

Gifted Education Plan Assurance

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

The Mifflinburg Area School District (MASD) is aligned with the requirements in 22 PA Code 16.21, 16.22 to locate and identify all students within the District thought to be Gifted and in need of Specially Designed Instruction. The MASD conducts yearly Child Find activities to identify all students who are thought to be Gifted and in need of Specially Designed Instruction. The Child Find notifications are published on MASD website (i.e. www.mifflinburg.org), on the back of the district calendar and MASD Student Handbooks.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

Parents and classroom teachers may refer students to the Multi-Tiered System of Supports (MTSS) Team to be considered for Gifted services. Mifflinburg Elementary, Intermediate and Middle Schools hold data meetings at least quarterly to review various benchmark assessments for the purpose of pulling student data on academic achievement and the possibility of recommending screening for specially designed instruction. Students may be referred for Gifted screening based on those findings. Parental permission is obtained prior to any part of the evaluation process. In addition to monthly data meetings, a universal screening, Cognitive Abilities Test (CogAT), is administered to all students in Grade 2. The design of this assessment is to measure abstract thinking and reasoning ability. Students who score 120 or higher on the CogAT are classified as being in the top 95% with a Standard Age Score (SAS) and are recommended for further screening. The school

counselor or the Gifted Support Teacher uses the Kaufman Brief Intelligence Test, Second Edition, (KBIT-2) or Reynolds Intellectual Screening Test (RIST-2) (standardized assessment tools) to administer the screening. Students who obtain a standard score of 124 or higher (95th percentile) in any area on a screening measure will be referred for a Gifted evaluation. Other measures and data considered may include the Kaufman Test of Educational Achievement, Third Edition, (KTEA-3) Brief, Acadience Reading, PSSA, Classroom Diagnostic Tools (CDTs are given to grade 3 and continue through high school), Success Maker, teacher input, and student work. MTSS teams review results of student assessments and parent referral/input such as CogAT, PSSA, Keystones Exams, Success Maker data, or other district identified assessments based upon the child's individual needs. Depending on these results, the team will determine the need for a Gifted Multidisciplinary Evaluation (GMDE). A parent/guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school year. When the District receives the request, the parents or guardians will receive a Permission to Evaluate (PtE) form within 10 calendar days of the written request. The district must receive a parent or guardian's signature on the PtE to proceed with the evaluation by a certified school psychologist.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

As was mentioned above, our process for using multiple criteria is as follows: Every student is screened in Second Grade annually using the Cognitive Abilities Test (CogAT). If a score of 120 or higher is achieved on the CogAT, the student is recommended for further screening. Each building level team holds data meetings at least quarterly to review various benchmark assessments for the purpose of student eligibility for the screening process. Students may be referred for Gifted screening based on those findings. The School Counselor or the Gifted Support

Teacher uses the Kaufman Brief Intelligence Test, Second Edition, (KBIT-2) or Reynolds Intellectual Screening Test, Second Edition, (RIST-2) (standardized assessment tools) to administer the screening. Students who obtain a standard score of 124 or higher (95th percentile) in any area on a screening measure will be referred for a Gifted evaluation. Other measures and data considered may include the Kaufman Test of Educational Achievement, Third Edition, (KTEA-3) Brief, Acadience Reading, PSSA, Classroom Diagnostic Tools (CDTs for grades 3 and above), Success Maker, teacher input, and student work. MTSS teams review results of student assessments and parent referral/input such as CogAT, PSSA, Keystones Exams, or other district identified assessments based upon the child's individual needs. Depending on these results, the team will determine the need for a Gifted Multidisciplinary Evaluation (GMDE). A parent/guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school year. When the District receives the request, the parents or guardians will receive a

Permission to Evaluate (PtE) form within 10 calendar days of the written request. The district must receive a parent or guardian's signature on the PtE in order to proceed with the evaluation by a Certified School Psychologist. The school district's procedures for identifying students who are Mentally Gifted and in need of Specially Designed Instruction include a Gifted Multidisciplinary Evaluation that is completed by a School Psychologist. The Gifted Multidisciplinary Evaluation for determining eligibility consists of an individually administered assessment of

intellectual functioning, standardized achievement assessment, curriculum-based measures, classroom-based assessments/observations, examination of learning strengths, records review and parent/teacher input. IQ tests used by the district are selected depending on age, level of English proficiency, or other relevant factors: Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI -IV); Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V); Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV); Reynolds Intellectual Assessment Scales, Second Edition (RAIS-2); nonverbal intelligence assessments Comprehensive Test of Nonverbal Intelligence, Second Edition, (CTONI-2). Achievement tests used by the district include Kaufman Test of Educational Achievement, Third Edition

(KTEA-3) and Wechsler Individual Achievement Test, Fourth Edition (WIAT-4). In addition, curriculum-based measures are collected using EasyCBM. If the student meets criteria as a Mentally Gifted student in need of Specially Designed Instruction, a Gifted Individualized Education

Plan (GIEP) will be developed by the GIEP team. If a student does not qualify, the parents are informed and are offered a

multidisciplinary team meeting to review the evaluation. Students may be reevaluated once per school year. Parents may also seek an Independent Educational Evaluation (IEE) at any time. A full battery of assessments is administered to determine a student's level of intellectual functioning.

