

# Nottoway County Public Schools

## Local Plan for the Education of the Gifted

2017-2022

<b>LEA#</b>	<b>067</b>		
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<b>Local School Board Chairperson</b>	<b>Mrs. Shelli Hinton</b>		
<b>Date Approved by School Board</b>	<b>November 9, 2017</b>		

## **Local Plan for the Education of the Gifted**

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

**General Information regarding the Gifted Program in Nottoway County Public Schools**

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	N/A
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA)	N/A

**Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)**

**A. Division Statement of Philosophy for the Education of Gifted Students**

Nottoway County Public Schools recognizes that each student is a unique individual and has the right to an education commensurate with his/her exceptional abilities. It is our responsibility as a public education system to encourage and assist each of our students in developing his/her unique abilities. Nottoway County Public Schools is committed to addressing students' educational needs by requiring a differentiated academic program that considers individual learning styles and encourages creative and critical thinking abilities.

**B. Division Operational Definition of Giftedness**

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

General Intellectual Aptitude (GIA) – Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. General intellectual ability is measured by standardized tests of general aptitude, standardized achievement test data, parent/teacher rating scales, and classroom observations.

**Part II: Program Goals and Objectives (8VAC20-40-60A.2)**

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

**A. Identification:** To effectively identify students with general intellectual aptitude with a special emphasis on students from underrepresented populations.

- a. Provide professional development opportunities for teachers and administrators on the identification process of gifted learners with the emphasis on underrepresented populations.
- b. The division utilizes a screening process to create a potential pool of candidates for gifted evaluation K-12.

**B. Delivery of Services:** To provide students a program of instruction that is appropriately differentiated, sequential, and continuous throughout the division.

- a. Monitor and assess student progress that is reported to parents.

**C. Curriculum and Instruction:** To develop strategies that will promote extension and differentiation with regard to the general curriculum.

- a. To implement research-based strategies that provide students with a program incorporating differentiated instruction and extension of the general curriculum. Employed strategies include but are not limited to higher level of Bloom's questioning, incorporation of 21st century learning skills and project-based learning.

**D. Professional Development:** To provide professional development opportunities for teachers and administrators on identification and educational needs of gifted and talented students.

- a. Provide professional development opportunities for teachers and administrators on characteristics of gifted learners, differentiation of instruction, and student-centered learning with regards to the general curriculum.

**E. Equitable Representation of Students:** To research and implement best practices for identifying students from the underrepresented populations.

- a. Provide professional development opportunities for teachers and administrators on the characteristics and needs of students from underrepresented populations [(i.e., limited English proficiency (LEP), twice exceptional, low socio-economic status (SES)]

**F. Parent and Community Involvement:** To promote the awareness of the unique needs of gifted learners among parents, school staff, and the community

- a.** Increase awareness of programs and opportunities for gifted learners through the school division website and newsletters.

**Part III: Screening, Referral, Identification, and Service Procedures**

**A. Screening Procedures (8VAC20-40-60A.3)**

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

All students in Grades 2 and 6 are administered valid and reliable standardized verbal and non-verbal screening assessments. Students scoring 90% or higher on either of the screening assessments are recommended for further evaluation. Throughout each school year, teachers collect individualized student data and consult with the gifted education teacher to create a pool of potential candidates. To address the special populations of LEP, twice- exceptional, and low- SES the division considers nonverbal aptitude.

**B. Referral Procedures (8VAC20-40-60A.3)**

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

**Referral procedures for General Intellectual Aptitude**

Referrals can be submitted by parents, students, teachers, or other persons who may have knowledge to make such a referral. Referrals are accepted throughout the school year. A student who is referred during the school year and found eligible will receive gifted program services upon identification.

Referral forms can be obtained from the Gifted Teacher/Coordinator. Parents must provide written consent for formal evaluation. Referral forms shall be returned to the Gifted Teacher/Coordinator. A description of the referral process can be obtained from the Gifted Teacher/Coordinator, Guidance Counselor, and/or Director of Exceptional Education.

