafting it. They have made carefully thought out suggestions to ensure that Chapter 16 will meet the needs of gifted children while eliminating unnecessary paperwork. I was intensely disappointed to see that most of these points are not included in the draft that has been offered for public comment.

The proposed Chapter 16 eliminates truly essential parameters such as those regarding teacher caseload, class size and how to gauge the appropriate level of intervention for gifted children. There is no effective compliance and monitoring process in place. Also, parents who need a mediator outside the school to assure their child's right to a free and appropriate education will find it difficult, confusing and expensive under Chapter 16th.

I write as a parent and former PAGE affiliate president for the Cumberland Valley School District. I now live in the Tredyffrin-Easttown School District. Both are excellent school districts. Nevertheless, if you leave such essential guidelines to the discretion of any school board, provide no budget and no serious monitoring by of the State, you will soon see most of the support system that is now in place for our children watered down and cut back.

Please remember that gifted children differ as much from the norm as other students entitled to special education, and deserve to have enforceable regulations and a strong advocate in the Department of Education. I encourage you to incorporate the changes proposed by PAGE into Chapter 16, and look forward to your response.

Sincerely,

Lynne Liquori Brown

Lynne Liquori Brown

cc: Hon: James J. Rhodes; Allyson Schwartz; Ronald Cowell and Jess Stairs; PAGE and members of the Independent Regulatory Review Commission



October 1998

ORIGINAL: 1986
Form letter

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

33 OCT 22 1998
STATE BOARD OF EDUCATION
REVIEW COMMISSION

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OCT 22 1998
PA. STATE BOARD
OF EDUCATION

Dear Mr. Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

A third concern raised by Chapter 16 is the class size issue. Specific guidelines that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. Specially designed instruction cannot be provided in large groups. The restrictions to individual class size need to be continued in this Chapter.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,

Barbara P. Benwin

*No Return
Address*

October 1998

ORIGINAL: 1986
Form letter

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

93 OCT 29 AM 10:29

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STATE BOARD OF EDUCATION
HARRISBURG, PA

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OCT 29 1998
PA. STATE BOARD
OF EDUCATION

Dear Mr. Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

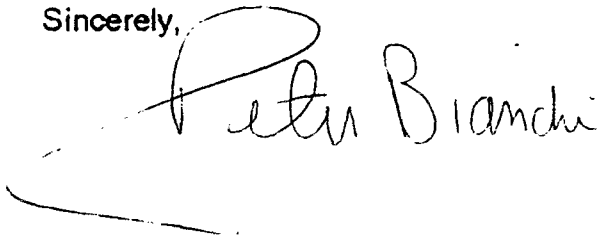
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Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,



No Return
address

October 28, 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

ORIGINAL: 1986
No copies per MLH

Dear Mr. Garland,

I am concerned with the proposed Chapter 16. There is no language ensuring the continuance of funding for the gifted program under special education. There is also a lack of written assurance that class sizes will remain at a small size of around twenty. Being a senior in the CAS program I am aware of the opportunities the program has given me. Without the program the Pittsburgh Public Schools would be severely lacking.

Sincerely,
Natalia Layquay

Date: Wed, 28 Oct 1998 23:13:53 -0500 (EST)
From: ONETWENTY8@aol.com
Subject: Chapter 16
To: 00statbd@PSUPEN.PSU.EDU

ORIGINAL: 1986
No copies per KTD

38 NOV - 11 01 9: 35
PETER J. JARVIS

Dear Mr. Peter Garland:

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education in a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

Third concern raised by Chapter 16 is the class size issue. Specific guidelines that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. You would take the striving of Excellence out of the schools which I as a parent appreciate. Specially designed instructions cannot be provided in large groups. The restrictions to individual class size needs to be continued in this Chapter.

Assurance need to be provided to parents of gifted student on the three issued above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Please respond to my letter as my concerns are real and are very important to me as a parent.

Sincerely,

Carol Wyrstek
5313 McCandless Ave.
Pittsburgh, PA 15201
(412)781-4120
Email ONETWENTY8@AOL.COM

ORIGINAL: 1986
No copies per MLH

October 28, 1998

Mr. Peter Garland

Executive Director

State Board of Education

333 Market Street

Harrisburg, PA 17126-0333

Dear
~~Mr.~~ Mr. Garland,

I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the Pennsylvania Bulletin. It outrages me, and many other students, that you left out three major issues that I feel are very important to the Gifted Education Program. I feel that you are retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document. Also, it bothers me greatly that funding for the Gifted Program will continue to come from special education funding in the state. What were you thinking? Lastly, in the document, you never set a limit to number of persons in the ~~class~~^{classroom}. You need to rethink your little document before our state goes more downhill than it already is.

Sincerely,
elen



SPRING GROVE AREA SCHOOL DISTRICT

100 East College Avenue, Spring Grove, PA 17362
(717) 225-4731 (717) 225-6028 FAX

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OCT 29 1998

PA. STATE BOARD
OF EDUCATION

October 28, 1998

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Peter H. Garland, Ph.D.
Executive Director
State Board of Education
First Floor, 333 Market Street
Harrisburg, PA 17126-0333

Dear Dr. Garland:

It is my understanding that you are receiving comment at this time regarding the proposed revisions to the new Chapter 16 relating to gifted education. As a Superintendent of a district that serves approximately 4,200 students, I wholeheartedly support the efforts to streamline the special education regulations while still offering quality programming to all exceptionalities. It is my belief that educators must work at making sure that decisions are made at appropriate levels for all our students. The programming for gifted students should be determined at the local level and this does not necessarily mean that the rights of our gifted would be taken away.

