

## CENTRAL COLUMBIA SD

4777 Old Berwick Rd

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

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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.).

Central Columbia's Annual Notice is published in the local newspaper, in the annual parent newsletter and on the district website.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction. Students can be referred by teachers or parents for evaluation. The district has a screening rubric that either a guidance counselor or school psychologist can complete to determine if the student meets the criteria for an evaluation. If the student's screener indicates they should be evaluated, a permission to evaluate is provided to parents. When the parent signs, dates, and returns the permission form to the district, the school psychologist begins the process to complete a full educational evaluation.

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

The students who do not meet the criteria for IQ of 130 or higher, are then inserted into a district made rubric. The rubric reviews IQ score, Verbal Comprehension, Broad Reading, Broad Math, Broad Written Language, Rates of Acquisition, Rates a Retention, Scales for Identifying Gifted Students (SIGS) Home and Scales for Identifying Gifted Students (SIGS) School. Each of these areas are rated on a 0-3 point scale. If the student scores 12 points or higher on the rubric they qualify for gifted services.

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.

In Central Columbia Elementary School student's needs are met through enrichment. The students attend gifted classes for one period a day, every other day of a six day cycle. Additionally, the gifted support teacher pushes into regular education classes to provide enrichment lessons when deemed appropriate. In Central Columbia Middle School student's needs are met through enrichment. The students attend gifted classes two times a six day cycle for three of the four marking periods. Additionally, each grade level attends gifted classes daily for one marking; 8th grade students first marking period, 7th grade students second marking period, 6th grade students third marking period and 5th grade students fourth marking period. All students are able to attend at the beginning of each day as well to assist in the presentation of the daily news. Opportunities for acceleration in math are available as well. In Central Columbia High School student's needs are met through acceleration. Students have access to accelerated classes based on individual student choice. Additionally, students can participate in independent studies and college courses.

Jeffrey A. Groshek  
Superintendent/Chief Executive Officer

11/11/2020  
Date