

McGuffey School District
Special Service Office
119 Main Street, P.O. Box 421
Claysville, PA 15323
(724) 663-5364 FAX (724) 663-3696

Gifted Policy and Procedures
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Enrollment Procedures for New Students to the District

The McGuffey School District has developed the following procedures to expeditiously provide appropriate educational services for students.

1. When a new student enrolls at any building, the central enrollment secretary will forward a copy of the child's enrollment form to the Special Services Office.
2. Each guidance office will request student records for each new enrollment.
3. Each guidance counselor will review all records received from the sending school. If there is any gifted paperwork included in the records, a copy will be forwarded to the Special Services Office.
4. Once the Special Services Office receives the enrollment form, the Special Services secretary will call the Special Services Office of the child's former school to verify that the child does/does not receive any type of gifted service as a double check to the guidance department requesting records.
5. If the Special Services secretary verifies that a child does receive gifted services, an Authorization to Release/Request Information Form will be sent to the student's previous school/schools. At this juncture, Gifted Documents (including, but not limited to, initial Gifted Written Evaluation Report, initial GIEP, current GIEP, and NORA) are requested.
6. If it is determined that the student receives gifted services and has moved into the McGuffey School District from a school district within the Commonwealth of Pennsylvania, the Special Services Office will assign the new student to the gifted teacher's roster and forward all documents. The existing GIEP will be implemented to the extent possible until a new GIEP and NORA are developed within 30 days of enrollment.
7. If the student has been identified as gifted by another state, the Supervisor of Special Education will issue a Permission to Evaluate and begin the GMDE process. The Special Services Office will then assign the new student to the gifted teacher's roster and forward all documents. The gifted support teacher will provide the general education teacher(s) with enrichment activities for the student to participate in during the testing process.

Screening for Gifted Students

The evaluation for gifted services can be lengthy and extensive. McGuffey School District may use a screening process before a full evaluation is recommended. The screening process may be initiated in one of the following four ways.

- A. Parent request

- B. Teacher request
- C. Annual universal screening
- D. Screening of all minority students

The process for each of the four types of screening initiations is listed below.

A. Parent Request

1. The parent may make a request to their child's teacher or guidance counselor for their child to be screened for possible gifted evaluation.
2. If a teacher receives this request from a parent, the teacher must notify the guidance counselor that school day verbally or via email.
3. Upon receiving the request, the guidance counselor will talk with the parent about the process and will send a Gifted Screening Permission to the parents so that the Kaufman Brief Intelligence Test (KBIT) can be given as part of the screening process. The guidance counselor will also distribute Teacher Rating forms and Teacher Questionnaires for Gifted Assessment to the student's teachers.
 - a. If permission is received, the guidance counselor will administer the KBIT.
 - b. Guidance counselors will complete the gifted screening matrix by reviewing teacher input and information gathered in a review of the student's educational records (including information regarding student performance throughout educational career, i.e., grades, state and local assessment scores, KBIT scores, scores from group achievement and ability tests).
4. The Guidance Counselor will review the screening results with the parent within 30 school days of receiving the signed screening permission form.
5. If the student profile suggests exceptional academic abilities, the guidance counselor will refer the student to the Special Services Office for a Gifted Multidisciplinary Evaluation (GMDE).

B. Teacher Request

1. The district will provide annual training to all teachers regarding how to recognize students with exceptionalities, including giftedness.
2. A referral for gifted screening will be made when the student is suspected by a teacher of being gifted because the student demonstrates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular education classroom. All teacher referrals will be directed to the guidance office.

3. Upon receiving the request, the guidance counselor will talk with the parent about the process and will send a Gifted Screening Permission to the parents so that the Kaufman Brief Intelligence Test (KBIT) can be given as part of the screening process. The guidance counselor will also distribute Teacher Rating forms and Teacher Questionnaires for Gifted Assessment to the student's teachers.
 - a. If permission is received, the guidance counselor will administer the KBIT-2.
 - b. Guidance counselors will complete the gifted screening matrix by reviewing teacher input and information gathered in a review of the student's educational records (including information regarding student performance throughout educational career, i.e., grades, state and local assessment scores, KBIT-2 scores, scores from group achievement and ability tests).
4. The Guidance Counselor will review the screening results with the parent within 30 school days of receiving the signed screening permission form.
5. If the student profile suggests exceptional academic abilities, the guidance counselor will refer the student to the Special Services Office for a Gifted Multidisciplinary Evaluation (GMDE).

