



Book	Policy Manual
Section	100 Programs
Title	Gifted Education
Code	114
Status	Second Reading
Adopted	January 10, 2008
Last Revised	January 8, 2026
Prior Revised Dates	08/09/2012

Authority

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students. **The district recognizes that gifted students are "children with exceptionalities" who require specially designed instruction to reach their full potential.** [\[1\]](#)[\[2\]](#)[\[15\]](#)

The Board may enter into a cooperative agreement with BLaST IU17 to provide gifted education services and programs.[\[4\]](#)

Guidelines

The Board directs that the district's gifted education program shall provide the following.

Screening and Evaluation Process

A student may be considered mentally gifted if s/he has an IQ of 130, or when multiple criteria in this section are met. Determination of gifted ability will not be based on IQ score alone.

Giftedness is dynamic, not static; therefore, identification should occur over time with multiple opportunities to demonstrate gifts and talents across domains. The district will implement a screening tool upon a referral by teachers or parents/guardians for suspected giftedness. **The district's screening and evaluation procedures utilize multiple data sources and assessment tools to identify students who may be gifted, recognizing that giftedness transcends all racial, ethnic, income, and exceptionality groups. The Gifted Multidisciplinary Team (GMDT) will determine eligibility based on comprehensive evaluation data, not on predetermined point thresholds.**

Multiple criteria indicating gifted ability include:[\[1\]](#)[\[5\]](#)[\[6\]](#)

1. A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to

accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.

2. An observed or measured rate of acquisition/retention of new academic content or skill that reflects gifted ability.
3. Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
4. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise.
5. Documented, observed validated or assessed evidence that intervening factors such as English as a Second Language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Gifted Multidisciplinary Referral System

Referral for gifted multidisciplinary evaluation shall be made when the student is suspected by teachers or parents/guardians of being gifted and requires specially designed instruction and one or more of the following apply: [\[Z\]](#).

1. The district shall make the Permission to Evaluate Gifted Student Form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.
2. The student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom.
3. A hearing officer or judicial decision orders a gifted multidisciplinary evaluation.

Parents/Guardians who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one (1) request per school term. The request shall be in writing.

Multidisciplinary evaluations shall be conducted by gifted multidisciplinary teams (GMDT). The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents/guardians, a certified school psychologist, persons familiar with the student's educational experience and performance, one or more of the student's current teachers, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student's cultural background. A single member of the GMDT may meet two (2) or more of the qualifications specified in this subsection. [\[6\]](#)[\[Z\]](#)

The GMDT shall prepare a written report which will make recommendations as to whether the student is gifted and is in need of specially designed instruction.

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.

The evaluation report shall be completed within sixty (60) calendar days of receipt of parental permission to evaluate.

Gifted Individualized Education Program

Once a child is determined to be eligible for gifted services, the parents/guardians will receive an invitation to participate in the GIEP team meeting to develop a GIEP for the student.[\[8\]](#)[\[9\]](#)

The Gifted Individualized Education Plan (GIEP) is a strength-based program. The identification of a gifted student is dependent upon demonstrated strength in one or more academic areas. The GIEP focuses on developing and enhancing these strengths through specially designed instruction, rather than remediating deficits. All goals, services, and programming are built upon the student's area of giftedness and exceptional abilities. The GIEP team shall consist of: one (1) or both of the parents/guardians; the student if s/he is sixteen (16) years of age or older, or younger if the parents/guardians choose to have the student participate; a representative of the district, who will serve as the chairperson of the GIEP team; one or more of the student's current teachers; **a teacher of the gifted**; and other individuals at the discretion of the parents/guardians or the district. [\[9\]](#)

If the GIEP team determines that the student is eligible for services, the GIEP team will develop a GIEP, based upon GMDT recommendations that will consist of:

1. A statement of present levels of educational performance.
2. A statement of annual goals and short-term learning outcomes, which are responsive to the learning needs, identified in the evaluation report. A measurable annual goal should be addressed in the GIEP stating specific learning expectation for successful completion of the course identified in the GIEP.
3. A statement of the specially designed instruction and support services to be provided to the student. **Specially designed instruction includes adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum. This may consist of planning and implementing varied approaches to content, process, and product modification in response to the student's interests, ability levels, readiness, and learning needs.**
4. Projected dates for the initiation and anticipated duration of gifted education.
5. Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.
6. The names and positions of the GIEP team participants and the date of the meeting.