Students who have been referred and found ineligible by the Identification/Placement Committee or through the appeals process must wait one calendar year from date of ineligibility before reevaluation may occur.

Students found eligible to attend The Governor's School of Southside Virginia will be considered by Nottoway County Public Schools as gifted, and will be eligible for gifted program services. Eligibility for The Governor's School of Southside Virginia requires an application and evaluation process.

Transfer students who have documentation of participation in another instructional gifted program will have their records reviewed by the Director of Exceptional Education. Placement or retesting will be made upon the recommendation of the Director. Retesting, when necessary, will occur within 60 instructional days upon receipt of parental consent for formal evaluation. Participation in another city or county's instructional program does not automatically guarantee placement in Nottoway County Public School's Gifted Education Program.

**C. Identification Procedures (8VAC20-40-60A.3)**

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

**1. Multiple Criteria Listing (8 VAC 20-40-40D.3)**

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)  
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

**2. Additional identification information for General Intellectual Aptitude**

Additional aptitude/achievement tests as determined by the Identification and/or Appeals Committee

**D. Placement Procedures** (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

**1. Identification/Placement Committee** (8VAC 20-40-40D)

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

General Intellectual Aptitude

- Classroom Teacher
- Gifted Education Teacher/Coordinator
- School Counselor
- School Psychologist
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- b. Type of Identification/Placement Committee  
This section indicates the type of Identification/Placement Committee the division uses.

- School-level                       Division-level

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**2. Eligibility** (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division’s receipt of the parent’s(s’) or legal guardian’s(s’) consent for assessment.

General Intellectual Aptitude

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
OLSAT (Non-verbal)	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator
OLSAT (Verbal)	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator
Teacher Rating Scales Parts I, II, III	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator
Parent Rating Scales Parts I, II	Parent	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator
Grade Point Average	Guidance Counselor	Gifted Teacher/Coordinator	Gifted Teacher/Coordinator
Additional Aptitude/Achievement tests as determined by the Identification and/or Appeals Committee	School Psychologist	School Psychologist	Gifted Teacher/Coordinator

The Identification/Placement Committee will review assessment information of students referred for considerations for the gifted program. This committee will be comprised of the following:

- 1 Gifted Teacher/Coordinator
- 1 Classroom Teacher
- 1 School Psychologist
- 1 Guidance Counselor

Once data collection is compiled by the Gifted Teacher/Coordinator, an eligibility meeting will be scheduled. All relevant data will be summarized on an eligibility matrix by the Identification/Placement Committee. The timeline for an eligibility decision is 90 instructional days from the school division’s receipt of the parent’s(s’) consent for assessment.

**3. Determination of Services (8VAC20-40-60A.3)**

This section describes the process of determining appropriate educational services for identified K-12 students.

General Intellectual Aptitude

The Identification/Placement Committee takes into consideration the child's demonstrated ability and intellectual aptitude for acceptance into the General Intellectual Aptitude program. Nottoway County Public Schools will not place nor deny Gifted Program Services based on any one assessment component.

**Part IV: Notification Procedures (8VAC20-40-60A.4)**

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

General Intellectual Aptitude

The Gifted Teacher/Coordinator will contact parents by mailing a letter informing them of the referral, requesting permission to evaluate, outlining eligibility criteria, and requesting the completion of parent rating scales.

The Gifted Teacher/Coordinator contacts parents by letter, informing them of the decision of the committee and notifying them of the option to meet to discuss their child's matrix. If a child is found eligible for Gifted Program Services, the parent returns the letter with permission to participate. Students will participate, as outlined in Part III, Section B, once the form is returned.

Parents of students found ineligible have the right to appeal the decision in writing to the Director of Exceptional Education, PO Box 47, Nottoway, VA 23955 no later than fifteen (15) instructional days after being informed of the decision. Parents who plan to seek outside testing in order to provide additional information for an appeal must indicate this information in the written request. A licensed psychologist or accredited assessment agency must administer the additional testing at the parents' expense.