Again, I applaud the efforts of those that are supporting the new Chapter 16 regulations and feel that the state of Pennsylvania must seek a balance in the requirements that are becoming so cumbersome for local staff to implement. Best wishes for a successful conclusion to your proposed revisions.

Sincerely,

David L. Stricker
Superintendent

DLS/ams

F:\MSERS\SCHLEB\AMIS\CCORRY\Chapter 16\ple.aks

October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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A third concern raised by Chapter 16 is the class size issue. Specific guidelines that limit individual class sizes, not just total class load, need to be clearly stated. To leave that issue unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city. Specially designed instruction cannot be provided in large groups. The restrictions to individual class size need to be continued in this Chapter.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,



October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

ORIGINAL: 1986
Form letter

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REVIEW COMMISSION

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Sincerely,



October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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OCT 22 1998

PA STATE BOARD
OF EDUCATION

ORIGINAL: 1986
Form letter

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I am writing to you about the proposed Chapter 16 published on October 3, 1998, in the *Pennsylvania Bulletin*. Specifically, I am concerned about the potential impact this may have on my child, who is currently enrolled in the gifted program in the Pittsburgh Public Schools. There are many questions left unanswered in this document that are of concern to parents of identified gifted students.

It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there are assurances that case law already established will be honored, the question of retaining the rights of gifted students to a free, appropriate education is not addressed at all in the document.

In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will continue to come from special education funding in the state. Funding for all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. We must not attempt to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

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Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to gifted education in the state of Pennsylvania.

Sincerely,

Patricia Hanna

Asst. Dir. Kenney
Fgh. PA 15220

Please reply.

October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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OCT 22 1998
PA. STATE BOARD
OF EDUCATION

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Form letter

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It appears the document is attempting to separate Gifted Education from Special Education in our state. Even though there appear to be assurances that case law already established will not have to be re-litigated, the question of retaining the rights of these students to a free, appropriate education is not addressed at all in the document.

In addition, there is no stated assurance, either in Chapter 16, the Preamble, or anywhere else to my knowledge, that the funding for special programs for the gifted will still come from special education funding in the state. Everyone knows that the funding of all of special education is a constant source of concern in the state. Since funding formulas have changed, the regular education budgets have had to pay for more and more of the services provided to special education students. How easy it would be to reduce the deficit between special education funding and the cost of special education services by eliminating gifted education from the special education budget.

A third concern raised by Chapter 16 is the class size issue. Specific guidelines need to be clearly stated that limit individual class sizes, not just total class load. To leave that unaddressed in this document is to invite individual administrators to "creatively" interpret case load to the destruction of our currently successful gifted programs here in the city.

Assurances need to be provided to parents of gifted students on the three issues above before we can support the positive changes Chapter 16 has the potential to bring to Gifted Education in the state of Pennsylvania.

Sincerely,

Mr. & Mrs. Paul L. Hull

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PENNSYLVANIA COMMISSION

10/22/98

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PENNSYLVANIA BOARD
OF EDUCATION

Dear Mr. Garland,

I am writing to express interest in the Chapter 16 "**Pennsylvania Special Education for the Gifted**" published October 3, 1998.

As a parent of a gifted child, citizen and voter in Pennsylvania I am deeply concerned that our state be a leader in this area. We need to be certain that the Chapter 16 intent and wording will continue to support the needs of gifted children and require their school districts to provide education that fully meets their needs.

I therefore support the changes which the **Pennsylvania Association for Gifted Education** has proposed to strengthen this chapter. A strong structure underlying gifted education in our state will allow us to proceed with this important venture. I trust that your concern for education will lead you to the same conclusion.

Thank you for your attention, interest and service in this matter.

Sincerely,

Barbara E. Roja
3113 Wentworth Dr.
Lower Burrell, PA.

15068

October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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REVIEW COMMISSION

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PA. STATE BOARD
OF EDUCATION

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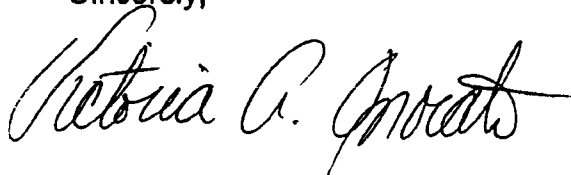
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Sincerely,



October 1998

Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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RENEE J. GIBSON

RECEIVED

OCT 22 1998

PA STATE BOARD
OF EDUCATION

Dear Mr. Garland:

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Form letter

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Sincerely,

Linda May

Linda May
44 Timberline Ct.
Pittsburgh PA 15217

October 1998

ORIGINAL: 1986
Form letter

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Mr. Peter Garland
Executive Director
State Board of Education
333 Market Street
Harrisburg, PA 17126-0333

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PA. STATE BOARD
OF EDUCATION

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Sincerely,



No Return
Address