



# Local Plan for the Education of the Gifted

## 2020-2025

<b>LEA#</b>	<b>019</b>		
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<b>Local School Board Chairperson</b>	<b>Ms. Helen Payne-Jones</b>		
<b>Date Approved by School Board</b>	<b>September 17, 2019</b>		

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 [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 Charles City 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>
Specific Academic Aptitude (SAA) - English	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12

## **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**

Charles City Public Schools (CCPS) has two schools- the elementary school, which serves grades Pre-K-6, and the high school, which serves grades 7-12. CCPS fully supports the belief that teaching and learning are the two most important functions that occur in our schools. We believe that all children can learn and that they deserve an education commensurate with their abilities to learn. We therefore commit ourselves to providing our children with a well-rounded educational program that will appropriately challenge all of our children. Our program fosters excellence in teaching and learning, thereby resulting in a competent, adaptable, and motivated citizenry.

Students that are gifted need a differentiated program that takes into consideration individual abilities, talents, and interests. Charles City Public Schools strives to provide a program to develop self-esteem, skills in independent study, research, critical thinking, and creative thinking. Differentiation provides the opportunity to maximize individual strengths while taking on weaknesses so that they become assets. This program seeks to identify students that are gifted and enhance their educational experiences and opportunities. Students identified in this program will be challenged to develop their abilities for both personal fulfillment and future opportunities that benefit themselves and society.

### **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.

Charles City Public Schools adheres to the federal definition of gifted and talented students. The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." [Title IX, Part A, Definition 22. (2002)] - See more at:

<http://www.nagc.org/resources-publications/resources/glossary-terms#sthash.yjbAq9UA.dpuf>

Charles City Public School students are eligible for Gifted Program Services in the Specific Academic Areas of English or Mathematics by demonstrating readiness in at least three out of the four following areas:

- ✓ Ability
- ✓ Achievement

- 95<sup>th</sup> percentile or higher on a nationally normed standardized test of English and Mathematics
- Grades - 90% or higher average in the talent area;
- ✓ Gifted Behaviors (95<sup>th</sup> percentile or higher on the Teacher and/or Parent Checklist);
- ✓ Product/Portfolio (“Superior” on identification products, anecdotal data, work samples, awards, outside activities, etc.).

## **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 (see Appendix A for Goal Sheets).

### **A. Identification**

#### **Objective:**

1. Provide a research-based, systematic gifted and talented identification process that aligns with the delivery of services in order to identify students in all populations (race/nationality, gender, and socioeconomic status) at levels K-12.

### **B. Delivery of Services:**

#### **Objectives:**

1. Provide appropriate and differentiated instruction to meet the needs of all identified gifted students through a balance of classroom differentiation, independent research and small group activities in a sequential format.
2. Progress will be monitored through progress reports.

### **C. Curriculum and Instruction Goal Statement:**

#### **Objective:**

1. Charles City Public Schools' goal is to provide a specialized instructional program built on extended continuum of critical thinking/problem solving, creative thinking, independent research, and social/emotional skills to advance and enrich the curriculum offerings for identified students in K-12.
2. The goal of the program is to document students' growth and goals through the use of the student learning profile developed annually.

### **D. Professional Development Goal Statement:**

Provide all staff (teachers, administrators, and professional counselors) with comprehensive professional development on the nature and needs of gifted and talented students.

#### **Objectives:**

1. Provide instructional staff with professional development on the nature and needs of gifted students, differentiation of instruction, socioemotional needs, strategies to promote critical and creative thinking, and student-centered learning.

2. Provide all instructional staff with professional development on the referral and identification of gifted and talented students.

**E. Equitable Representation of Students:**

**Objectives:**

1. Charles City Public Schools seeks to find uniformity in the representation of student from all ethnic and socioeconomic student groups.
2. Utilize assessment instruments and screening activities that are culturally unbiased and diverse.
3. Collect and analyze data on current identification practices to determine level of effectiveness in identifying students from underrepresented populations.
4. Provide staff development to instructional staff in the characteristics and needs of students from underrepresented populations.

**F. Parent and Community Involvement:**

**Objectives:**

1. Publish information about our gifted program through various media.
2. Conduct an annual informational meeting for all parents to address gifted needs and characteristics, screening, identification, and support activities to enhance gifted potential.

