

Governor Mifflin SD

Gifted Education Plan Assurances (Chapter 16) | 2026 - 2029

Profile

LEA Type	AUN	
School District	114063003	
Address 1		
10 South Waverly Street		
Address 2		
City	State	Zip Code
Shillington	PA	19607
Chief School Administrator		
Dr Lisa T Hess		
Chief School Administrator Email		
lisa.hess@gmsd.org		
Single Point of Contact Name		
Brian Bell		
Single Point of Contact Email		
Brian.Bell@gmsd.org		
Single Point of Contact Phone	Single Point of Contact Extension	
6107751461	7014	

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 Governor Mifflin School District is aligned with the requirements in 22 PA Code §16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. The GMSD 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 made through the GMSD website within the Pupil Services Department. It's currently located under "For Public Review: Special Education Plan Report 2023-2026" (e.g. www.governormifflinsd.org), the GMIS Student Handbook, GMMS Student Handbook, and the GMHS Student Parent Handbook.

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 Governor Mifflin School District strives to recognize the unique abilities, talents, interests, and needs of intellectually-gifted students who require special education considerations. GMSD administers the Naglieri NNAT3 non-verbal screener for giftedness to all second graders in the district. In addition, GMSD utilizes a screening protocol for locating students who are thought to be gifted and in need of specially designed instruction in all other grade levels. The screening components are varied and diverse, which include: a review of local assessment data, classroom observations, teacher input, parent input, and standardized screening tools. Gifted & Enrichment Screening - Kindergarten through Third Grade Level 1 - This level of general screening is to be completed by the Gifted Support Teacher, School Counselor, School Psychologist, and Director of Special Education. District Assessments - All data collected by October • Ready Math and iReady Reading Fall Benchmark 95% or higher • WRAT-5 for students in grades K and 1 • Must meet two out of the three above criteria to move to Level 2 Level 2 - If students meet Level 1 criteria, the following is given after a parental letter is sent home for permission to administer the gifted/enrichment screening. Individual Assessments • Kaufman Brief Intelligence Test (K - BIT) 2nd Edition (verbal and nonverbal) - administered by the School Counselor or Gifted Support teacher; a score in the 95th percentile or higher must be achieved • SIGS teacher checklist having 3 or more areas 130 or higher • Certified School Nurse - medical information (i.e. documented evidence that intervening factors are not masking gifted ability). Level 3 - If a student meets Level 2 criteria, they will be referred for an evaluation to determine if they are a student who is gifted and in need of specially designed instruction. Gifted & Enrichment Screening - Fourth through Sixth Grade Level 1 - This level of general screening is to be completed by the Gifted Support teacher, School Counselor, School Psychologist, and Director of Special Education. District Assessments - All data collected by October • Ready Math and iReady Reading Fall Benchmark 95% or higher • PSSA - advanced level in reading or math. Level 2 - If students meet Level 1 criteria, the following is given after a parental letter is sent home for permission to administer the gifted/enrichment screening. Individual Assessments • Kaufman Brief Intelligence Test (K - BIT) 2nd Edition - administered by the school counselor or Gifted Support teacher; a percentile of 95% or higher must

