

Covington City Public Schools

Local Plan for the Education of the Gifted



Region VI 2014-2019

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Date Approved by School Board	TBD		

Local Plan for the Education of the Gifted

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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

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.

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General Information regarding the Gifted Program in Covington 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.

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

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

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

The Covington City Public School System’s basic educational philosophy states that “The purpose of the school is to provide opportunities and experiences which develop the full potential of each child enrolled.” Additionally, the staff of Covington City Public Schools is committed to an educational program that recognizes the unique value and needs of the individual student. To accomplish this we seek to identify gifted and talented students among all ethnic, racial, and socioeconomic groups. Gifted students are those whose abilities and potential for accomplishment are so outstanding that they are among those who require special services. Programs for gifted students should provide appropriate learning experiences and environments which meet the academic, creative, and social-emotional needs of these students and which develop their fullest potential.

The gifted program in the Covington City Schools is closely aligned with this general philosophical statement, since it is designed to provide an additional method of ensuring quality education appropriate to the uniquely different abilities, talents, and aptitudes that are innate within each child.

The regular classroom teacher is the key person in educating the gifted student. The classroom teacher is in the best position to guide the learning of gifted students directly. The gifted program builds upon and enhances regular classroom instruction.

The Covington City gifted program is designed to provide as much individualization as possible with diversified approaches. Teachers will use differentiated instruction and other best-practice strategies that are appropriate in educating all students; recognizing that within any group of superior learners there are differences in interests, backgrounds, abilities, and motivations. .

The basic goal of the gifted program is to provide opportunities for appropriate intellectual, academic, and creative stimulation as well as social involvement so that Covington City’s gifted children will have an opportunity to develop their potential to the fullest extent possible.

Differentiation is provided through the modification of content, processes, strategies, evaluation, and learning environment and are appropriate in nurturing the characteristics of identified gifted students.

Covington City provides a continuum of services in kindergarten through grade twelve for students gifted in general intellectual aptitude. The program is sequential and integrated into the core curriculum.

We further believe that...

- all children will learn through active and consistent parent involvement and effective teaching;
- research-based instructional strategies, differentiated instruction, and effective teaching is fundamental to academic excellence; and
- students will meet rigorous expectations that further their goal attainment or future opportunities.

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.

8VAC20-40-20 adaptation:

In Covington City, “Gifted Students” are students in our elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate profound levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having a demonstrated aptitude in the following area: General Intellectual Aptitude.

Local operational definition of General Intellectual Aptitude:

Gifted students are students who 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.

Covington City will determine giftedness by using a matrix that includes multiple criteria. Students will be identified if there is evidence of student readiness for gifted educational services, evidence of gifted behaviors as determined by using a valid and reliable teacher checklist, and/or evidence of superior academic performance based upon scoring 90% of the total points on the Covington City matrix. Below are some of the criteria that can be used in determining giftedness:

- 1) Use of aptitude tests where student’s scores
- 2) Observations of students in classes
- 3) Use of achievement tests
- 4) Student report card
- 5) Teacher recommendation from student characteristic’s checklist, benchmark data
- 6) Other data including creative projects and activities that the student was involved in developing
- 7) Record of previous achievements, awards, honors, etc.
- 8) EIMS data – Tracking SOL progress over a three-year span
- 9) Benchmark testing- Interactive Achievement
- 10) Appropriate rating scales, checklists, and/or questionnaires
- 11) Other suitable measures

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. There are six components listed below – each having a goal, objective, and activities. Specific references pertaining to each area of giftedness identified by the division is clearly indicated.

A. Identification:

GOAL: Evaluate Screening Instruments

OBJECTIVE: Covington City Public Schools will continue to investigate and evaluate the instruments used in the universal screening process to ensure that all students (including underrepresented student populations) will be evaluated in a non-biased way. To ensure that the demographics of the student population are accurately reflected, the identification process and eligibility requirements will be reviewed.

ACTIVITIES:

- Continue studying different evaluative instruments used in a variety of divisions to determine if there are more effective screening processes used by others that could be adapted to use in Covington City schools.
- The Enrichment Resource teacher and classroom teachers will actively seek those students who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment to be placed in a pool of candidates for consideration.
- Review and refine the evaluation process annually to determine who is being nominated, who is being screened, evaluated, and identified, what evaluation criteria is most critical, and to determine whether selected students' strengths match the program offerings in the Covington City school division.

B. Delivery of Services:

GOAL: Build upon and enhance regular classroom instruction for the gifted student

OBJECTIVE: Regular classroom teachers will serve gifted students in grades K-12, by using a variety of teaching methods/strategies and differentiated instruction in order to meet students' academic learning needs. The range of service delivery models and differentiation strategies are as follows.