Once a child is determined to be eligible for gifted services, an opportunity for one rigorous online or college level course per year traditional schedule/per semester intensive schedule will be provided.

A copy of the GIEP and a notice of procedural safeguards will be provided to the parents/guardians and teachers of the student, along with a notice of parental rights as described in 22 PA Code Chapter 16.[\[10\]](#)[\[11\]](#)

The Special Education Supervisor or designee shall notify all teachers who work with the gifted student of their responsibilities under the student's GIEP. Gifted students are gifted at all times of the day and should be appropriately challenged in all educational settings, not only during pull-out enrichment time.

Timelines –

1. The GIEP shall be developed within thirty (30) calendar days after the issuance of the GMDT's written report.
2. The GIEP shall be implemented no more than ten (10) calendar days after it is signed or at the start of the following school year if completed less than thirty (30) days before the last day of scheduled classes.

Caseloads/Class Size

The Board directs the Superintendent and designated administrators to annually assess the district's delivery of gifted services and programs, in order to:

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of seventy-five (75) students. Beginning July 1, 2010, the maximum teacher caseload shall be sixty-five (65) students.
4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

The district may make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.[\[12\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, State Board of Education Regulations, and Board policy.[\[13\]](#)[\[14\]](#)

Activities – Awareness

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs.[\[6\]](#)

Service Delivery Options and Educational Programming

Research strongly suggests that acceleration is the best-researched, yet most under-utilized intervention for gifted students. Based on over 60 years of research, the district adopts the principle: first accelerate, then enrich. No educational option for gifted students has the research support that academic acceleration has.

The district recognizes that there are twenty (20) different forms of acceleration, allowing for individualized decisions that benefit each gifted student. Acceleration options include, but are not limited to: early entrance to kindergarten, whole-grade acceleration, subject-specific acceleration, curriculum compacting, early graduation, dual enrollment, Advanced Placement courses, credit by examination, and telescoping curriculum. [18]

In addition, to acceleration, the district provides enrichment opportunities and differentiated instruction to meet the needs of gifted students. Differentiation occurs across four (4) key areas: content (what is taught), process (how students learn),

product (how students demonstrate learning), and learning environment (where and with whom learning occurs).

The district offers the following service delivery options for gifted students determined by individual student needs as identified in the GIEP:

Acceleration Options:

1. **Early Entrance to Kindergarten [18]**
2. **Grade Acceleration (Whole-Grade Skipping)**
3. **Subject Acceleration**
4. **Curriculum by Compacting**
5. **Credit by Examination**
6. AP Courses
7. Dual Enrollment
8. College Courses
9. **Early Graduation**
10. Online Coursework

Enrichment and Differentiation Options:

1. Enrichment In Content Areas (Differentiated Instruction)
2. Specialized Curriculum Through Validated Research (Learning Focused Units Within Gifted)
3. Independent Learning Contracts
4. **Anchor Activities**
5. **Activity Menus (Choice Menus)**
6. **Cubing / Think Dots / Tic-Tac-Toe Boards**
7. **Independent Study Projects**
8. **Learning Centers**
9. **Mentorships and Internships**
10. **STEM and Robotics Competitions**

Pull-Out Enrichment Gifted Support:

1. Pull-Out Program **three (3) times per week for forty (40) minutes.**
2. **Pull-Out Enrichment is provided in Mathematics, English Language Arts (ELA), and Science, Technology, Engineering, and Mathematics (STEM).**

The district will make available continuum of services and educational placements to address the specific needs and varied levels of giftedness among students. Services will be individualized based on each student's GIEP and may include a combination of acceleration and enrichment options.