be achieved • SIGS teacher checklist with three out of the five areas identified as probable or above • Certified School Nurse - medical information (i.e. documented evidence that intervening factors are not masking gifted ability). Level 3 - If a student meets Level 2 criteria, they will be referred for an evaluation to determine if they are a student who is gifted and in need of specially designed instruction. Gifted & Enrichment Screening - Seventh through Twelfth Grade Level 1 - This level of general screening is to be completed by the Gifted Support Teacher, School Counselor, School Psychologist, and Director of Special Education. District Assessments • PSSA, Keystone - advanced level in reading or math • Algebra Assessment - meeting minimum performance standard (90% correct) Level 2 - If students meet Level 1 criteria, the following is given after a parental letter is sent home for permission to administer the gifted/enrichment screening. Individual Assessments • Kaufman Brief Intelligence Test (K - BIT) 2nd Edition - administered by the school counselor or Gifted Support teacher; a percentile of 95% or higher must be achieved • SIGS teacher checklist {ELA, math or science teacher) having 3 or more areas 130 or higher • Certified School Nurse - medical information (i.e. documented evidence that intervening factors are not masking gifted ability) Level 3 - If a student meets Level 2 criteria, they will be referred for an evaluation to determine if they are a student who is gifted and in need of specially designed instruction. A referral for a student is accepted at any time for a Gifted & Enrichment Screening. A teacher will consult with the parents prior to making a referral. The personnel involved in the referral process are the Gifted Support Teacher, School Counselor, School Psychologist, Director of Special Education, classroom teacher(s), principal, school nurse, the parent, and the student. • iReady math and reading benchmark assessment data are reviewed by the Gifted Support Teacher, School Counselor, School Psychologist, and the Director of Special Education • The Ready Math and ELA (K-8) grade level teachers collaborate with the Gifted Support teacher. • Kaufman Brief Intelligence Test (K - BIT) 2nd Edition - is administered by the School Counselor or Gifted Support teacher • SIGS teacher checklist - at least one classroom teacher completes the checklist • Certified School Nurse - medical information is provided to the school psychologist • There are no timelines identified in the Chapter 16 Regulations governing the referral process for a gifted evaluation; however, the GMSE strives to complete screening Levels 1 and 2 so as not to hinder the identification and specially-designed instruction required by a learner. A Gifted Evaluation is conducted to gather information that will be used in order to determine eligibility and the need for gifted education. The evaluation is compliant with state and federal law. Mentally gifted is defined in the Pennsylvania Gifted Education Guidelines (2014) 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." A student may be eligible for gifted education if he/she has an IQ of 130 or higher and other factors listed below that indicate gifted ability. Additionally, gifted ability cannot be based on IQ score solely. If the IQ score is lower than 130, a student may be identified as eligible for gifted support and in need of specially designed instruction when other conditions (multiple criteria) strongly indicate gifted ability. The multiple conditions/criteria to be considered include: • Achievement test scores one year or more above level; • Observed or measured rates of acquisition and retention of new content or skills that reflect gifted ability; • Achievement, performance or expertise in one or more academic areas that demonstrates a high level of accomplishment; • Higher level thinking skills; • Documented evidence that intervening factors are masking gifted ability.

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.

SCREENING AND EVALUATION PROCESS OVERVIEW: At any point in the process, a parent may request an evaluation within the limit of one request per calendar year. If the request is made orally to any professional employee or administrator of the District, that individual will notify the Department of Special Education immediately. When the District receives the request, the parents or guardians will receive a Permission to Evaluate form within ten calendar days of the verbal or written request. The District must receive a parent's or guardian's signature on the Permission to Evaluate form in order to proceed with the evaluation by a certified school psychologist. Level 1 - Screening includes a review iReady Math and Reading, PSSA, Keystone, Teacher Recommendation Level 2 - Screening is the administration of the Kaufman Brief Intelligence Test, Teacher Recommendations. A Consent to Screen letter is issued to the parent/guardian for permission to administer the Kaufman Brief Intelligence Test - Second Edition (K - BIT 2). If the student scores 95% or higher on Verbal, Nonverbal and/or Overall Composite on the K - BIT 2, they are referred for a full gifted education. If the student scores below 95% a letter to the parents is issued stating that a full gifted evaluation is not recommended. However, the parents/guardians continue to have the right to formally request this evaluation. Level 3 - If the student meets all the criteria of the universal and individual screening process, the Gifted Permission to Evaluate is issued to the parents. Upon receipt of the signed permission, the Gifted Multidisciplinary Team completes the evaluation within 60 calendar days. The Gifted Multidisciplinary Team members complete rating scales and input forms. The evaluation conducted by the school psychologist includes ability, achievement, grades, learning strengths, educational needs, aptitudes, interests, rates of acquisition, rates of retention, and the identification of any intervening factors. GMSD gifted evaluation data (see listing below) is summarized in the Gifted Written Report. Each data set (multiple criteria) is considered with points awarded for the identification of need based on their academic strengths and need for specially-designed instruction from Gifted Support Services on either the Matrix Guidelines for K - 3 OR the Matrix Guidelines for 4 -12. Cognitive abilities, as measured by an individually administered IQ test 0./1/J-IV, WISC-V) • Academic abilities in reading, as measured by an individually administered achievement test (WJ-IV, WIAT-4) • Academic Abilities in reading, as measured by benchmark assessments or group achievement test (most recent iReady benchmark data in grades K - 3) or PSSA data in grades 4 - 8) • Academic abilities in reading, as measured by teacher grades (most recent quarter report card grade) • Academic abilities in math, as measured by an individually administered achievement test (WJ-IV, WIAT-4) • Academic abilities in math, as measured by benchmark assessments or group achievement test (most recent iReady benchmark data in grades K - 3) or PSSA data in grades 4 - 8 • Academic abilities in math, as measured by teacher grades (most recent quarter report card grade) • Teacher observations of leadership, specific academic aptitude, creativity, and intellectual abilities (Teacher Recommendation)* Completion of the SIGS Rating Scale by the teacher to determine rates of acquisition and retention • Completion of the parent input form • If a student qualifies for a 504 Plan, it can be