ACTIVITIES:

- In grades K-12, teachers will be the primary source for providing differentiated instruction for identified gifted students. Teachers will participate in professional development activities/conferences/classes that will prepare them for delivering differentiated instruction in their classrooms.
- In grades K-7, students will have access to a pull-out enrichment resource class that enhances learning through modifying curriculum content of the Standards of Learning into units of study that are compacted from the core content areas at higher learning levels (using Bloom's Taxonomy and Standards of Learning Essential Skills and content at higher grade levels). These units of study are determined in the fall of each school year.
- Annually, review and/or evaluate models of instruction and modify, as needed.
- Administrators, in distributing students to classrooms for the next year, will plan for grouping/clustering of gifted students.
- School services may include the following: flexible scheduling, advanced courses (AP, dual enrollment, governor's school (both academic and summer), independent study, blended learning, online learning, enrichment extension within the classroom and outside of the classroom.

C. Curriculum and Instruction:

GOAL: Provide as much individualization as possible with diversified approaches.

OBJECTIVE: The enrichment resource teacher will work cooperatively with classroom teachers (3-7) to develop and implement age and grade appropriate curriculum units (for use in a pull-out program) that extend the learning opportunities of the students served primarily by the classroom teacher. The Enrichment Resource teacher will also help facilitate gifted resources and academic learning opportunities that may be available to students in grades K-2 and 8-12, along with the school guidance directors.

ACTIVITIES:

- Curriculum units for Covington City Public School's pull-out Enrichment Program (grades 3-7) will be developed each summer for submission to the principal and Director of Instruction during preschool in-service days. These curriculum units will include extended skills based upon the Standards of Learning at each grade level. Curriculum units will include investigative learning and a variety of hands-on activities that will engage students in applying multiple instructional strategies (ie. Cooperative learning, non-linguistic representation, etc.) to reach their target goal/s.
- The Enrichment Resource teacher will coordinate skills for those units by talking with classroom teachers, being familiar with the grade level Standards of Learning, and researching best practices in gifted education.
- Support materials/resources will be identified. Once needed support materials/resources are identified, the enrichment resource teacher submits a request in writing to the Director of Instruction for approval of the request to purchase those materials/resources.

D. Professional Development:

GOAL: Provide ongoing professional development opportunities for teachers (who work with gifted students) annually on a variety of topics to help support the development and differentiation of curriculum and instruction for all students.

ACTIVITIES: Covington City Public Schools will allow teachers/all instructional personnel to take classes for recertification, attend conferences and workshops on appropriate topics, including those that research shows to be the most effective.

Examples of topics that could be stressed are:

- differentiated instruction
- gifted referral procedures
- characteristics of gifted learners
- twice exceptional students
- research-based instructional strategies (Marzano)
- student growth measures/writing appropriate target goals
- Other topics, as determined by school need

E. Equitable Representation of Students:

Covington City Public Schools will review the current population of identified gifted students and compare it to the general population of students to determine equitable representation for all subgroups of students.

F. Parent and Community Involvement:













The Enrichment Resource teacher and the Director of Instruction actively seeks opportunities to share information about gifted children, the Gifted Program/Gifted Plan, the Revolving Door program, and other appropriate information with local civic groups, parent/teacher organizations, and the local media. Together, we will support, guide, and encourage gifted learners.

Presentations by gifted personnel and/or students are available upon request to local civic groups. These presentations actively involve the participants in student work and descriptions of the program/s in which they are actively involved.

Meetings with parents are held to discuss appropriate enrichment activities to use at home, individual needs, characteristics of their child, and to review identification procedures, as needed.

Coverage of activities involving gifted students is provided by local media, school newsletters, and/or on the Covington City Public Schools' website, (as appropriate).

Other types of activities may include:

-  Destination Imagination Competition
-  Dual Enrollment, Advanced Placement Opportunities
-  Jackson River Governor's School - events
-  Open-house for the resource programs
-  Parent "Meet the Teacher" night
-  Shadowing experiences for selected high school students (i.e. CTE – VA Teachers for Tomorrow)
-  Teacher Cadet program
-  County/district/state exhibitions of student work (science fairs, essay contests, selected academic competitions, art contests, students creating school web pages, etc.)
-  SWAC Academic Teams
-  Workshops on special topics of interest
-  Guest speakers used as resources
-  Parent leaders/chaperones for field trips