C. Annual Universal Screening

1. Each fall by the end of the first quarter, guidance counselors will review each student's records through the lens of the gifted screening matrix.
2. As appropriate, guidance counselors will
 - Distribute Teacher Rating forms and Teacher Questionnaires for Gifted Assessment to the student's teachers.
 - Talk with the parent about the process and will send a Gifted Screening Permission to the parents so that the Kaufman Brief Intelligence Test (KBIT) can be given as part of the screening process.
 - Administer the KBIT if the screening permission form is returned.
3. The guidance counselor will review the results of the gifted screening for any student whom the KBIT was administered to.
4. If the student profile suggests exceptional academic abilities, the guidance counselor will refer the student to the Special Services Office for a Gifted Multidisciplinary Evaluation (GMDE).

D. Screening of All Minority Students

1. Once a minority student has been enrolled in McGuffey School District for three months, the guidance counselor will begin the screening process for any minority student who does not have an IEP. (Students who have an IEP will be reviewed

by the supervisor of special education upon enrollment for potential dual qualification.)

2. The guidance counselor will talk with the parent about the process and will send a Gifted Screening Permission to the parents so that the Kaufman Brief Intelligence Test (KBIT) can be given as part of the screening process. The guidance counselor will also distribute Teacher Rating forms and Teacher Questionnaires for Gifted Assessment to the student's teachers.
 - a. If permission is received, the guidance counselor will administer the KBIT.
 - b. Guidance counselors will complete the gifted screening matrix by reviewing teacher input and information gathered in a review of the student's educational records (including information regarding student performance throughout educational career, i.e., grades, state and local assessment scores, KBIT scores, scores from group achievement and ability tests).
3. The Guidance Counselor will review the screening results with the parent.
4. If the student profile suggests exceptional academic abilities, the guidance counselor will refer the student to the Special Services Office for a Gifted Multidisciplinary Evaluation (GMDE).

Gifted Evaluation Referral Procedures

Students are referred for evaluation to determine eligibility for Gifted Support programming in one of the following two ways.

- A. Parent Referral
- B. Administrative/Guidance Referral

The process for each of the three types of referrals is listed below.

A. Parent Referral

1. The school district will accept a written parent request for multidisciplinary evaluation to determine if a student is eligible and in need for gifted services. The district reserves the right to limit parent requests for gifted multidisciplinary evaluation to one request per school term as outlined in PA Code 16.22. All parent requests will be forwarded to the Special Services Office.
2. Upon the district's receipt of a parental request for evaluation, a Permission to Evaluate form, a Procedural Safeguard Notice, and a Parent Questionnaire for Gifted Assessment will be prepared and mailed to the parent within 10 days by the Special Services Office.

3. Upon the district's receipt of the signed Permission to Evaluate form, the Special Services secretary will schedule the student for individual psychoeducational evaluation with a certified school psychologist.
4. The psychologist will review information gathered from the parents, teachers, record review and incorporate those findings along with individual psychoeducational evaluation results in the Gifted Written Report.

B. Administrative/Guidance Referral

1. Results from screening measures indicate a need for further testing to determine need and eligibility for Gifted Education. Therefore, the guidance counselor will make a referral to the special services office.
2. Upon the special services office's receipt of the referral, a Permission to Evaluate form, a Procedural Safeguard Notice, and a Parent Questionnaire for Gifted Assessment will be prepared and mailed to the parent within 10 days by the Special Services Office.
3. Upon the district's receipt of the signed Permission to Evaluate form, the Special Services secretary will schedule the student for individual psychoeducational evaluation with a certified school psychologist.
4. The psychologist will review information gathered from the parents, teachers, record review and incorporate those findings along with individual psychoeducational evaluation results in the Gifted Written Report.

Multidisciplinary Gifted Evaluation Procedures

The following process will be followed for a multidisciplinary gifted evaluation.

