

Cumberland Valley School District Child Find Notice

Child Find Guidelines:

In compliance with Chapter 16, (Pa. Code 16.21 (b)), the Cumberland Valley School District is responsible for locating, identifying, and educating school-aged students requiring specially-designed programs or services:

Each district shall conduct public awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and the parents of school age children not enrolled in the public schools. Awareness activities shall be conducted annually and include providing information in local newspapers, other media, student handbooks and on the school district web site. (22 Pa. Code §16.21(b))

Parents may contact the building principal to request a screening or evaluation. Requests should be made in writing to the principal. Upon receipt, the Child Staffing Team will meet to review the request and screening information. This information will be used to recommend interventions to meet the child's specific needs and/or document the need for further evaluation. Parents will be informed of the outcome of this staffing.

For more information, visit: www.cvschools.org/specialeducation

Definition of Giftedness and Referral Process

Mentally gifted is defined as outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. (22 Pa. Code §16.1)

Chapter 16 requires that school districts use "multiple criteria" in the screening of students for eligibility in gifted programs. Students will enter our Special Interest Program because they meet the selection criteria and also show a **need for specially designed instruction as required by Chapter 16 regulations**. To determine a need for specially designed instruction beyond the regular education, school districts are on a continuum....

- Need is determined at the local level.
- Do the academic strengths (needs) go beyond what is available in the district's regular education offerings?

Students can be screened at any grade for the program and may be referred for a Gifted Multi-Disciplinary Evaluation (GMDE) through any of the following avenues:

Teacher Referral: A student's teacher and school counselor have received training related to the characteristics of gifted students. If the teacher feels that a student may be in need of specially designed instruction, they will make the referral.

Parent Referral: A parent can, at any time, make a written request that their child be screened for the Special Interest Program. Parents may contact any school official regarding their interest in comprehensive screening. When a request for a GMDE is made, the school must respond to the parent within 10 calendar days.

Student Referral: A student may ask, at any time, to be screened for the program. Pursuant to appropriate parental consent the district will initiate screening.

Data Referral: A referral may be generated from a data source such as an assessment made for universal screenings, curriculum-based assessments, standardized tests, and other assessments of achievement and/or ability.

Screening and Evaluation Guidelines:

The Cumberland Valley School District offers a Gifted program for K-12 students who are in need of specially designed instruction because some of their instructional needs cannot be met through the standard curriculum.

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Cumberland Valley has designed a five-tiered process of identification that seeks input from parents, teachers, counselors, school psychologists and when appropriate, the student.

Chapter 16 requires that "Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction." (22 Pa. Code §16.21(a))

"Each school district shall determine the student's needs through a screening and evaluation process which meets the requirements of this chapter." (22 Pa. Code §16.21(c))

Cumberland Valley uses a multi-criteria process to determine whether students move to a gifted evaluation. During each step of the process a student may earn points towards the overall number needed. At each step the guidance counselor should be in contact with parents to share the information and make an appropriate **team determination** about continuing the screening.

To view the complete Cumberland Valley Gifted Screening Protocol, Matrix, and associated flowchart please refer to the bottom of this page where the documents are located.

This screening process is concluded by one of our School Psychologists who will create the Gifted Written Report and, with the GMDT (gifted multi-disciplinary team), make an official determination of eligibility. This process will either move to the creation of the Gifted Individual Education Plan or end as a result of this report.

For those students found to be eligible for the Gifted program, the Gifted Individual Education Plan (GIEP) team will then meet to discuss the student's specific needs and appropriate instructional approaches.

Gifted Screening Protocol

Level 1 – Data Screening Chart

Grade	Literacy	Math	Thresholds
Kindergarten – Fall	AIMSweb LNF – 98 th percentile AIMSweb LSF – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	AIMSweb OCM – 98 th percentile AIMSweb NIM – 98 th percentile AIMSweb QDM – 98 th percentile AIMSweb MNM – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 3/3 Math – 4/5
Kindergarten - Winter	AIMSweb LNF – 98 th percentile AIMSweb LSF – 98 th percentile AIMSweb PSF – 98 th percentile DRA2 – 10 F/NF 95% Mastery of YTD Assessed Standards in Mastery Connect	AIMSweb OCM – 98 th percentile AIMSweb NIM – 98 th percentile AIMSweb QDM – 98 th percentile AIMSweb MNM – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 4/5 Math – 4/5
Kindergarten - Spring	AIMSweb LNF – 98 th percentile AIMSweb LSF – 98 th percentile AIMSweb PSF – 98 th percentile AIMSweb NWF – 98 th percentile DRA2 – 16 F/NF	AIMSweb OCM – 98 th percentile AIMSweb NIM – 98 th percentile AIMSweb QDM – 98 th percentile AIMSweb MNM – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 5/6 Math – 4/5