included in a Gifted Individualized Plan. According to 22 PA Code Chapter 15, a student with a physical or mental impairment that substantially limits or prohibits participation or access to an aspect of the student's school program may require a 504 Service Agreement to establish aids, services, and accommodations to access the general curriculum. There is no requirement to include or prohibit a 504 Plan in a Gifted Individualized Education Plan. If the student has a Gifted Individualized Education Plan, the 504 Plan could be referenced in the Support Services section of the Gifted Individualized Education Plan.

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).

At the Elementary Level, students are both enriched through the formalized gifted class and an Innovation class. In addition to Innovation, math and language arts enrichment options for high achieving students occur through small group instruction within a 90 minute period each six day cycle. Some students are accelerated through advancing in grade level content whether as a full advancement grade level through virtual learning/attending classes with the appropriate grade level or by engaging in Problem Based Learning/STEAM extension activities, as well as Hydroponics, Ozobots and the K'Nex competition, that will play to the student's gifted strengths. This may not be a grade level advancement. At the Middle School Level, gifted students are clustered for electives such as STEAM HUB, and Project Lead the Way Course Green Agriculture, and have the opportunity to attend the Albright College Science Research Institute after school program. Students are enriched through a separate 45 minute period each six day cycle. Students who excel in a particular subject area, participate in the appropriate grade level content either on an online platform or attending in person the grade level class. At times students attend the class in which they are accelerated, e.g. higher level math, in the high school building. As with the elementary level, students are provided with extension activities through Problem Based Learning/STEAM to meet their gifted strengths. At the high school, students have pull-out enrichment seminars met with a variety of Honors and AP classes, as well as a Project Lead the Way Environmental Sustainability course to allow for students to be challenged in their areas of strength. Dual enrollment with Reading Area Community College, Alvernia University, Albright College, and Indiana University of Pennsylvania is an option for students as well. Independent studies are offered for those who have a passion in certain areas and are supported through the district's partnership with Albright's Science Research Institute. Students have the opportunity to be involved with competitions such as the Berks County Science Fair, Science Olympiad, Mock Trial, the Engineering Team, Academic Challenge, etc . If students have been on grade level acceleration, attending college level math, science, etc classes is an option that is utilized by some students. We try our best to individualize student strengths as well as enrich, accelerate and enhance their learning at every grade level.

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?

GY - 78 GX - 48 GS - 3 They are all accounted for.

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.

