Central Bucks SD

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

Profile

LEA Type		AUN
School District		122092102
Address 1		
20 Welden Dr		
Address 2		
City	**State**	**Zip Code**
Doylestown	PA	18901
Chief School Administrator		
Dr Charles Malone		
Chief School Administrator Email		
CMALONE@CBSD.ORG		
Single Point of Contact Name		
Beverly Cragg		
Single Point of Contact Email		
bcragg@cbsd.org		
Single Point of Contact Phone		**Single Point of Contact Extension**
2678933000		

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 Central Bucks School District provides public notice each year, published in coordination with the Bucks County Intermediate Unit, in local newspapers. The District also conducts ongoing awareness activities to inform the community about available gifted education services and the procedures for requesting these programs. Information about gifted services is posted on the Central Bucks School District website, and an overview of the program is included in the Program Planning booklets at both the middle school and high school levels.

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.

Central Bucks has implemented a universal screening process for students in grades K through 6. The multi-tiered student support (MTSS) team reviews benchmark assessment data from the STAR universal screener three times per year monitoring for students who scored in the 95th percentile and above. These students are then discussed at the MTSS meeting to decide if a gifted screening is warranted. The gifted support teacher also facilitates a faculty meeting presentation to staff at the start of each school year regarding gifted indicators so staff are aware of what traits to look for, as well as any masking factors that would prevent staff from recognizing giftedness. In addition to the K through 6 (STAR) universal screening, all second graders participate in a non-verbal gifted screener in the fall. Central Bucks also uses teacher and parent/guardian referrals to identify students that may be in need of gifted services. A parent/guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school term, September through June. The District must receive a parent's or guardian's signature on the Permission to Evaluate form before a certified school psychologist can proceed with the 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.

Central Bucks utilizes multiple criteria to determine student eligibility for gifted support services. The District has implemented a universal screening process for students in grades K through 6 (STAR) and a specific gifted non verbal screener in Grade 2. The Multi Tiered Student Support (MTSS) team reviews benchmark assessment data from this universal screener (STAR) three times per year, monitoring for students who scored in the 95th percentile and above. After reviewing all aptitude and academic achievement data, such as classroom performance and state and school based assessments for these students, the MTSS team will decide if an additional cognitive assessment is warranted. In addition to the MTSS team, the District uses teacher and parent referrals to identify students who may be in need of gifted services. The gifted support teacher conducts a faculty meeting presentation at the start of each school year regarding gifted indicators so staff are aware

of traits to look for, as well as masking factors that may prevent staff from recognizing giftedness. Parents or professional staff within the schools may also refer students to the child's school counselor for gifted screening. The screening consists of a brief cognitive measure and a classroom observation tool that assesses behaviors and skills that are typical of gifted students. The Central Bucks School District utilizes multiple criteria to determine student eligibility for gifted support services. These include teacher and/or parent recommendations; in depth cognitive, affective, and behavioral surveys from the child's teachers; academic progress; and performance on standardized tests. If the screening score and/or multiple criteria indicate that the student may be eligible for services, a Permission to Evaluate and Procedural Safeguards document is provided to parents. Students are found eligible for gifted support as a result of outstanding cognitive functioning, exceptional academic achievement, and professional and parental input. Assessment is facilitated by the school psychologist. A comprehensive, individually administered assessment of cognitive ability measures is administered to determine the student's level of cognitive functioning. An achievement test is administered to determine current levels. A Gifted Multidisciplinary Team—including the student's teacher(s), parent(s)/guardian(s), a school psychologist, and a Local Educational Agency (LEA) representative—reviews the information gathered for the Gifted Written Report and, using the District's gifted decision matrix, determines whether the student meets District and State eligibility criteria. No one factor is used to determine program 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).

A GIEP is developed based on the results of the evaluation, with specific goals and objectives designed to address the gifted needs of the student according to their academic strengths. Gifted services are designed to enrich, expand, extend, and accelerate learning opportunities for gifted students in order to help them reach their potential. The ultimate goal is for students to view learning as a lifelong process that enriches the individual and benefits society. The academically gifted students at the elementary, middle, and high school levels participate in activities and educational opportunities that foster creative expression, advance their abilities to think analytically and critically, and stimulate them to excel as self-directed learners. Specific curricular extensions have been developed for gifted students; these extensions allow students with an intense interest in a particular content area to explore the curriculum more deeply. Subject and grade-level acceleration are also available. In addition, students have the opportunity to meet regularly with like peers at all levels. These classes provide enrichment experiences that promote higher-level thinking skills and enhance creativity while emphasizing the process of learning. At the high school level, many gifted students take advantage of the PEN gifted seminar and other enrichment opportunities embedded into current courses, as established in the student's GIEP.

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?
Yes, all Central Bucks Students are accounted for in PIMS. Below are the numbers in each category: GS – 57 GX –228 GY – 928 Total Identified Gifted Students: 1213

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.
We strive to identify all students who are in need of gifted services. Central Bucks identifies 7.23%, which is well above the state average. We are not yet proportionately identifying students across all underrepresented populations. However, we are doing several things well, including implementing a universal non-verbal screener to support those students who need to demonstrate cognitive abilities (not language or knowledge), offering multiple entry points into the identification process, and using a variety of measures such as nonverbal assessments, curriculum-embedded tasks, and student portfolios. In addition, we are working to improve identification for multilingual learners and twice-exceptional students by collaborating across departments and providing staff with ongoing professional learning on gifted characteristics, masking factors, and implicit bias, which will further support more equitable identification practices moving forward.

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.
In accordance with 22 PA Code §?16.5 and Section 1205.1 of the Pennsylvania School Code, the District ensures that all personnel responsible for gifted education receive ongoing and meaningful in-service training. The District provides annual summer professional development workshops designed and delivered by the district's gifted support teachers. These sessions address regulatory requirements under Chapter 16, the development and implementation of GIEPs, instructional strategies for enrichment and differentiation, acceleration procedures, and guidance for ensuring compliance with mandated service delivery. In addition to district-based training, staff members participate in regional professional development opportunities offered through both the Bucks County Intermediate Unit and the Montgomery County Intermediate Unit. Gifted support teachers regularly attend Bucks IU meetings and workshops focused on gifted education compliance and instructional practices, and district staff take part in the annual Gifted Regional Day at the Montgomery County IU, which provides access to statewide experts, current research, and collaboration across districts. To maintain consistent communication and ongoing training throughout the school year, gifted support teachers present at building faculty meetings to review procedures related to GIEPs, discuss best practices for supporting gifted learners, and communicate expectations for service coordination. Accountability for gifted service implementation is maintained through collaboration between gifted support teachers, general education teachers, and

building administrators, who monitor GIEP documentation, review student progress, and ensure the delivery of required services. Through this combination of district-led training, Intermediate Unit support, and ongoing building-level communication, the district fully meets the in-service training mandate outlined in §?16.5.

Training for general education teachers	250
Staff costs	2,213,839
Training for gifted support staff	300
Materials used for project-based learning	15,000
Transportation	0
Field Trips	0

Signatures and Quality Assurance

Chief School Administrator	Date