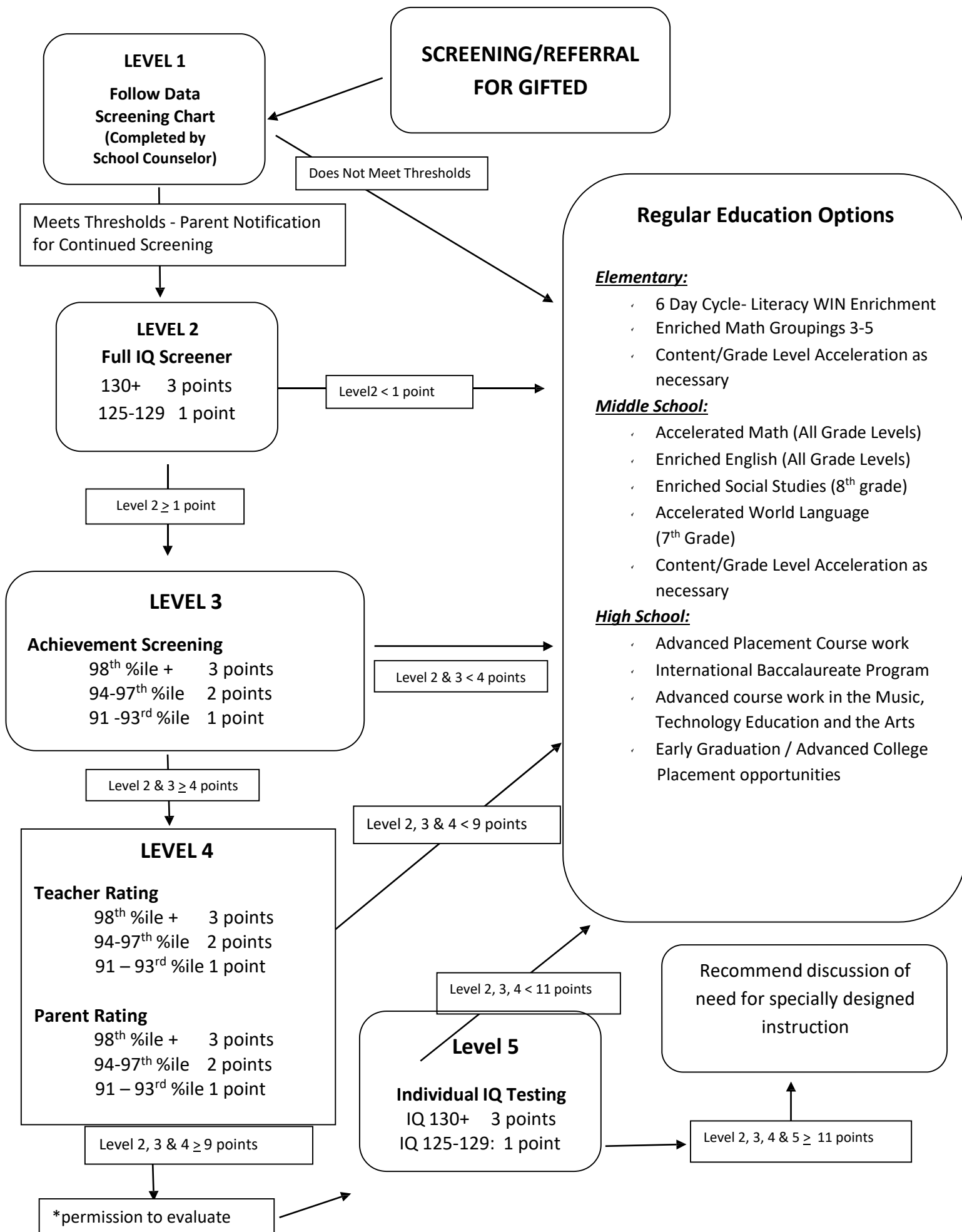
	95% Mastery of YTD Assessed Standards in Mastery Connect		
Grade	Literacy	Math	Thresholds
1st Grade Fall	AIMSweb LNF – 98 th percentile AIMSweb LSF – 98 th percentile AIMSweb PSF – 98 th percentile AIMSweb NWF – 98 th percentile DRA2 – 18 F/16 NF 95% Mastery of YTD Assessed Standards in Mastery Connect	AIMSweb OCM – 98 th percentile AIMSweb NIM – 98 th percentile AIMSweb QDM – 98 th percentile AIMSweb MNM – 98 th percentile AIMSweb MCOMP – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 5/6 Math – 5/6
1st Grade Winter	AIMSweb PSF – 98 th percentile AIMSweb NWF – 98 th percentile AIMSweb RCBM – 98 th percentile DRA2 – 24 F/16 NF 95% Mastery of YTD Assessed Standards in Mastery Connect	AIMSweb QDM – 98 th percentile AIMSweb MNM – 98 th percentile AIMSweb MCOMP – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 4/5 Math – 3/4
1st Grade Spring	AIMSweb RCBM – 98 th percentile DRA2 – 28 F/28 NF 95% Mastery of YTD Assessed Standards in Mastery Connect	AIMSweb MCOMP – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 3/3 Math – 2/2
Second Grade	AIMSweb RCBM – 98 th percentile DRA2 – one grade level above	AIMSweb MCOMP – 98 th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 3/3 Math – 2/2

