

### Mission Statement:

The Central Bucks Program for Enrichment (PEN) will provide students identified as gifted (in accordance with Chapter 16 of the PDE) with differentiated and rigorous learning experiences that build upon the students' academic strengths. This program will address the unique needs, abilities, and interests of the gifted student, including both the cognitive and affective domains, within a student-centered learning environment.

### Shared Values:

The Central Bucks School District PEN Program will:

- Enrich the regular education curriculum and accelerate instruction, when appropriate, to meet students' needs
- Recognize the social and emotional needs of gifted learners and promote a positive attitude toward self and others
- Develop the skills and task commitment necessary for effective independent learning
- Promote critical thinking and problem-solving, creative production, collaboration, and communication skills across disciplines
- Offer opportunities for gifted students to learn alongside like-minded peers

### Additional Resources

#### Central Bucks School District Webpage

A webpage with information and resources related to the district's academic programs for advanced learners is maintained on the Central Bucks School District website.

#### Pennsylvania Department of Education

Interested parties can find more information about gifted education, Chapter 16, and their rights on the Pennsylvania Department of Education website.

#### Pennsylvania Association for Gifted Education (PAGE)

PAGE is an organization of parents, teachers, educators, other professionals and community members who collaborate to address the unique needs of children who may be able to develop their talent potential with appropriate educational experiences.



## GIFTED SERVICES



## Gifted Services Overview

The goal of Central Bucks School District's academic programing for gifted and advanced learners is to provide extended curriculum, services, and opportunities to students who have demonstrated the need for learning experiences that are both above grade level and are presented at a more rapid rate and pace.

In keeping with the Pennsylvania Department of Education's Chapter 16 regulations, a Gifted Individual Education Plan (GIEP) will be developed for students who are identified as mentally gifted and are demonstrating a degree of need for specially designed instruction. However, our flexible model for services enables us to meet the needs of all students who demonstrate the need for academic challenge beyond the regular education curriculum regardless of a gifted identification.

## Identification Process

The Central Bucks School District utilizes multiple criteria to determine student eligibility for gifted support services. Students are found eligible as a result of outstanding cognitive functioning, exceptional academic achievement, and professional and parental input.

I. Students may be referred by parents to determine eligibility for gifted support services. Such referrals should be provided in writing to your child's school counselor.

II. Professional staff within the schools can refer students to the child's school counselor for gifted screening.

III. Assessment facilitated by the School Psychologist · A comprehensive individually administered assessment of cognitive ability measures is administered to determine a student's level of cognitive functioning. · An achievement test is administered to determine current levels.

IV. A Gifted Multidisciplinary Team, including the student's teacher(s), parent(s)/guardian(s), a school psychologist, and a Local Educational Agency (LEA) representative. The team will review the information gathered for the Gifted Written Report and determine whether the student meets District and State eligibility criteria.



### Characteristics of Gifted Learners

What is the difference between the...

A Bright Child	A Gifted Learner
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally involved
Has practical ideas	Has unique and unusual ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6 – 8 repetitions for mastery	1 – 2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers older children and adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Memorizes well	Good guesser