1. Once the referral for a GMDE is received, the Special Services Office will then issue a Permission to Evaluate form, a Procedural Safeguards Notice, and a Parent Questionnaire for Gifted Assessment to the parents/guardian.
2. Upon the district's receipt of the signed Permission to Evaluate form, the student will be scheduled for individual psychoeducational evaluation with a certified school psychologist.
3. The district's Gifted Multidisciplinary Team (GMDT), which is minimally composed of the student's parents, the student's teachers, a certified school psychologist, and the student (if appropriate), conducts an evaluation that is sufficient in scope to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, rates of acquisition/retention and educational needs. The GMDT will review all information provided throughout the screening process, information given to the

GMDT by the parents, and information given to the GMDT by the teachers or others who interact with the student on a regular basis.

4. The GMDT will also review results of the individual psycho-educational evaluation. Individual evaluations will adhere to all protection-in-evaluation measures outlined in Chapter 16. Individual psycho-educational evaluations will minimally include scores from individual nationally-normed intelligence tests and individual nationally-normed achievement tests.
 - No one test or type of test may be used as the sole criterion for determining that a student is or is not gifted. For students who have an IQ score of 120-129, the following matrix may be considered by the GMDT as a resource in considering determination.

	1	2	3	4	5	Student Score
Full Scale IQ	120-121	122-123	124-125	126-127	128-129	
**Reading Comp or Math Reasoning Percentile	----	----	84th-89th	90th-94th	>95th -	
CHUSKA Rating Scale	28-29	30-32	33-35	---	---	
Gifted Rating Scale	48-51	52-56	57-60	---	---	
***Total						

**Student receives points on the Gifted Matrix for Reading Comprehension or Math Reasoning- not both. The higher of the two subtest scaled scores is used in the matrix.

***Students who receive 12 or more points in the matrix should be strongly considered for gifted services if the student requires specially designed instruction.

5. The GMDT reviews the information and findings from the evaluation concerning the student's educational needs and strengths. The team will make recommendations as to whether the student is gifted and in need of specially designed instruction, indicate a basis for those recommendations, include recommendations for the student's programming and indicate the names and positions of the members of the GMDT.

6. The psychologist prepares a Gifted Written Report (GWR) that summarizes the findings of the GMDT. The GMDT evaluation will be completed and a copy of the gifted written report presented to the parents no later than 60 calendar days (excluding summer) after the district receives written parental consent for the evaluation.
7. If it is determined that the student does not meet the guidelines for gifted education, the psychologist prepares a Notice of Recommended Assignment (NORA) indicating that the student is not eligible for gifted placement and programming. The GWR and the NORA are mailed to the parents by the school psychologist. Parents may request a meeting to review non-eligible results.
 - In the event the student does not qualify for gifted support services and the parents decline to have a meeting, the following procedures should take place.
 1. The parents return the signed GWR and NORA to the Special Services secretary.
 2. The secretary then forwards the signed NORA to the Superintendent for his/her signature.
 3. A copy of the signed GWR is placed in the building file, and the original GWR and NORA are filed in the Special Services Office by the Special Services secretary.
8. If it is determined that the student does meet the guidelines for gifted education, the GWR is mailed to the parents by the school psychologist, and the Gifted Individual Education Plan (GIEP) process is begun.

Gifted Individual Education Plan Procedures (GIEP)

Once a student is identified as meeting eligibility for gifted programming, a GIEP is developed following the procedures listed below.

1. The Special Services secretary will issue an Invitation to Participate in the Gifted Individualized Education Plan (GIEP) Team Meeting and a Procedural Safeguards Notice to the parents/guardian. The invitation will state the purpose, time, and location of the meeting and the names of the persons expected to attend.
2. The GIEP Team will be comprised of the student's parents, the student (if appropriate), a representative of the district who is knowledgeable about the availability of resources in the district, one or more of the student's teachers, a teacher of the gifted, and other individuals at the discretion of the parent and district.