## Part III: Screening, Referral, Identification, and Service Procedures (8VAC20-40-60A.3)

### A. Screening Procedures

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 Specific Academic Aptitude - English Screening Procedures for Specific Academic Aptitude - Mathematics

The CCPS screening procedure is designed to collect various types of data on students at different points of the school year in order to find students with gifted potential whenever their readiness allows. The screening procedure has three components conducted annually at different times during the school year:

- 1) Gifted Behavioral Observations,
- 2) Achievement and/or Ability Test Scores, and
- 3) Product Collection.

#### Screening Components

- **Achievement and Ability Testing:** Students will take a variety of tests at all grade levels and at various points throughout the school year to provide data that can be used for gifted screening as well as for other purposes. Some of the tests that students take that can be used for screening are:
  - PALS- Reading
  - Words Their Way- Spelling (K-6; twice a year)
  - Writing Prompts- Writing
  - Benchmarks in English and Mathematics (K-12; quarterly)
  - SAGES Ability Test- Ability (all K students in April; specifically used for Talent Pool screening)
  - OLSAT- Ability
  - Stanford 10- Achievement
  - SOL Tests in Reading (3<sup>rd</sup>-8<sup>th</sup> Grades, annually, plus 11<sup>th</sup>), Writing (8<sup>th</sup> Grade and 11<sup>th</sup> Grade), and Mathematics (3<sup>rd</sup>-10<sup>th</sup> or 11<sup>th</sup> Grades, annually)
  - PSAT- Ability (all 10<sup>th</sup> Graders take it; annually)
  - ASVAB- Achievement

## **Additional Screening Information**

Screening also will take place through any Special Education eligibility meetings; the School Psychologist will look for any Standardized test scores in the 90<sup>th</sup> percentile or higher. In addition, the Registrar will notify the Director of Teaching, Learning and Accountability when a transfer student who was identified in another school enrolls in CCPS.

### **B. Referral Procedures**

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 Specific Academic Aptitude - English**

#### **Referral procedures for Specific Academic Aptitude - Mathematics**

The referral process for the CCPS Gifted and Talented Program in English and/or Mathematics may be initiated externally or internally, and referrals may be accepted at any time during the school year. Referral forms are in each building and via the schools' website. Once a completed referral packet is received by the Director of Teaching, Learning and Accountability, a window of 90 instructional days for completion of the identification procedure begins. Students may not undergo the identification process more than once per school year.

### **C. Identification Procedures**

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.

#### **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.

#### **Specific Academic Aptitude - English**

- 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: Otis-Lennon (ability); SAGES Nonverbal Reasoning Test (ability), norm-references tests (achievement), SOL

#### **Specific Academic Aptitude - Mathematics**

- 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: Otis-Lennon (ability); SAGES Nonverbal Reasoning Test (ability), norm-references tests (achievement), SOL

#### **D. Placement Procedures**

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.

**Specific Academic Aptitude - English**

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify:

- b. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

- School-level  Division-level

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

**Specific Academic Aptitude - Mathematics**

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify:

d. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

School-level

Division-level

**2. Eligibility**

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.

**Specific Academic Aptitude - English**

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Otis-Lennon School Ability Test	Classroom teachers	Testing company	Director of Teaching, Learning and Accountability
Stanford Achievement Test	Classroom teachers	Testing company	Director of Teaching, Learning and Accountability
SAGES testing- English, Reasoning	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Grades in English	Classroom teachers	Classroom Teachers	School Counselor
Behavioral Checklists- Parent SIGS	Parents, Community members, etc.	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Behavioral Checklists- Teacher SIGS	Classroom teacher	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Small-Group Behavioral Observations (as needed)	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Performance Tasks in English	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Products for English	Classroom teacher	Classroom teacher	Classroom teacher
Honors, Awards, etc.	Parents	Committee	GRT