What does NOT constitute Gifted Education: The district recognizes that extra work, peer tutoring, helping the teacher, or simply placing students into Advanced Placement or Honors courses without individualized modification does not constitute specially designed instruction for gifted students.

Differentiation in the Regular Classroom

Gifted students spend the majority of their school day in the regular education classrooms. All teachers working with identified gifted students are responsible for implementing the specially designed instruction outlined in the student's GIEP. The district expects evidence of differentiation in classrooms serving gifted students, including:

1. **Consistent use of pre-testing to determine prior knowledge.**
2. **Flexible grouping arrangements**
3. **Differentiated instruction in learning centers**
4. **Evidence of advanced content and acceleration opportunities**
5. **Use of curriculum compacting when appropriate**
6. **Tiered assignments with differentiated homework**
7. **Open-ended questioning using higher order thinking skills**
8. **Flexible pacing and learning contracts**
9. **Encouragement of student self-advocacy**

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy.

Legal

- [1. 24 P.S. 1371](#)
- [2. 22 PA Code 4.28](#)
- [4. 22 PA Code 16.2](#)
- [5. 22 PA Code 16.1](#)
- [6. 22 PA Code 16.21](#)
- [7. 22 PA Code 16.22](#)
- [8. 22 PA Code 16.31](#)
- [9. 22 PA Code 16.32](#)
- [10. 22 PA Code 16.61](#)
- [11. 22 PA Code 16.62](#)
- [12. 22 PA Code 16.41](#)
- [13. 22 PA Code 16.65](#)
14. Pol. 216
- [15. 22 PA Code 16.1 et seq](#)
- [16. 22 PA Code 11.12](#)
17. Pol. 113

Cross References

18. Pol. 201

[114-AR-7-NoticeOfIntentToReevaluate 12 OCT 2023.docx \(48 KB\)](#)

[114-AR-6-GiftedNORA 12 OCT 2023.docx \(19 KB\)](#)

[114-AR-5-GIEP 12 OCT 2023.docx \(23 KB\)](#)

[114-AR-4-InvitationToParticipateGiftedTeamMeeting 12 OCT 2023.docx \(43 KB\)](#)

[114-AR-3-GiftedWrittenReport 12 OCT 2023.docx \(18 KB\)](#)

[114-AR-2-PermissionToEvaluate 12 OCT 2023.docx \(42 KB\)](#)

[114-AR-1-NoticeParentalRights 12 OCT 2023.docx \(44 KB\)](#)

[114-AR-0-GiftedEducation 12 OCT 2023.pdf \(166 KB\)](#)



Book	Policy Manual
Section	200 Pupils
Title	Admission of Students
Code	201
Status	Second Reading
Adopted	December 10, 2011
Last Revised	January 8, 2026
Prior Revised Dates	08/12/2021, 11/14/2019

Authority

The Board shall establish age requirements for the admission of students to first grade and to kindergarten that are consistent with state law and regulations.[\[1\]](#)[\[2\]](#)[\[3\]](#)

Guidelines

First Grade

Beginners are students entering the lowest grade of the primary school above the kindergarten level. The Board establishes the district's entry age for beginners as six (6) years by September 1, in accordance with state law and regulations.[\[4\]](#)[\[5\]](#)[\[6\]](#)

The Board may admit as a beginner a child who is five (5) years old and demonstrates readiness for entry by the first day of the school term, upon the written request of the parent/guardian, recommendation of the district psychologist, and approval of the Superintendent.[\[7\]](#)

The Board is not required to admit as a beginner any child whose age is less than the district's established admission age for beginners.[\[7\]](#)

Kindergarten

The Board establishes the district's entry age for kindergarten as five (5) years by September 1, in accordance with state law and regulations.[\[8\]](#)

Early Admission to Kindergarten

Eligibility: A child may be considered for early admission to kindergarten if they will turn five (5) years old between September 2 and September 30 of the current school year. Parents/guardians of children who turn five (5) after September 1 may request consideration for early admission to kindergarten.