3. The gifted support teacher will develop a GIEP for a student who has been found, through Multidisciplinary Evaluation (MDE), to meet eligibility criteria for identification as mentally gifted and to be in need of specially designed instruction.
4. The GIEP shall be based upon the GMDT's written report and will contain: a statement of the student's present levels of educational performance; a statement of annual goals and short-term learning outcomes which address the learning needs identified in the evaluation report; a statement of specially designed instruction and support services to be provided to the student; projected dates for initiation, anticipated frequency, location and anticipated duration of gifted education; appropriate objective criteria, assessment procedures and timelines for determining (on at least an annual basis) whether the goals and learning outcomes are being achieved; and the names and positions of the GIEP team participants and the date of the meeting.
5. At the GIEP meeting, the gifted support teacher will provide the parent with a copy of the GIEP along with a Notice of Recommended Assignment (NORA). At the conclusion of the GIEP meeting, the Special Services Office will forward the signed NORA to the Superintendent for his/her signature. All originals will be filed in the Special Services Office.
6. The gifted support teacher will notify teachers who work with a student who has been identified as gifted and in need of specially designed instruction of their responsibilities under the student's GIEP. Teachers will be required to read and sign off on the GIEP per district procedures.
7. Teachers of gifted students will provide regular updates to the gifted support teacher on student's academic performance. The gifted support teacher will review that information as well as information gained through gifted instruction and send a progress monitoring form home to the parents/guardian each nine weeks.
8. GIEP team meetings will be convened at least annually or more frequently if conditions warrant. A GIEP team meeting may also be convened at the request of a GIEP team member, the parent, the student, or the school district.
9. Gifted students must be reevaluated before a change in educational placement is recommended for the student. In addition, gifted students may be reevaluated at any time under recommendation by the GIEP team. Reevaluations must include a review of the student's GIEP, a determination of which instructional activities have been successful, and recommendations for the revision of the GIEP.
10. The district will base educational placement decisions on the gifted student's needs. Parents also have the right to have their gifted children educated at private schools completely at private expense.

Gifted Program Options

The McGuffey School District utilizes the following programming options based on the student's individual needs.

1. Dedicated class experience, which includes above-level instruction and enrichment with a gifted education teacher and other identified gifted students, when available.
2. Acceleration in depth, which includes application, extension, and enrichment activities that replace and/or supplement work in grade-level courses.
3. Acceleration in pacing, which is defined as instruction at an advanced level. Based on the GIEP team decision, acceleration may occur by a full grade level or be subject specific.

Schoolwork Make-Up Guidelines for Gifted Students

The gifted support program, as defined by the *Commonwealth of Pennsylvania in Chapter 16: Special Education for Gifted Students*, is a legally mandated component of an identified gifted child's instructional program. McGuffey School District's gifted support program is structured to include classes and/or curriculum extensions for gifted students. These activities are developed and planned to provide identified students with experiences that will enhance their areas of strength, allow students to make community and academic connections, explore career options, and participate in co-curricular programs that enrich their classroom experiences. When participating in these activities, students will miss some or all of the regular education instructional day. When this occurs, gifted activities are to be in place of and not in addition to regular class work. Make-up work may be necessary under certain circumstances, but “requiring make-up work to be completed that inappropriately penalizes the student and detracts from a successful gifted education is an unintended consequence and should be avoided.” (Pennsylvania Department of Education, *Gifted Guidelines*, 2004).

Recognizing the sequential and incremental nature of instruction, teachers should follow these guidelines when working with gifted students.

1. It is prohibited to limit absences from class for participation in gifted activities to a set number or to discourage participation in gifted activities.
2. A gifted student's absence from class is the same as any other excused absence (for illness, family emergencies, college visitations, etc.). Teachers should refrain from make-up tests which are more difficult than the original test or establish policies which penalize students for participation in GIEP-mandated activities, such as requiring students to come in prior to the start of the school day to complete work or moving up the deadline for completion of work/presentations.

3. Teachers should avoid the creation of substitute individual assignments to replace group activities, discussions, or experiments if the skills and/or concepts involved can be evaluated verbally or through other regularly scheduled assignments/assessments.
4. Provide students with a teacher-directed, consistent means of obtaining missed work and/or class notes to assure accuracy and completeness rather than asking students to obtain missed information from other students
5. Weigh carefully whether the completion of a specific missed assignment is essential to the student's mastery of a concept. It is appropriate to exempt students from certain assignments.
6. Encourage gifted students to share their related experiences with the class to enrich the curriculum and to allow the gifted students a differentiated avenue of participation for the missed class.
7. Consider offering credit for participation in gifted activities related to the class.

Additionally, teachers consider these circumstances.