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. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

The district's enrichment and acceleration opportunities are based on individual student strengths and giftedness. Through collaborative efforts with multiple constituents (i.e., families, teachers, administrators) MASD will continue its implementation of Gifted programming across all grade levels, K-12. The Gifted services for identified Gifted students are based on each student's unique needs. The MASD's Gifted services allow students to participate in enrichment or acceleration, or both, as appropriate, and to receive services according to their intellectual and academic abilities. The selection of activities, curriculum, and instruction for students identified as gifted is based on their identified strengths in the areas of English Language Arts, mathematics, and other content areas (science, history, foreign languages, related arts, and technical arts). Teachers work collaboratively to create meaningful, high-level, challenging activities. The instructional intent of an activity may be experimentation, challenges, and/or the discovery of the unexpected. Instructional teams nurture the Gifted student while enriching their Gifted qualities through differentiated instruction. The addition of the Iowa Acceleration Scale to the evaluation process will be utilized to guide educational teams in the decision-making process of acceleration (for Algebra I). This tool adds a systematic and defensible method when determining a student placement and considering the need for acceleration. Gifted programming is determined through collaboration of the Gifted Support Teacher, general education teachers, parents/guardians, and students. Dual identification occurs when a student is determined to qualify for Gifted (Chapter 16) and Special Education (Chapter 14) services. Chapter 14 regulation supersedes Chapter 16 and is followed. MASD has written agreements with The Commonwealth University of Pennsylvania, Lackawanna College, PCT Now, Susquehanna University, and Bucknell University. A student who has met the requirements to enroll in the high-level courses of these universities will have the opportunity to simultaneously earn high school and university credit for a reduced tuition rate. Each of these courses is scheduled within

the scope of the regular school day and provides students with the tremendous opportunity to affordably begin their college education. All students (8th grade and below) identified as being eligible and in need of specially designed instruction are offered pull-out time in the Gifted/Enrichment classrooms within their appropriate building. Enrichment services are designed to offer opportunities to excel our learners. The K-8 Gifted Support Teacher has taken Gifted students on small -group learning opportunities and offers challenging activities. Examples of these 4 enriching activities would include participating in KNEX challenges, Academic Games (ex. Math

Counts) and field trips such as attending the PA Renaissance Faire. The Gifted Support teacher is versed in vertical extension and collaborates on alternative and/or concurrent assignments with general education teachers. Gifted students in grades 9-12 have opportunities to advance on higher level coursework and it is common for Gifted Support to be consultative depending on the student's choice to advance their learning. Example, if they are enrolled in a university for their senior year, Gifted Support is consultative. As a District, we individualize student strengths and find a way to enrich, accelerate and enhance a Gifted student's learning at Mifflinburg Area School District.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

As calculated through PIMS reporting in 2023, the Gifted Support Program includes a total of 68 students across the Mifflinburg School District. Gifted Students that would be classified as GY include 63 of our students. Gifted Students that have dual exceptionalities (GS) total five. For PIMS reporting and the 2023-24 school year, two MASD students are Gifted and receiving specially designed instruction and have 504 services and are included in the GY total count.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

The District's universal screener administered in second grade is to all learners to ensure that every student's ability is assessed for the possibility of needing specially designed instruction for enrichment and/or acceleration. With the increase of popularity of eLearning as an option for families MASD would like to strive to increase the accessibility of information regarding our Gifted Program by updating our website to include a flowchart of the gifted evaluation process to offer a visual to accompany the written explanation for the process of requesting/obtaining gifted learning for qualified students. At Mifflinburg Elementary and Intermediate Schools our MTSS program also allows classroom teachers to inform administration of academic information when learners are excelling, and academic data is supportive of a referral for possible specially designed instruction through the Gifted Program.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

The Administrative Team is kept up to date with information regarding Chapter 16 through regular monthly meetings. When information is relayed that is directly relevant to classroom teachers, building principals then share that information with their staff in a timely manner. During professional development time at the beginning of the year, the Supervisor of Special Education

shares any new and relevant information regarding Gifted Support to all faculty. As the year progresses, if questions arise regarding GIEPs, principals and the Supervisor of Special Education work as a collaborative team to answer questions and support all teachers. Throughout the year the CSIU (IU16) offers professional development training for administration and gifted support teachers. The CSIU also shares Chapter 16 information regularly through email to the Supervisor of Special Education which is forwarded to appropriate personnel when applicable. MASD is also supported by PDE and can communicate directly with staff within PDE to consult with as needed throughout the school year.

8. What is the breakdown of the district's total costs for gifted education for the current year?

Training for general education teachers *	0
Staff costs *	\$211,693
Training for gifted support staff *	0
Materials used for project-based learning *	\$1,248
Transportation *	\$500
Field Trips *	\$902