

#2635

Gelnett, Wanda B.

From: Kaufman, Kim
Sent: Saturday, September 29, 2007 4:52 PM
To: 'lisamt02@adelphia.net'
Cc: Wilmarth, Fiona E.; Outreach; Gelnett, Wanda B.
Subject: Re: Chapter 16 proposed changes

Ms. Smith,

Thank you for your comments. I will have them directed to the analyst assigned to this regulation.

Best Regards,

Kim Kaufman
Executive Director

----- Original Message -----

From: lisamt02 <lisamt02@adelphia.net>
To: Kaufman, Kim
Cc: Wilmarth, Fiona E.
Sent: Sat Sep 29 16:45:20 2007
Subject: Chapter 16 proposed changes

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2007 SEP 31 AM 7:53
OFFICE OF THE
INDEPENDENT
REGULATORY
COMMISSION

Dear IRRC Committee Member;

I am writing to you to voice my concerns about the proposed changes in Chapter 16 Regulations regarding Gifted Children in Pennsylvania. I feel the proposed changes are not complete and there are several areas of concern that need to be addressed. The issues of concern include:

Monitoring

1. Compliance

2. Case Load

3. Class Size

4. Criteria used in

Identification

5. Graduation Planning

Currently there is only a limited amount of compliance monitoring available. I feel it is time to embed compliance monitoring language into Chapter 16. We need on-site cyclical and complaint-driven monitoring of school entities to ensure school implementation.

Case Load and Class Size need to be limited. I feel that the current load/size that is now in place is adequate. An increase of case load or class size would limit the teacher capability of offering her enrichment and acceleration support. I feel that a limit of a teachers class roster to a maximum of 20 gifted students is acceptable and that a proposed roster of 25 students would burden our teachers.

I also feel that the wording in section 16.21 needs to be changed regarding criteria

used for identification. I feel it should be written as follows:

...includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in this chapter and in Department Guidelines indicate gifted ability...

I feel that multiple criteria that include IQ scores should be used in evaluating a student. Since many IQ tests have a + or - range of 5 points, consideration should be given to scores in the 125 range when they possess other gifted criteria.

Graduation Planning should also be implemented in the Chapter. The GIEP of each gifted student should have a plan for completion of necessary credits for graduation at least three years prior to their graduation date. There should be an analysis of acceleration on high school credit requirements and admission to post secondary schools. We need to have a plan in action so that a student's needs are met the whole way through. If a high school student is taking college courses he should get credit for them.

In closing, I am asking you to push for regulations that continue long held tradition that gifted children are students with exceptionalities and that the regulations that apply to them be considered in terms of their needs, not driven by administrative or bureaucratic convenience.

Sincerely,

Lisa Ann Smith