While some racial diversity exists within the gifted population, key underrepresented groups—particularly English Learners and economically disadvantaged students—are not being identified at rates that would be expected when compared to typical district enrollment patterns. The most significant disproportionality indicator is: Zero English Learners identified as gifted: This is a strong red flag for disproportionality under Chapter 16 guidance and PDE expectations. Even in districts with relatively small EL populations, a zero-identification outcome strongly suggests systemic barriers rather than true absence of giftedness. The district will take a multi-pronged, systemic approach focused on identification practices, staff capacity, and equitable access.

1. Revise Identification Practices Expand beyond sole reliance on traditional cognitive assessments. Increase use of: Multiple criteria Performance-based assessments Teacher rating scales validated for diverse learners Ensure evaluations consider cultural, linguistic, and socioeconomic factors, consistent with PDE guidance.
2. Targeted Screening of Underrepresented Groups Implement universal or targeted screening at key grade levels (e.g., grades 2–4). Proactively review: EL students Economically disadvantaged students Students receiving special education services (twice-exceptional)
3. Professional Development Provide training for teachers, counselors, and administrators on: Characteristics of giftedness in EL and culturally diverse students Recognizing nontraditional manifestations of giftedness Implicit bias in referral and identification practices
4. Strengthen Collaboration Increase collaboration between: Gifted ESL Special Education MTSS teams Ensure students demonstrating advanced potential in intervention settings are considered for gifted screening.
5. Family and Community Outreach Improve communication with families from underrepresented populations regarding: What giftedness looks like How students are referred and evaluated Available supports once identified Provide translated materials and family information sessions as needed.
6. Ongoing Monitoring and Data Review Annually analyze gifted identification data by: Race/ethnicity EL status Economic disadvantage Disability status Use trend data to adjust practices and report progress toward proportional representation.

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 recognizes the requirement under 22 Pa. Code § 16.5 to provide ongoing in-service training for gifted and regular education teachers, administrators, and support staff responsible for gifted education. While professional learning related to gifted education has

occurred on an intermittent basis, the district acknowledges that it has not previously implemented a comprehensive, systematic plan to ensure consistency, accountability, and sustainability. As part of this Comprehensive Plan, the district is establishing a clear, structured approach to professional development for gifted education moving forward. Beginning in the 2026–2027 school year, the district will implement an annual gifted education professional development plan aligned to Chapter 16 requirements and district priorities. This plan will include differentiated training for various stakeholder groups, including general education teachers, gifted support teachers, building administrators, and relevant support staff. General education teachers will receive training focused on their role in delivering gifted services within the regular education setting. This will include professional development on topics such as characteristics of gifted learners, differentiated instruction, enrichment and acceleration strategies, implementation of GIEPs, and progress monitoring of gifted goals. Training will be delivered through a combination of district in-service days, faculty meetings, and targeted professional learning sessions embedded within the school year. Gifted support teachers and administrators will participate in more advanced training related to compliance, identification procedures, GIEP development and implementation, data analysis, and program evaluation. Administrators will also receive training to support their supervisory role in ensuring gifted services are implemented with fidelity and aligned to state regulations. Accountability for the delivery of gifted services will be addressed through multiple mechanisms. Administrators will monitor the implementation of GIEPs through regular reviews, classroom observations, and collaboration with gifted support staff. Expectations for differentiation and gifted service delivery will be embedded into instructional practices and professional growth conversations. Additionally, the district will use ongoing data review and feedback from stakeholders to evaluate the effectiveness of professional development and make adjustments as needed. Through this structured, ongoing approach, the district will ensure that all staff responsible for gifted education receive appropriate training and support, and that gifted services are delivered consistently, effectively, and in compliance with Chapter 16 requirements.

Training for general education teachers	\$0
Staff costs	\$551,849
Training for gifted support staff	\$0
Materials used for project-based learning	\$6,000
Transportation	Falls within fieldtrips
Field Trips	\$3,000

Signatures and Quality Assurance

Chief School Administrator	Date
Lisa T Hess	2026-02-19