**Specific Academic Aptitude - Mathematics**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Otis-Lennon School Ability Test	Classroom teachers	Testing company	Director of Teaching, Learning and Accountability
Stanford Achievement Test	Classroom teachers	Testing company	Director of Teaching, Learning and Accountability
SAGES testing- Math, Reasoning	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Grades in Math	Classroom teachers	Classroom teachers	School Counselor
Behavioral Checklists- Parent SIGS	Parents, Community members, etc.	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Behavioral Checklists- Teacher SIGS	Classroom teacher	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Small-Group Behavioral Observations (as needed)	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Performance Tasks in Math	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability	Director of Teaching, Learning and Accountability
Products for Math	Classroom teacher	Classroom teacher	Classroom teacher
Honors, Awards, etc.	Parents	Committee	Director of Teaching, Learning and Accountability

After the Director of Teaching, Learning and Accountability compiles all identification data within the 90 instructional day window that began with the referral, the identification/placement committee convenes to review the data and make an eligibility decision. The committee consists of at least five professionals: The Director of Teaching, Learning and Accountability, at least one classroom teacher, the School Counselor, the School Psychologist, and the Principal or Designee of the school.

### **3. Determination of Services**

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

#### **Specific Academic Aptitude - English Specific Academic Aptitude - Mathematics**

The identification/placement committee reviews all data pertaining to the child's demonstrated ability and intellectual aptitude for acceptance into the Specific Academic Aptitude for English and Mathematics. Charles City Public Schools will not place nor deny gifted services based on any one component

Parents/guardians are notified of the Identification/Placement Committee's decision and applicable service options by mail within 10 instructional days of the decision. Parents/guardians may appeal the decision of the Committee in writing within 10 instructional days, and appeals will be handled by the Coordinator of Gifted Programming within 10 instructional days of receiving an appeal request from parents/guardians.

## **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.

### **Specific Academic Aptitude - English** **Specific Academic Aptitude - Mathematics**

- Once an external referral is received or an internal referral is initiated for a child to be screened for the CCPS Gifted Program in English and/or Mathematics, a referral packet is sent home to the parent.
- The referral packet contains a letter informing the parent of the referral and the identification process, and a letter requesting permission to test the child which must be signed and returned within 10 instructional days.
- The Director of Teaching, Learning and Accountability contacts parents by a mailed letter, informing them of the decision of the committee. If a child is found eligible for Gifted Program services, permission for that placement is obtained in writing before placement occurs. Students may begin to participate once this documentation is attained.
- Parents of students found ineligible will be provided with information needed to appeal. Appeals of the actions of the identification/placement committee shall first be directed to the school principal, who will convene an appeals committee to consider the case. Subsequent appeals will be directed to the Director of Teaching, Learning and Accountability; then, if necessary, to the Division Superintendent; and then, if necessary, to the School Board, the decision of which shall be final.
- If a parent would like to file an appeal to the Director of Teaching, Learning and Accountability, it must be done in writing within 10 instructional days of receiving the decision letter.
- Parents will be notified if at any time CCPS determines that a change in the child's placement in the Gifted Program in English and/or Mathematics may need to occur.

- Change in placement, including exit from the program, may take place if the student is unable to improve performance, and parents must be notified by letter before the change is made.
- Parents may also request a change in placement or exit from the program in writing at any time.

## **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.

### **Specific Academic Aptitude - English** **Specific Academic Aptitude - Mathematics**

- Once initial placement is recommended, determined, and approved, no changes in placement will be made without direct communication with the parent/guardian.
- Parents will be notified by letter if the educational program is deemed inappropriate and/or does not appear to meet the student's needs.
- Parents may request a change in placement at any time. The student's eligibility will remain active for one school year in case the student's circumstances change and s/he is able to re-enter the program. After that year, the student will need to undergo the gifted identification process again if s/he wants to return to the program.
- If a student moves out of the division, the student maintains eligibility for gifted services for one year in case s/he returns to the division within the year but will need to undergo identification procedures for any withdrawal over one school year.

### **Appeals**

- Parents may appeal any decision regarding a student's eligibility or placement for gifted services. Appeals must be made in writing by the parent within 10 instructional days of the decision.
- Parents/guardians and division staff directly involved with the identified student will provide input regarding the need for a change in service options that will meet the student's needs more appropriately. Once input is obtained, the placement committee will review input and determine necessary changes in services.
- Parents/guardians will be notified of the committee's decision by the Director of Teaching, Learning and Accountability.

