

SSD Gifted Screening Process

The following guidelines list the “entry” points by grade level for a district-initiated screening of children for Gifted services as defined by Chapter 16 of PA Code. It is important to note that Gifted Screening is a term and process that directly relates to a school district’s legal mandate to conduct Child Find screening activities. These screenings are undertaken with the express interest of identifying children within our schools that may need specially designed instruction for either IDEA or Gifted related special education services.

Screenings are not the same as an evaluation. The district may, with parent permission, or through direct parent request engage in a Multidisciplinary Evaluation (MDE) of any child the district has reason to suspect may need special education services – either Gifted or IDEA Special Education. The result of an MDE may or may not result in the team’s determination that a child is eligible for either IDEA or Gifted related special education services.

A screening, on the other hand, is a systematic and global approach towards assisting the district in gathering data on all children that may help the team in determining whether a particular child may have IDEA or Gifted related special education needs. Screenings, by definition, occur at all levels of the district and gather data on various academic, social, and emotional points which then allows the team to review such data and subsequently make an informed decision regarding the potential need to progress towards a more thorough, individualized, evaluation.

Kindergarten:

Steps:

- 1) At the end of trimester II, the data team at the SLC will compile a list of all students that are reading at a RIGBY Level of “I” or greater. The “I” level approximately equates to being in the 90th percentile and the “J” level the 95th percentile.
- 2) If a child is reading at a RIGBY Level “I” or greater, then a Teacher CHUSKA is filled out by the child’s teacher. Teachers can access a link for the CHUSKA from within the district intranet. The CHUSKA is automatically scored.
- 3) A Gifted Screening Matrix is started at District Level where the CHUSKA and Reading Level scores are entered into the matrix. This process will typically be completed by the last Friday in April.

*Special care must be taken not to over generalize the perceived qualities of a gifted child at this level. Teachers and administrators should take great care in recognizing potential intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation that may be masking gifted abilities

Grades 1 – 6:

Steps:

- 1) Fall MAP Reading and Math scores are run at District level in December.
- 2) Students in the 95th percentile or higher are compiled in a “Pre-Screen” list.
- 3) The “Pre-Screen” list will be reviewed by district office to remove students already in the Gifted Program. The “Pre-Screen” list is forwarded to guidance counselors in each building.
 - a. Typically completed end of December or early January
- 4) If a teacher or administrator recognizes/believes a child (not on the “Pre-Screen” list) could qualify as a child in need of Gifted Services, the process begins at Step 4.
- 5) Those students that are on the “Pre-Screen” list for the first time will continue with the screening process. For any student that has been screened through Level 2(A) and/or evaluated in the past by our district for Gifted services, the guidance counselor will investigate further the child’s entire assessment portfolio and speak with the classroom teacher. If the consensus of the counselor and teacher is that the child does demonstrate the potential to be a child in need of Gifted services, then the process picks up at Step 5.
- 6) The Naglieri Nonverbal Abilities Test (NNAT3) is scheduled. The NNAT3 can be administered in groups of up to 15 students at a time. Parent notifications are sent after the NNAT3. NNAT3 scores are forwarded to District Office where the Fall MAP and NNAT3 scores are entered into the matrix.
 - a. Typically completed end of March
- 7) Parents of students qualifying for LEVEL 2 Initial Referral / Inquiry are notified through District Office and Achievement testing is scheduled by the building School Psychologist once the Permission to Evaluate has been received.

Grades 7 – 12

- 1) Guidance Counselors will periodically review standardized test data from the child’s current year and identify children performing in the 95th percentile or higher.
- 2) If any child from that review, is believed to be a child in need of Gifted services, then a TEACHER CHUSKA should be filled out by any member of the child’s 4 core content areas.
- 3) If the Teacher CHUSKA scores 2 pts. or higher, then a Gifted Matrix is started, and the standardized scores are entered to determine if the child should move forward to LEVEL 2 Initial Referral /Inquiry.
- 4) Parents of students qualifying for LEVEL 2 Initial Referral / Inquiry are notified through District Office and Achievement testing is scheduled by the building School Psychologist once the Permission to Evaluate has been received.

PLEASE NOTE: Screening is an on-going process; however, psychologists are not employed during the summer break. The screening process that begins in the Spring of one school year is not completed until the Fall of the next school year, provided all permissions are signed and returned in a timely fashion. Parents are notified only if their child proceeds past the first level of the screening. On-going updates are not provided individually, as there are a variety of factors that can impact the timeliness of the process. Parents are notified via permissions that are mailed (when appropriate) as to the progress of their child / children through the screening process