

Mifflin County SD

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

Profile

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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.).

Each school year, the Mifflin County School District posts the public notices on the district website, in the local newspaper, in student handbooks, and at all buildings throughout the school district.

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.

The Mifflin County School District implements a multi-tiered system for screening and testing students for the gifted program. The first tier of the screening process is Teacher Referral. After a teacher identifies a student who they believe may be gifted, the school counselor provides them with a teacher input form to complete. If the score falls above a specific level, then the student moves on to the 2nd tier of the process. At the second level of the screening process, the school counselor administers the Kaufman Brief Intelligence Test (K-BIT). The school psychologist reviews academic data, including Acadience, i-Ready, class grades, and PSSA/Keystone scores. The school psychologist reviews the results of the K-BIT and all other data and makes a determination as to whether or not the student moves onto the third tier of the process. The third tier of the process is the Gifted Multidisciplinary Evaluation.

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.

The Mifflin County School District determines a student's educational strengths through a screening and evaluation process. MCSD has procedures to determine whether a student is mentally gifted. The term mentally gifted includes a person who has an intelligence quotient of 130 or higher, but who also meets multiple other criteria set forth in the Department of Education Guidelines. A student with an intelligence quotient lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of gifted ability is not based on IQ score alone. Determination of mentally gifted includes an assessment by a certified school psychologist. The district utilizes multiple standardized cognitive and achievement assessment tools. During the evaluation process, the school psychologist reviews the referral and request for an evaluation and issues the proper paperwork. The school psychologist will then complete a comprehensive evaluation and issue a Gifted Written Report that outlines the student's learning strengths. At the conclusion of the Gifted Written Report, a recommendation will be made to the team regarding the student's eligibility and need for Gifted Support Services. The school psychologist will administer an individualized standardized cognitive assessment. The cognitive assessment typically consists of one of the following, WISC-IV, SB5, WJ-IV Cog., along with an individualized achievement assessment in the area of identified strength, which may consist of the KTEA-3, WJ-IV Achievement, or WIAT-III. At times, multiples standardized measures are used. This may occur if the testing is felt to be an underestimate of abilities or other factors that may have contributed to a decrease in test scores (such as a medical condition, learning and/or emotional disability, limited English proficiency, etc.). In addition to standardized assessments, other data such as local/state assessments, classroom-based assessments, and classroom performance are analyzed. As part of the evaluation process, parent and teacher input forms are asked to be completed by all parties. The input forms ask parents and teachers to identify specific learning strengths and areas of interests. Teachers complete the Chuska Scales to determine rate of acquisition and retention. The teachers and parent also complete the GATES-2. The basis for making eligibility determinations are included in the GWR and includes teacher report, parent report, rates of acquisition and retention, learning strengths, aptitudes, interests, expertise, higher level thinking skills, academic creativity,

leadership skills, intense academic interest areas, communication skills, technology expertise, ability and achievement testing. Thus, in consideration of the aforementioned, not one test or type of test is used as the sole criterion for eligibility.

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 offers gifted programs based on the unique needs of each gifted student. Each program offers the opportunity for acceleration or appropriate enrichment that is consistent with the students' intellectual and academic abilities and needs. The continuum of services includes enrichment within the regular education classroom, pull-out gifted services, subject and grade level acceleration, curriculum compacting, and rapid pacing.

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?

The district's data is as follows: GY- 34 GS- 4 students GX- 5 students All gifted students in the district are accounted for in PIMS.

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.

Based on a review of district data, we are proportionately identifying underrepresented populations. The gifted screening process is very thorough and ensures that all students are screened and evaluated for eligibility. Potential intervening factors which pose a barrier to gifted identification are identified, considered, and reviewed as part of our screening and evaluation procedures.

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 district provides professional development around gifted education annually for all staff through a variety of means, including webinar (via the Vector/Safe Schools training modules), faculty meetings, Act 80 days, and individual team meetings between the teacher of the gifted and classroom teachers. The teacher of the gifted completes professional development specific to gifted education through the IU gifted network meetings and other out of district opportunities.

Training for general education teachers	0.00
Staff costs	102,588
Training for gifted support staff	0.00
Materials used for project-based learning	0.00
Transportation	0.00
Field Trips	0.00

Signatures and Quality Assurance

Chief School Administrator	Date