- **Work that may need to be completed by the student includes such things as:** introduction of new concepts; tests and quizzes; individual parts of group projects; reading assignments required for follow-up discussion; work in areas in which a student is experiencing difficulty or needs extra practice.
- **Work that would not need to be completed by the student includes such things as:** guided practice sheets/activities on skills already mastered; cut, paste, and coloring activities (elementary); journal writing; class work that is reinforced by homework; group activities/discussions which would be impossible to replicate independently.
- **Ways in which work can be completed include:** upon completion of other assigned class work; as a carry over into the next day's class; through the occasional use of recess (elementary), activity periods, or other free times as agreed to by the student, teacher, and parents; on-line or via e-mail; as homework when no other option is possible.

Caseloads and Class Sizes

Caseload and class size maximums are defined as follows:

1. The district limits the total number of gifted students that can be assigned to an individual gifted teacher's caseload to 65.
2. The district limits the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of 20 students.

PDE Reporting Requirements

The Special Services Office at McGuffey School District shall provide, as the Pennsylvania Department of Education may require, all required data relevant to the delivery of gifted education in coordination with the PIMS and Child Accounting Coordinator.

Forms

The following forms are to be utilized by McGuffey School District staff throughout the Gifted Referral Process.

- [Gifted Screening Teacher Input Screening](#)
- [Gifted Evaluation Teacher Input](#)
- [Gifted Screening Permission](#)
- [Parent Questionnaire for Gifted Assessment](#)
- [Gifted Screening Matrix K-3](#)
- [Gifted Screening Matrix 4-5](#)
- [Gifted Screening Matrix 6-12](#)

Gifted Screening: Teacher Input Form

McGuffey School District
Special Service Office
119 Main Street, P.O. Box 421
Claysville, PA 15323
(724) 663-5364 FAX (724) 663-3696

Student's Name: _____

DOB: _____

Date: _____

Grade: _____

Teacher's Name: _____ **Subject** _____

Please mark all that apply.

_____ Learns rapidly

_____ Reads intensively

_____ Is a perfectionist

_____ Retains quality of information

_____ Has a long attention span

_____ Is imaginative, curious, and has many interests

_____ Works independently

_____ Is alert and observant

_____ Has a good sense of humor

_____ Comprehends recognizes relationships

_____ Has aesthetic insight, awareness

_____ Has a highly verbal, extensive vocabulary

- _____ Is individualistic and strong-willed
- _____ Is self-motivated and self-sufficient
- _____ Prefers older peers
- _____ Is highly sensitive and passionate
- _____ Views with a different perspective
- _____ Tries to discover the “how and why” of things
- _____ Sees solutions that rarely occur to other students
- _____ Sees relationships among seeming unrelated objects, ideas, or facts
- _____ Easily comprehends what he/she sees, hears, reads, etc.
- _____ Is an independent learner (e.g., will use the library to learn more about a particular subject, will research or pursue questions or areas of interest which are discussed during class activities, etc.)
- _____ Expresses thoughts clearly and thoroughly in verbal and written form
- _____ Is a high achiever who sets personal goals and strives to achieve them
- _____ Combines information or ideals already learned to form unique and original ideals (e.g., is successful in creative writing, designing plans, solving problems, etc.)
- _____ Engages in self-initiated activities (e.g., reads, writes, paints, draws, entertains self through imagination, etc.)
- _____ Views situations, problems, or issues from different perspectives (e.g., accepts negative consequences because they are necessary, even though he/she finds them unpleasant; can successfully argue both sides of an issue; etc.)
- _____ Spontaneously uses languages and vocabulary to articulate thoughts and ideas (e.g., can

readily find words to express thoughts, can quickly respond verbally to questions or problems, etc.)

_____ Succeeds with little effort in specific subject areas (e.g., mathematics, the sciences, language arts, etc.)

_____ Asks in-depth questions regarding subject areas studied or related areas of interest.

_____ Enjoys working toward goals, getting things accomplished, working on projects, etc., (e.g., takes responsibility for a bulletin board, organizes a mock election, etc.)

_____ Naturally assumes leadership roles in academic, social, political, sports, etc., situations (e.g., peer tutor, prom coordinator, class officer, team captain, etc.)

_____ Demonstrates superior artistic abilities (e.g., is creative and successful in an art medium such as sculpting, drawing, painting, designing, photography, etc.)