## **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. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

#### **Specific Academic Aptitude - English** **Specific Academic Aptitude - Mathematics**

Gifted students in English and/or Mathematics receive services at each school level (elementary, K-6, and high, 7-12). Gifted programming in grades K-12 is rooted in the general education curriculum and is differentiated in depth, breadth, and pace to meet gifted students' needs in academic readiness, interest, and learning style.

Charles City Public Schools provide differentiated instruction within the general education setting. Teachers integrate critical and creative thinking and "extended" activities for identified gifted students into their lesson planning. Compacted curriculum and accelerated content are encouraged. Information and assistance are provided to parents regarding outside enrichment programs through William and Mary, the University of Virginia, Ferrum College, etc.

High school programs include participation in various clubs and challenges such as Scholastic Bowl, Residential and Regional Governor's School Summer Programs. Dual Enrollment, Advanced Placement, and online course opportunities are provided to accelerate students in the high school curriculum.

#### **Specific Academic Aptitude - English**

- a. All identified students, K-12, will receive instruction differentiated in content, process, and product during the school day.
- b. Identified students are cluster grouped in elementary school when possible to differentiate and accelerate instruction.
- c. At the middle and high school levels, students are provided the opportunity to participate in accelerated English classes of 7<sup>th</sup> and 8<sup>th</sup> grade honors classes.

#### **Specific Academic Aptitude - Mathematics**

- a. All identified students, K-12, will receive instruction differentiated in content, process, and product during the school day.
- b. Identified students are cluster grouped in elementary school when possible to differentiate and accelerate instruction.
- c. At the middle and high school levels, identified students are provided the opportunity to participate in advanced mathematics classes.

## **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.

### **Specific Academic Aptitude - English**

### **Specific Academic Aptitude - Mathematics**

- a. All identified students, K-12, will receive instruction differentiated in content, process, and product during the school day.
- b. Students at the elementary level spend the majority of their time in heterogeneous groups with age-level peers. Their instruction is differentiated in the regular classroom setting through extended content, open-ended tasks, flexible pacing, and student choice. Elementary students will participate in cluster groups when appropriate to accelerate and differentiate instruction specific to their needs.
- c. Students at the high school levels spend the majority of their time in heterogeneous groups with age and grade-level peers. Their instruction is differentiated in the regular classroom setting. Students are provided the opportunity to participate in honors English classes as well as advanced mathematics 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.

### **Specific Academic Aptitude - English**

### **Specific Academic Aptitude - Mathematics**

#### **Specific Academic Aptitude - English**

- a. Identified gifted students are generally cluster grouped at the elementary level giving them opportunities to work with academic peers through accelerated placement in language courses.
- b. Identified gifted students in the high school levels are placed in heterogeneously grouped courses with differentiation provided, monitored,

and documented by the classroom teacher. Acceleration is provided within reading and English courses.

### **Specific Academic Aptitude - Mathematics**

- a. Identified gifted students are heterogeneously grouped at the elementary level giving them opportunities to work with academic peers through accelerated placement in mathematics courses.
  - b. Identified gifted students in the high school levels are placed in heterogeneously grouped courses with differentiation provided, monitored, and documented by the classroom teacher. Acceleration is provided through advanced math courses, such as dual enrollment, advanced placement and virtual courses.
- Additionally, gifted students in rising grades 3-8 are eligible to apply for Summer Regional Governor's School programs through the Middle Peninsula enrichment program. In rising grades 6-8, gifted students are eligible to apply for Summer Regional Governor's School programs through the Math Science Innovation Center.

## **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.

### **Specific Academic Aptitude - English** **Specific Academic Aptitude - Mathematics**

#### **Specific Academic Aptitude - English**

Gifted students are given the opportunity to work independently in regular education classes, honors and Dual Enrollment (DE) classes to pursue topics of individual interest and ability.

#### **Specific Academic Aptitude - Mathematics**

Gifted students are given the opportunity to work independently in regular education classes, honors, Advanced Placement (AP) and Dual Enrollment (DE) classes to pursue topics of individual interest and ability.