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

- Covington City Public School’s teachers and the enrichment resource teacher reviews data for potentially gifted students (K-12) during the months of April and May in order to determine which students should be placed into a data-pool of candidates to be reviewed for screening for possible gifted services for the next school year. Also, during the year, teachers informally screen their students after reviewing students’ nine-week monitoring assessments, yearly progress (to that point in time) and any other valid criteria in order to place those students into “the data-pool” of candidates that will be reviewed for possible eligibility at the end of each Revolving Door pull-out session.
- Classroom forms/checklists detailing gifted characteristics and behaviors are distributed to teachers, as needed throughout the year.
- The enrichment resource teacher asks each teacher to submit names of students whose test scores and performance rank among the top in their class. Teachers will submit the following information to the enrichment resource teacher by June 1st of each year. (If current SOL information is not available by June 1st, the enrichment teacher will gather those scores when they become available.)
 - Ability Test Information
 - Achievement Test Information
 - Final Semester Grades
 - Standards of Learning Scores in each content area
 - Any relevant “At-risk” information
 - A list of honors, awards, etc.
 - Any other relevant information
- From the pool of candidates nominated, students are chosen from the data-pool for screening by consensus of the Identification/Placement Committee. Students’ names from the “data-pool” will be combined with direct referrals and become the list of students that will formally be screened for gifted services.
- At times, staff development sessions will be presented to teachers and administrators that will talk about screening special populations for giftedness. These sessions will help teachers identify “at-risk” populations, including twice-exceptional students. If there are students that show signs of giftedness who are economically disadvantaged, culturally diverse, handicapped, or limited English proficient (LEP), the enrichment teacher may choose to do an interview with the student before being placed in the data-pool.

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.

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B. Referral procedures for General Intellectual Aptitude

- Referral is the process whereby school personnel, parents/legal guardians, other persons of related expertise, peers, or self-referral can nominate a student believed to be gifted. Referrals are continuous and may be made at any time during the school year (August through April).
- Referrals can be obtained from and submitted to any administrator or to the enrichment resource teacher at any time from August 1st through April 30th. All direct referrals will be placed in the screening pool.
- Upon receipt of a referral by the enrichment resource teacher, a letter is sent to the parent/s informing them of the referral, requesting permission for testing and data collection. Once permission is received the resource teacher begins a file and reviews and records all information available on the Eligibility Matrix form.
- Referral forms will be located in each school's guidance office or the main office and may be obtained from the guidance counselor, enrichment resource teacher, or principal in each building.
- Referrals are actively sought by the enrichment resource teacher throughout the year
- After receiving a referral, a student profile is started by the enrichment resource teacher. Multiple criteria, including test scores, classroom performance, portfolios (if used), and teacher assessments are gathered for further evaluation. All referrals that have been processed and placed on an identification matrix will remain in the enrichment teacher's files until the end of the year. Then the identification matrix will be placed in the student's cumulative folder.
- Covington City Public Schools has developed a parallel local program for (non-identified gifted students, including those students that may be determined "at-risk".) This "Revolving Door" enrichment program for (grades 3-7) serves additional students each year in one or more of the core academic areas (English, science, social studies, and/or math). Covington City Public Schools' developed an eligibility/identification process for high-achieving, non-identified students that is similar to the eligibility/identification done for identified gifted students.

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:

- Standards of Learning assessment scores (SOLs)
- Phonological Awareness Literacy Screening (PALS)
- AimsWeb scores (if used)
- Algebra Readiness scores (not after September 2017)
- Assessment & Analytics benchmark scores

2. Additional identification information for General Intellectual Aptitude

- Otis Lennon Test of School Abilities, Eighth Edition
- GATES
- K-BIT Kaufman Brief Intelligence Test, Second Edition
- Behavioral Checklist – Characteristics of Very Bright Exceptional Youngsters (Grades 1-2) Deborah L. Drain
- SAGES-2 Screening Assessment for Gifted Elementary and Middle School Students, Second Edition
- Slosson Intelligence Test (SIT) Primary

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(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)* only as needed
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator * only as needed
- Other(s) Specify: Special Ed Director * only as needed

- b. Type of Identification/Placement Committee

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

- School-level Division-level (extra members only in appeal cases)

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2. Appeals Committee

This section includes the number of persons comprising the Appeals Committee by category: Enrichment Resource Teacher, Principal, Director of Instruction, School Psychologist and or Director of Testing to possibly provide or administer a different exam.