_____ Excels in musical ability (e.g., singing, playing an instrument(s), writing musical lyrics, etc.)

Gifted Evaluation: Teacher Input Form

McGuffey School District
Special Service Office
119 Main Street, P.O. Box 421
Claysville, PA 15323
(724) 663-5364 FAX (724) 663-3696

Student's Name: _____

DOB: _____

Date: _____

Grade: _____

Teacher's Name: _____ **Subject** _____

1. Do you feel that this student is in need of specially designed instruction in order to be academically challenged in your specific subject area?

YES

NO

2. What type of additional enrichment or advancement do you think he/she needs?

3. What type of classroom differentiation strategies are you currently implementing in your classroom for the student?

3. Do you feel that the student is applying themselves to their fullest potential in the classroom? Please explain.

4. Does the student demonstrate any exceptional talents within your classroom or outside of the classroom? If yes please explain.

5. Please explain how the student demonstrates learning strengths, including specialized skill, interests, and aptitude relevant to the suspected giftedness in the following areas:

Higher Level Thinking Skills

Academic Creativity

Leadership Skills

Intense Academic Interest

Communication Skills

Foreign Language Aptitude

Technology Expertise

Classroom Performance Chuska Scales

Characteristic	Rarely	Sometimes	Considerable	Almost Always
Asks in depth questions	1	2	3	4
Succeeds with little effort	1	2	3	4
Displays advanced application of concept taught	1	2	3	4
Emerges as a leader in group activity	1	2	3	4
Easily comprehends new concepts	1	2	3	4
Engages in self-initiated activities independently	1	2	3	4
Enjoys academically challenging activities	1	2	3	4
Expresses thoughts clearly through written form	1	2	3	4
Is able to view situation, problems, or issues from different perspectives	1	2	3	4
Has an extensive and detailed memory, particularly in an area of interest	1	2	3	4
Has vocabulary advanced for age	1	2	3	4
Has communication skills advanced for age and is able to express ideas and feelings	1	2	3	4

Asks intelligent questions	1	2	3	4
Is able to identify the important characteristics of new concepts, problems	1	2	3	4
Learns information quickly	1	2	3	4
Uses logic in arriving at common sense answers	1	2	3	4
Has a broad base of knowledge – a large quantity of information	1	2	3	4
Is highly sensitive	1	2	3	4
Can be a perfectionist	1	2	3	4
Observes relationships and sees connections	1	2	3	4
Finds and solves difficult and unusual problems	1	2	3	4
Understands principles, forms generalizations, and uses them in new situations	1	2	3	4
Wants to learn and is curious	1	2	3	4
Works conscientiously and has a high degree of concentration in areas of interest	1	2	3	4
Is reflective about learning	1	2	3	4
Has an intense, sustained interest	1	2	3	4
Attracted toward cognitive complexity, enjoys solving complex problems	1	2	3	4
Is highly self-motivated	1	2	3	4

Has a broad base of knowledge	1	2	3	4
Has a broad base of knowledge	1	2	3	4
Has an inquisitive nature	1	2	3	4
Examines and recalls details	1	2	3	4
Recognizes critical elements and details in learning concepts	1	2	3	4
Analyzes problems and considers alternatives	1	2	3	4
Verbalizes complex concepts and processes	1	2	3	4

Please provide any additional comments that will help aid in the determination of gifted services for the student.

Gifted Screening Permission

McGuffey School District Gifted/Enrichment Screening

Dear _____:

After reviewing _____'s standardized achievement test scores, classroom performance and grades, I am requesting permission to do the following screenings:

- _____ Slosson Intelligence Test (SIT)
- _____ Kaufman Brief Intelligence Test
- _____ Curriculum-Based Assessment
- _____ Classroom Observations

This is only a preliminary screening for Gifted Support Services. After reviewing the screenings, if the student profile suggests exceptional academic abilities, the student will be referred for a Gifted Multi-Disciplinary Evaluation.

1. _____ I give consent to start an initial screening as you propose.
2. _____ I do not give consent to the proposed initial screening.