## **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.

### **Specific Academic Aptitude - English** **Specific Academic Aptitude - Mathematics**

Classroom teachers foster intellectual and academic growth through strategies such as differentiation to adjust the content, process, and/or product. In addition, teachers will use curricular compacting and pacing to compress the regular curriculum for students to complete advanced-level work and/or conduct independent research or studies. Other strategies may include tiered lessons, contracts, independent studies, small group instruction, student-directed activities, and problem-based learning projects.

#### **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.

##### **Specific Academic Aptitude - English**

##### **Specific Academic Aptitude - Mathematics**

Student growth is monitored through review of standardized testing information, “Data Talks,” information from universal screenings, and scholastic records review. A variety of formative and summative assessments are also considered for documenting academic growth.

Charles City Public Schools’ uses pre and posttest assessments as well as regular formal and informal academic growth data collection (i.e. report card grades, benchmark testing, SOL testing, reading diagnostic testing, etc.), to document growth of gifted students.

## **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.

### **Specific Academic Aptitude - English**

### **Specific Academic Aptitude - Mathematics**

The gifted curriculum will be differentiated in content and process. 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. Lesson plans require extension activities for gifted students to go beyond expectations of teachers' criteria.

At the high school level, a full range of challenging courses is provided, including honors, advanced placement dual enrollment classes. Differentiation of instruction will be provided to identified students. Lesson plans require extension activities for gifted students to go beyond expectations of teachers' criteria. Academically motivated students can also apply in January to attend the Summer Residential Governor's School of their sophomore or junior year.

## 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.

File: IGBB

### PROGRAMS FOR GIFTED STUDENTS

The Charles City County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of &e school division. If established, the committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

Adopted: April 19, 2011

Revised: July 17, 2012

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D.6.  
8 VAC 20-40-40.  
8 VAC 20-40-55.  
8 VAC 20-40-60.

Cross Refs.: BCF Advisory Committees to the School Board  
IKEB Acceleration

## ACCELERATION

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted: September 17, 2002

Revised: April 19, 2011

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-78.  
8 VAC 20-131-50.  
8 VAC 20-131-110.

Cross Ref.: IGBB Programs for Gifted Students

File: IGBI

## ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Adopted: July 19, 2004

Revised: July 17, 2012

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1 -253.13:1 .D.

Cross Ref.: LEB Advanced/Alternative Courses for Credit

## 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.

#### Professional Learning For Gifted Students

- a. The Director of Teaching, Learning and Accountability will provide staff development to the faculty of each school on the identification process for gifted education. This will include providing information on the characteristics of gifted students, with an emphasis on underserved populations.
- b. The Director of Teaching, Learning and Accountability will meet periodically with classroom teachers who are first year teachers to the division and those who are assigned gifted students.
- c. The Director of Teaching, Learning and Accountability will also meet with all teachers at the beginning of each semester to review the process of completing the division's record of differentiation forms and how to meet individual needs.
- d. The Division will provide staff development each year on research-based education practices and student centered instruction to include differentiation, project-based learning, and critical thinking skills.

## **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.

Charles City Public Schools Gifted Program annually reviews its effectiveness and documents progress made towards objectives and goals of the gifted plan. The local Gifted Advisory Committee also conducts an annual review of the effectiveness of the gifted education program using a review of student data, program reports, referrals, observations, and student/teacher surveys.

## **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.

Gifted Education Advisory Committee (GEAC) parent members and community member(s) shall be nominated through recommendations from building administration in each school and in consultation with the Director of Teaching, Learning and Accountability.

All recommendations are given to the Superintendent who submits the recommendations to the School Board for approval. Appointed committee members serve one-year terms but maybe reappointed to ensure program continuity. The ethnic composition of the representation will be taken into account. The teacher members shall be nominated by the Director of Teaching, Learning and Accountability and in consultation with school administration. This committee will meet a minimum of three times each year. The two main responsibilities of this committee are to assist in the annual review of the local plan for the gifted and help to assess its effectiveness.

**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.

<u>David W. Gaston, Ed.D.*</u>	<u>David W. Gaston</u>	<u>9/17/2019</u>
Division Superintendent's Signature	Printed Name	Date

(\* For a copy of the plan with the original signature, please contact the school board office).