

## LAUREL HIGHLANDS SD

304 Bailey Ave

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

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### CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

The Laurel Highlands School District utilizes a variety of methods and locations to provide public notice. LHSD includes public notice on our web page, in registration packets, and in student handbooks. It is also disseminated at different times throughout the year in our school district newsletter.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

Laurel Highlands School District implements a multi-tiered system for screening and testing. Parents/Guardians/Teachers can refer a student for a gifted evaluation. This process begins with the school psychologist or guidance counselor reviewing previous and current grades, attendance, and state assessments. This data is transferred into a matrix with point values that determine if students will continue in the process. Once a student meets the criteria, they are assessed by the school psychologist to determine if they qualify for gifted services.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

Students are evaluated by a certified school psychologist and must meet eligibility through IQ testing as well as meet criteria indicating they are in need of gifted services. Our multi-criteria process, based on the Pennsylvania Department of Education Guidelines, is used to identify students for gifted support services. GIFTED CRITERIA is a minimum full scale IQ or GAI = 125 AND at least 3 out of 4 of the following for grades 3-12 and 2 out of the 4 for grades K-2: Advanced PSSA Reading and Math scores, 3.7 GPA or Higher, at least 2 grade levels above grade level on a standardized achievement test, a T-score of 60 or higher on 4 out of 6 domains. In addition to the above criteria, the student must demonstrate the need for specially designed differentiated instruction and or services beyond those normally provided in the general education classroom.

4. Describe the gifted programs\* that are offered to provide opportunities for acceleration, enrichment, or both. \*The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

The mission of the Laurel Highlands School District's gifted support services in partnership with families is to provide educational support, and extend the regular curriculum while promoting the unique abilities of individual students, which will enable them to become independent, continuous learners and contributors to the community. The goal of our gifted services is for students to view learning as a lifelong process that enriches the individual and benefits society. The instructional focus is based on engaging the student in challenging

tasks whether these tasks are replacement or core instruction: -Extending and refining knowledge through the development of complex reasoning skills such as comparing, classifying, abstracting, inductive reasoning, deductive reasoning, constructing support, analyzing errors and analyzing perspectives. -Students participating in complex tasks and educational opportunities, which foster their creative expression, enrich their knowledge base, and stimulate them to excel as self-directed learners. -Guiding students to use knowledge meaningfully with skills such as decision-making, problem solving, experimental inquiry, system analysis and investigations. -Promoting habits of the mind that exemplify critical thinking, creative thinking, and self regulated thinking -Developing the personal and social awareness of each student. Students develop the appropriate skills, concepts and attitudes to be a successful life-long learner. The students will comprehend their own giftedness in relationship to self and society. -They will develop a better understanding of self and their interests, aptitudes and areas of strength. The students will demonstrate the development of interpersonal skills. They will comprehend the importance of career decision-making and explore careers related to areas of personal interest. Differentiation/responsive learning experiences occur at all levels as the teachers plan lessons to meet the needs and strengths of their students. All Laurel Highlands instructional staff have received in-services training in Understanding by Design and Differentiated Instruction. Thus gifted support services are a combination of time with the gifted support teacher and with the regular education teacher. ELEMENTARY SCHOOL Elementary School Gifted Services are designed to provide educational experiences that support and extend the regular curriculum. These services provide complex tasks and challenges through planned learning experiences that reflect the Dimensions of Learning model. Students will be pulled out of the regular classroom and attend a gifted support class in the middle school. Students work in small groups with their intellectual peers on a theme or topic that is being taught. The students' individual skills and habits are embedded into these themes or topics. Students work individually on critical thinking skills, logic and reasoning skills, math extensions and as a group on an effective lesson. MIDDLE SCHOOL The Middle School 6th, 7th and 8th grade Gifted Services are designed to offer a continuum of services to meet the diverse needs of gifted students. A variety of service delivery options are available for students within the Middle School Gifted Program dependent upon students' individual needs and interests. Students can participate in a pull out class designed with planned learning experiences. Students may also receive consultative services through a push-in model with the Gifted Support Teacher who will monitor progress and adjustment at the middle school level. These consultative services will be offered weekly and as necessary throughout the academic year. HIGH SCHOOL The High School Gifted Services are designed to offer a continuum of services to meet the diverse needs of gifted students. A variety of service delivery options are available for students within the High School Gifted Program dependent upon students' individual needs and interests. Students will be offered consultative services with the Gifted Support Teacher who will monitor progress and adjustment at the high school level. Included in this service will be the creation of a student portfolio in

preparation for college visitations. These consultative services will be offered weekly and as necessary throughout the academic year.  
Honors and Advanced Placement academic courses are additional options available in the High School Gifted Services.

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Chief School Administrator

07/15/2022  
Date