SIGN HERE:

Parent/Guardian Date (mm/dd/yy) Daytime Phone

If you have any questions, please call me at _____

Sincerely,

Parent Questionnaire for Gifted Assessment

McGuffey School District
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Claysville, PA 15323
(724) 663-5364 FAX (724) 663-3696

Parent Questionnaire For Gifted Assessment

Student: _____ Parent/Guardian: _____

Date of Birth: _____ Date of Completion: _____

Your child has been referred for a Multidisciplinary Evaluation to determine whether he/she meets the criteria as a “mentally gifted” student and is in need of special education programming. As part of this evaluation process, we ask that you provide the team with information and opinions that will be helpful in identifying your child’s learning strengths and educational needs.

1. Describe your child’s learning strengths:

2. Describe any weaknesses in learning:

3. Describe any of your child's special interests and/or hobbies:

4. Was your child early in language development milestones? At what age (months)?

Said first word	_____
Babbled with intonation	_____
Named objects	_____
Vocabulary 4-6 words	_____
Vocabulary of 20+ words	_____
Used simple sentences	_____
Sat unsupported	_____

5. Socially: (check all that apply)

_____ has a mature sense of humor (puns).

_____ seems socially mature and perceptive

_____ tends to have friends that are older

6. Motivation (check all that apply)

_____ enjoys challenge

_____ easily motivated to try something difficult/different

_____ independent in initiating activities

_____ can occupy self easily and creatively

7. What technological expertise does your child demonstrate?

8. Does your child excel in foreign language? Please explain.

9. Does your child have exceptional strengths in the creative arts? (example: music, art, drama, dance, creative writing etc.)

10. Has your child received any special awards or recognition? May include out of school activities.

11. What type of leadership skills does your child have? How do they act in a leadership role?

Checklist

_____ Early development of self-help and care taking skills

- _____ Early development of motor skills (walking, running, buttoning)
- _____ Has an unusually large vocabulary
- _____ Highly individualistic (ideas, attitudes)
- _____ Curious and investigative
- _____ Asks many questions (actively interested in people and/or things)
- _____ Uses toys, equipment, and common objects in unusual, creative ways
- _____ Unusually good memory for facts, details, and experiences
- _____ Many and unusual interests, hobbies (unusual relative to age group)
- _____ Loves books, reading, and or being read to by others
- _____ Reads materials uncommon for age
- _____ Is able to concentrate for long periods; persistent
- _____ Seems to have an unending supply of energy
- _____ Complains school is boring

Please provide any other information that will help aid in the determination of gifted services for your child.

Grades K and 1 Matrix

Gifted Screening Matrix

Kindergarten and First Grade

Student Name _____ Grade _____

Referred By _____

Step One

Points	3	2	1	0
Easy CBM Math CCSS Percentile on Most Recent Assessment)	100-97	96-90	89-85	84 and below
Easy CBM Reading (Average of LS, WRF, and PRF))	100-97	96-90	89-85	84 and below
Teacher Ratings	34-30	29-25	24-20	19 and below
Classroom Performance Chuska Scales	31-27	26-22	21-17	16 and below

Points for Step One_____

10 points and above = permission to screen and KBIT-II

Step Two

Points	3	2	1	0
KBIT- II Composite	130+	129-124	123-118	117 and below

KBIT –II Composite _____

Points for Step One_____

Points for Step Two_____

Total Points_____

12 points and above to refer for formal evaluation

Grades 2 and 3 Matrix

Gifted Screening Matrix

Second and Third Grade

Student Name _____ Grade _____

Referred By _____

Step One

Points	3	2	1	0
STAR Reading* Percentile	>99-90	89-80	79-70	69 and below
Easy CBM Math CCSS Percentile on Most Recent Assessment)	100-97	96-90	89-85	84 and below
Easy CBM Reading (average of PRE, VOCAB, and MCRC))	100-97	96-90	89-85	84 and below
Teacher Ratings	34-30	29-25	24-20	19 and below
Classroom Performance Chuska Scales	31-27	26-22	21-17	16 and below