The Gifted Appeals Committee is responsible for reviewing and deciding any appeals. The Appeals Committee (the majority of which did not serve on the original Identification/Placement Committee) will include the Gifted Teacher/Coordinator, a guidance counselor, a school psychologist, and additional instructional or administrative staff when appropriate.

During an appeal, the reason for the appeal and the Identification/Placement Committee's decision will be clearly stated and all pertinent data will be reviewed. The Appeals Committee will:

1. meet within thirty (30) instructional days from the receipt of the parent's written request.
2. review criteria consistent with the Identification/Placement Committee criteria to maintain continuity of placement standards.
3. request additional evaluation criteria be obtained if needed. If the parents choose to obtain outside testing rather than that of Nottoway County Public Schools, it is their

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responsibility to ensure that the results from the testing are received by the Gifted Teacher/Coordinator by the Appeals Committee meeting date.

Parents will be notified in writing by the Director of Exceptional Education within ten (10) instructional days of the decision of the Appeals Committee.

**Part V: Change in Instructional Services (8VAC20-40-60A.5)**

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude

Students receiving Gifted Program Services may be recommended for a change in placement, including exit from or suspension of gifted program services at the request/recommendation of the parents, the Gifted Teacher/Coordinator, the Director of Exceptional Education, or the Identification/Placement Committee. Parents will be notified by letter of the decision for placement of their child, as well as their right to written appeal to the Director of Exceptional Education within 10 days of notification.

Parents desiring to initiate exit procedures must contact the Director of Exceptional Education and submit a written request to exit Gifted Program Services. Nonparticipating students will remain eligible for Gifted Program Services for one school year, but must participate within one year to remain eligible. Failure to participate for more than one school year will result in the student being removed from eligibility and will require the student to be treated as a new referral in the future.

Students who move out of the county and return to the county within one school year may continue to be eligible to receive Gifted Program Services. Students returning to the county after more than one year will be treated as new referrals.

**Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)**

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

**A. Service Options are Continuous and Sequential**

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

When possible, students who are identified as Gifted Learners are cluster-grouped in the elementary, intermediate and middle schools. The Gifted Teacher/Coordinator collaborates with teachers to provide ways to differentiate and accelerate instruction. In addition, identified students receive a combination of pull-out sessions and inclusion sessions.

In the high school, students can participate in Honors and Dual Enrollment classes beginning in the 9th grade. Differentiation is provided by the Honors and Dual Enrollment teachers. High school students have the opportunity to receive pullout sessions once per week with the Gifted Teacher/Coordinator. In the second semester of their sophomore year, they may apply to attend The Governor's School of Southside Virginia.

**B. Service Options Provide Instructional Time with Age-level Peers**

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

Students at the elementary, middle, and high school levels spend the majority of their time in heterogeneous groups. Their instruction is differentiated in the regular classroom setting. At the high school level, students are grouped in Honors and Dual Enrollment classes and heterogeneously in elective courses.

**C. Service Options Provide Instructional Time with Intellectual and Academic Peers**

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

When possible, students who are identified as Gifted Learners are cluster-grouped in the elementary, intermediate and middle schools giving them opportunities to work with their academic peers. The Gifted Teacher/Coordinator meets to collaborate with their teacher in ways to differentiate and accelerate instruction. In addition, identified students receive a combination of pull-out sessions and inclusion sessions.

In the high school, students can participate in Honors and Dual Enrollment classes beginning in the 9th grade. Students have the opportunity to receive pull-out sessions once per week with the Gifted Teacher/Coordinator. In the spring of their sophomore year, they may apply to attend The Governor's School of Southside Virginia.

**D. Service Options Provide Instructional Time to Work Independently**

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude

Gifted Learners are given opportunities to work independently at each school level. This includes gifted pull-out and inclusion sessions, and regular education classes.