3. 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

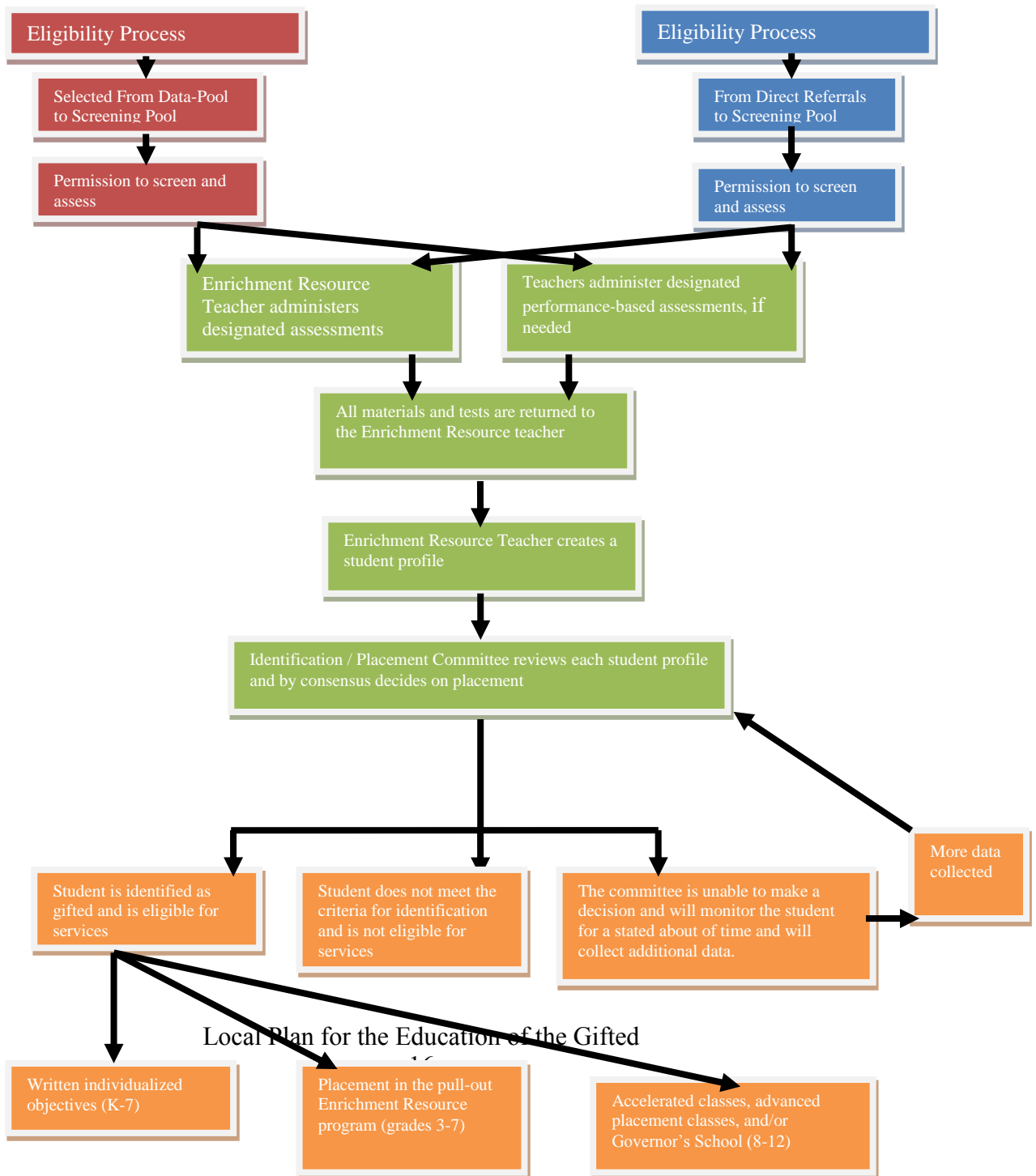
Renzulli Hartman Rating Scale K-1	Classroom teacher	Enrichment Resource Teacher	Enrichment Resource Teacher
Characteristics – Questions sheet	Classroom teacher	Enrichment Resource Teacher	Enrichment Resource Teacher
Behavior Observation, as needed	Enrichment Resource Teacher	Enrichment Resource Teacher	Enrichment Resource Teacher
Permission for testing and evaluation	Parents		Enrichment Resource Teacher
Individual Interview	Enrichment Resource Teacher	Enrichment Resource Teacher	Enrichment Resource Teacher
All ability assessments: Otis Lennon, SLOSSEN, K-BIT, GATES	Enrichment Resource Teacher	Enrichment Resource Teacher	Enrichment Resource Teacher
SAGES	Enrichment Resource Teacher	Enrichment Resource Teacher	Enrichment Resource Teacher
Behavioral Checklists (Drain)	Classroom Teacher	Enrichment Resource Teacher	Enrichment Resource Teacher
Assessment & Analytics Benchmark Tests	Classroom Teacher	Classroom Teacher	Enrichment Resource Teacher
Record of Previous Achievements	Parents	Committee	Enrichment Resource Teacher
Portfolios, Student products	Parents, students, and/or classroom teachers	Enrichment Resource Teacher	Enrichment Resource Teacher
Algebra Readiness (not after September 2017)	Math Teacher	Math Teacher	Enrichment Resource Teacher
Standards of Learning Assessments	Classroom Teachers	Pearson	Enrichment Resource Teacher
PALS	Classroom Teacher	Classroom Teacher and/or Literacy Coach (online scoring)	Enrichment Resource Teacher
AimsWeb (if used)	Classroom Teacher	Classroom Teacher and/or Literacy Coach (online scoring)	Enrichment Resource Teacher