	95% Mastery of YTD Assessed Standards in Mastery Connect		
Grade	Literacy	Math	Thresholds
Third Grade	AIMSweb RCBM – 98 th percentile DRA2 – one grade level above Study Island – 95% correct 95% Mastery of YTD Assessed Standards in Mastery Connect	AIMSweb MCOMP – 98 th percentile Study Island – 95% correct 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 3/4 Math – 3/3
Grade	Literacy	Math	Thresholds
Fourth/Fifth Grade	AIMSweb RCBM – 98 th percentile DRA2 – one grade level above Study Island – 95% correct PSSA ELA (from prior year) – 95th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	AIMSweb MCOMP – 98 th percentile Study Island – 95% correct PSSA Math (from prior year) – 95th percentile 95% Mastery of YTD Assessed Standards in Mastery Connect	Literacy – 4/5 Math – 3/4
6th – 8th Grade	<ul style="list-style-type: none"> ✓ PSSA ELA Scores– 95th percentile ✓ PVAAS ELA Projections 2 grade levels – 90th percentile or higher ✓ Gates – 95th percentile ✓ Writing Progress Monitoring Essays – Adv. ✓ Most Recent Unit Test – 95% or higher 	<ul style="list-style-type: none"> ✓ PSSA Math Scores– 95th percentile or higher ✓ PVAAS Math Projections 2 grade levels – 90th percentile or higher ✓ Study Island Benchmark – 95th percentile or higher ✓ Most Recent Unit Test – 95% or higher 	Literacy : 4/5 data points Math : 3/4 data points

Grade	Literacy	Math	Thresholds
9th – 12th Grade	<ul style="list-style-type: none"> ✓ Keystone Literature Scores– 95th percentile or higher ✓ Benchmark Writing Assessments –Adv. ✓ PSAT – 9th - 135 or higher ✓ PSAT – 10th – 145 or higher ✓ Marking Period Writing Progress Monitoring Essays ✓ Most Recent Unit Test – 95% or higher 	<ul style="list-style-type: none"> ✓ Keystone Algebra I – 95th percentile or higher ✓ PSAT – 9th - 135 or higher ✓ PSAT – 10th – 145 or higher ✓ Most Recent Unit Test – 95% or higher 	Literacy : 4/6 data points Math : 4/4 data points

The team must also consider the following questions:

1. Are there any health factors that impact this student's learning?
2. Are there any familial variables that impact this student's learning?
3. Is the student bi-lingual or is another language spoken in the home?
4. Are there any concerns you have about this student's behavior in the classroom or school setting?
5. Are there any concerns you have about this student's learning performance, output, and/or participation?



Characteristics of Gifted Children

I. An exceptional ability to acquire and retain knowledge

- Observes and remembers details beyond what is expected
- Absorbs details quickly and recalls them at much later dates
- Grasps concepts easily with limited repetitions
- Already may know much of the content
- Excellent short and long term memory
- May not appear to be engaged but has the answers

II. An exceptional ability to apply higher level thinking skills

- Displays advanced reasoning in ethical development
- Can review, synthesize and quickly articulate essential ideas/concepts
- Asks “what if” questions and likes questions with multiple answers
- Bored with drill and practice
- Makes insightful cause-effect connections
- Excels in making predictions, understands consequences
- Jumps to intuitive answers, often without multiple steps or official procedure

III. An exceptional ability to create new knowledge

- Produces many original and elaborate new ideas
- Non-conformist; sees unusual and multiple ways of doing things
- Enjoys self-expression, unusual twists in learning, is inventive and different

IV. Exceptional Personal/Interpersonal Skills

- Often self-directed; takes little direction to stay on task
- Diverse interests which cover many topics
- Critical perfectionist
- Immense intensity to tasks of interest
- Leadership and organizational ability, may seem bossy
- Keen and well-developed sense of humor
- Immense emotional response, may be overly dramatic and compulsive
- Low threshold for responsiveness; easily excited or irritated

Additional Resource Information

Dr. Patricia Hillery – Assistant Superintendent for Elementary Education

Mr. Gary Quigley – Assistant Superintendent for Secondary Education