**E. Service Options Foster Intellectual and Academic Growth**

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

The curriculum for Gifted Learners will be differentiated in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills, emphasizing application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced

content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available.

**F. Procedures for Assessing Academic Growth in Gifted Students**

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude

Measuring student growth of Gifted Learners involves going beyond the sole use of test scores. The use of nontraditional assessment tools such as rubrics, portfolios, and performance/ project-based learning will be utilized to document student growth. Progress reports are documented and provided to the parents on a quarterly basis.

**Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)**

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude

The gifted curriculum will be differentiated in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available.

At the elementary, intermediate, and middle school levels, concept development is used as a strategy to introduce students to a year-long theme and to encourage abstract thinking. Differentiation of instruction is interwoven throughout the regular education curriculum. The focus on application of content and critical thinking and problem solving skills is emphasized at these grade levels.

At the high school level, a full range of challenging courses is provided, including Honors and Dual Enrollment classes. Academically motivated students can apply to attend The Governor's School of Southside Virginia in the spring of their sophomore year. This school offers a rigorous curriculum and the opportunity to earn an Associate's Degree.

**Part VIII: Policies and Procedures for Access to Programs and Advanced Courses**  
**(8VAC20-40-60A.12)**

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude

According to NCPS School Board Policy IGBB:

To provide acceptable programs for gifted students, educational opportunities appropriate to exceptional abilities must be provided. The responsibility of providing each student with the opportunity to realize his/her potential is recognized by the Nottoway County School Board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Board of Education. The School Board shall submit an annual report on its Program of Gifted Education to the Department of Education as prescribed by the Board of Education.

It is the position of the School Board to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The School Board shall establish a local advisory committee for the gifted education program. Annually, the committee shall review the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the division. The comments and recommendations of the committee shall be provided in writing to: (1) the Superintendent and (2) the School Board. The program shall be in compliance with the Code of Virginia and the Board of Education Regulations.

Adopted: July 8, 2004

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-18.1 and 22.1-253.13:1.D.7. 8 VAC 20-40-10 et seq.

Cross Ref.: BCF Advisory Committees to the School Board

**Part IX: Personal and Professional Development (8VAC20-40-60A.13)**

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
  - e. The evaluation of data collected from student records such as grades, honors, and awards;
  - f. The use of case study reports providing information concerning exceptional conditions; and
  - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
  - c. The development of learning environments that guide students to become self-directed, independent learners.

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.

Each year, the Director of Exceptional Education will assess the effectiveness of the identification process and services provided. The Gifted Teacher/Coordinator will collaborate and share teaching strategies with teachers that are proven effective with Gifted Learners and to discuss their social and emotional needs.

The Director of Instruction, Grants, & Technology will provide staff development each year. The staff development will include differentiation, project-based learning, and instructional technology in the classroom. A staff development plan will be shared with faculty and staff. Teachers will attend a number of sessions each year and share the training with fellow teachers in their respective schools.

**Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)**

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The Gifted Advisory Committee will assess the effectiveness of the school division's gifted education program each year through the review of student data. This committee will decide which aspect of the gifted program to evaluate each year. The data will be compiled for the Gifted Advisory Committee. The committee will summarize their findings and will be provided to the School Board annually. Any modifications/revisions/addendums to the Local Plan will be presented to the School Board before implementation.

**Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)**

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Parent members shall be nominated through the building administration in consultation with the Director of Exceptional Education. Teacher members shall be nominated by the Director of Exceptional Education in consultation with the building administration. Nomination of community member(s) shall be made by the Director of Exceptional Education. The ethnic and geographic composition of the representation will be taken into account. The Director of Exceptional Education will serve as ex-officio member of the committee. The committee will meet a minimum of three times each year. The two main responsibilities of this committee are to annually review the Local Plan and determine the extent to which it was implemented.

**Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)**

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;
- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and
- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

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Division Superintendent’s Signature                      Printed Name                      Date