Points for Step One_____

12 points and above = permission to screen and KBIT-II

Step Two

Points	3	2	1	0
KBIT- II Composite	130+	129-124	123-118	117 and below

KBIT –II Composite _____

Points for Step One_____

Points for Step Two_____

Total Points_____

14 points and above to refer for formal evaluation

Grades 4 and 5 Matrix

Gifted Screening Matrix

Fourth and Fifth Grade

Student Name _____ Grade _____

Referred By _____

Step One

Points	3	2	1	0
STAR Reading* Percentile	>99-90	89-80	79-70	69 and below
Easy CBM Math CCSS (Percentile on Most Recent Assessment)	100-97	96-90	89-85	84 and below
Easy CBM Reading (average of PRF, VOCAB, and MCRC))	100-97	96-90	89-85	84 and below
PSSA – ELA	Advanced	Proficient	-	Basic and Below Basic
PSSA - Math	Advanced	Proficient	-	Basic and Below Basic

Teacher Rating	34-28	27-21	20-14	13 and below
Classroom Performance	31-25	24-18	17-11	10 and below
Chuska Scales				

***Use highest percentile for current grade**

Points for Step One_____

18 points and above = permission to screen and KBIT-II

Step Two

Points	3	2	1	0
KBIT- II Composite	130+	129-124	123-118	117 and below

KBIT –II Composite _____

Points for Step One_____

Points for Step Two_____

Total Points_____

20 points and above to refer for formal evaluation

Grades 6-12 Matrix

Gifted Screening Matrix

Sixth to Twelfth Grade

Student Name _____ Grade _____

Referred By _____

Step One

Points for Step One _____

18 points and above = permission to screen and KBIT-II

Points				
Sight CDT – Reading	Advanced	Proficient	Basic	Below Basic
Sight CDT – Math	Advanced	Proficient	Basic	Below Basic
SSA – Reading	Advanced	Proficient	Basic	Below Basic
SSA - Math	Advanced	Proficient	Basic	Below Basic
Teacher Rating	4-28	7-21	10-14	3 and below
Classroom Performance	1-25	4-18	7-11	0 and below
Buska Scales				
IPA	0-3.7	69-3.30	29-2.70	69 and below

Step Two

Points				
BIT- II Composite	0+	9-124	3-118	7 and below

KBIT –II Composite _____

Points for Step One _____

Points for Step Two _____

Total Points _____

21 points and above to refer for formal evaluation

BookPolicy Manual

Section100 Programs

TitlePrograms for Gifted Pupils Code

114 Status

Active Legal

1. 24 P.S. 1371

2. 22 PA Code 4.28

4. 22 PA Code 16.21

5. 22 PA Code 16.22

6. 22 PA Code 16.23

7. 22 PA Code 16.32

8. 22 PA Code 16.63

9. 22 PA Code 16.41

10. 22 PA Code 16.65

11. Pol. 216

12. 22 PA Code 16.1 et seq

22 PA Code 11.12

Pol. 113

AdoptedOctober 3, 2002 Last RevisedMarch 18, 2010

Authority

In accordance with the Board's philosophy to develop the special abilities of each student, and in accordance with the district's mission for all students to reach their full potential, the district shall provide gifted education services and programs designed to meet the individual educational needs of eligible students.[\[1\]](#)[\[2\]](#)[\[12\]](#)

The Board directs that the district's gifted education program shall provide the following:

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.[\[4\]](#)
2. Screening and evaluation process to determine students' educational needs that meets the states requirements.[\[4\]](#)
3. Procedures to determine whether a student is mentally gifted.[\[4\]](#)
4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).[\[5\]](#)[\[6\]](#)[\[7\]](#)
5. Safeguards for the due process rights of gifted students.[\[8\]](#)
6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.

Guidelines

The district shall make the Permission To Evaluate Gifted Student Form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, the office of the Supervisor of Special Education will be notified and a permission to evaluate, parent input form and procedural safeguards shall be provided to the parents/guardians within ten (10) calendar days of the request.[\[4\]](#)

Caseloads/Class Size

The Board directs the Supervisor of Special Education to annually assess the district's delivery of gifted services and programs, in order to:

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.

3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of seventy-five (75) students. Beginning July 1, 2010, the maximum teacher caseload shall be sixty-five (65) students.
4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.[\[9\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education regulations, and Board policy.[\[10\]](#)[\[11\]](#)

Awareness Activities

The Supervisor of Special Education shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs.[\[4\]](#)

Awareness activities may include providing written notice of the district's gifted education program through local newspapers, other media, student handbooks and the district web site.

Delegation of Responsibility

The Supervisor of Special Education or designee shall develop administrative regulations to implement this policy.