Application Process:

1. **Parents/Guardians must submit a written request for early kindergarten admission no later than April 1 of the year prior to the desired entry year.**
2. **The district will conduct a comprehensive evaluation to assess the child's readiness for kindergarten, which shall include: cognitive ability assessment, academic readiness assessment (pre-literacy, pre-math skills), social-emotional development assessment, physical development and motor skills development, parent interview regarding the child's interests, motivation, and behavior; Observation of the child in an age-appropriate setting where possible.**
3. **The building principal or designee will convene an early entrance evaluation team which may include: school psychologist, Kindergarten teacher(s), building principal or designee, gifted education teacher, Special Education Supervisor, and Parents or Guardians.**
4. **The evaluation team will use a research-based assessment tool, such as the Iowa Acceleration Scale for Kindergarten, to guide the decision-making process.**
5. **The team will make a recommendation to the Superintendent, who will make the final decision.**
6. **Parents/Guardians will be notified in writing of the decision by August 1.**

Evaluation Criteria: The evaluation team will consider multiple factors when making early kindergarten admission decision, including but not limited to:

1. **Cognitive Ability:** Intellectual capacity appropriate for kindergarten level work
2. **Academic Readiness:** Pre-literacy skills (letter recognition, phonemic awareness), pre-math skills (counting, number recognition, patterns)
3. **Social-Emotional Maturity:** Ability to separate from parents, interact with peers, follow directions, manage emotions
4. **Physical Development:** Fine motor skills (holding pencil, cutting), gross motor skills appropriate for kindergarten activities
5. **Motivation and Interest:** Enthusiasm for learning, curiosity, attention span
6. **Parent support:** Parent understanding of early entrance and commitment to support the child

No single criterion shall be determinative. The evaluation team shall consider the whole child and use professional judgement based on comprehensive data.

Connection to Gifted Education: Early admission to kindergarten does not automatically qualify a child for gifted services under Policy 114 (Gifted Education), nor does a child need to be identified as gifted to be eligible for early kindergarten admission. These are separate processes with different criteria:

1. **Early Kindergarten Admission (Policy 201):** Focuses on readiness for kindergarten-level work
2. **Gifted Identification (Policy 114):** Focuses on whether a student requires specially designed instruction beyond the regular curriculum.

A child admitted to early kindergarten may be referred for gifted evaluation at any time if there are indicators of need for gifted services.

Trial Period and Monitoring: Students admitted early to kindergarten shall be monitored regularly during the first semester to ensure successful adjustment. If concerns arise regarding academic, social, or emotional adjustment, the evaluation team shall reconvene to determine appropriate interventions or, in rare cases, consider grade-level placement changes.

Professional Development: The district shall provide professional development to kindergarten teachers and administrators on: characteristics of developmentally young but academically advanced children; how to support early entrants in the kindergarten

classroom; using the Iowa Acceleration Scale for early entrance decisions.

Delegation of Responsibility

The Superintendent or designee shall require that the parent/guardian of each student who registers for entrance to school shall submit proof of age, residency, and required immunizations. [9][10] **The Superintendent or designee shall develop administrative regulations to implement the early kindergarten admission evaluation process, including timelines, forms, and procedures.**

Legal

- [1. 22 PA Code 11.12](#)
- [2. 22 PA Code 11.41](#)
- [3. 24 P.S. 1301](#)
- [4. 22 PA Code 11.15](#)
- [5. 24 P.S. 1304](#)
- [6. 24 P.S. 1326](#)
- [7. 22 PA Code 11.16](#)
- [8. 22 PA Code 11.14](#)
- 9. Pol. 200
- 10. Pol. 203
- [11. 24 P.S. 503](#)
- [12. 22 PA Code 4.41](#)

Cross References

- 13. Pol. 114 - Gifted Education
- 14. Pol. 215.1 - Academic Acceleration

[201-AR-0 Early Admission to Kindergarten Timeline 17 OCT 2025.docx \(16 KB\)](#)

[201-AR-1 Early Admission to Kindergarten Application Form 17 OCT 2025.docx \(149 KB\)](#)