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Assessment & Analytics	Classroom Teacher	online scoring	Enrichment Resource Teacher
Notification letter of committee decision	Enrichment Resource Teacher		
Permission for Placement, if applicable	Enrichment Resource Teacher		

- Once a referral is made, the enrichment resource teacher will send a letter to the referred student’s parents telling them of the referral and asking permission to move forward with any needed testing. The enrichment resource teacher will then distribute a collection of information form to the student’s teachers to gather grades, previous test scores, and any other relevant information.
- Once permission has been obtained from the parents, the enrichment resource teacher begins a file, reviewing and recording information on the Identification Matrix form.
- The enrichment resource teacher will administer and score tests that are given and collect other performance data (if presented by the child’s teacher). The enrichment resource teacher will summarize the collected information using the matrix and other data (portfolios, performance samples, etc.) if available, and present the information to the Identification/Placement Committee.
- Note: The division does not allow any one single criterion to guarantee or deny access to Covington City Public School’s gifted program. Determination of eligibility is a committee process in which identification decisions are made based upon multiple criteria.
- The Identification/Placement Committee will analyze the summarized data from the enrichment resource teacher. The committee will use a matrix-based points-method to determine eligibility. The cut-off score for eligibility will be 90 percent of the total available points for each individual student.
- The Identification/Placement Committee reviews all data to come to a decision with which the majority must agree. The Identification/Placement Committee will then make one of the following decisions:
 1. The student is identified as gifted and is eligible for service.
 2. The student does not meet the criteria for identification and is not eligible for services at this time.
 3. The committee is unable to make a decision and will monitor the student for a stated amount of time and will collect additional data.
- If the student is found to be eligible for service, then the Identification/Placement Committee may recommend:
 1. Written individualized objectives in (grades K-7);
 2. Placement in the pull-out Enrichment Resource Program at the elementary and intermediate levels (grades 3-7); and/or
 3. Accelerated classes, advanced placement classes, and Governor’s School (grades 8-12)
- Eligibility decisions, once the individual referral process is initiated and parents have signed the consent to test letter, **are made within 60 (school) working days.**
- Parents are notified by letter of the Identification/Placement Committee’s eligibility decision and recommended appropriate placement.
- 4. Parental permission for placement in the appropriate program is required.

Eligibility Chart



5. 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 will determine if a student meets the eligibility requirements for being identified for gifted services. Upon that identification, differentiation will be provided through modification of content, processes, strategies, evaluation, and learning environment appropriate for nurturing the characteristics of gifted students.

Classroom teachers are the primary person that is responsible for educating gifted students.

- The eligibility committee finds the student eligible for service, it may recommend:
 1. Written individualized objectives in (grades K-7); and/or
 2. Placement in the pull-out Enrichment Resource Program at the elementary and intermediate levels (grades 3-7); or
 3. Accelerated classes, advanced placement classes, and Governor's School (grades 8-12).
- Eligibility decisions, once the individual referral process is initiated, are made within 60 (school) working days.
- Parents are notified by letter of the Identification/Placement Committee's eligibility decision and recommended appropriate placement.
Parental permission for placement in the appropriate program is required.

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

- Parents are notified in writing of the intent to refer a student for program services within 5 (school) working days after the enrichment teacher receives the referral.
- When necessary, parental permission for additional testing is required.
- Following determination of eligibility, parents/guardians are notified in writing of the program option appropriate for the eligible student with 10 (school) working days after the Identification/Placement Committee meeting is adjourned.
- Students being reevaluated for the program will adhere to the same timelines as a new referral.
- Students that are placed on a monitoring status will include, in the letter to the parents, the amount of time the child will be monitored. (Example: for the rest of this school year, during the next 9-weeks, etc.)
- Parental permission for placement in the appropriate program is required.
- The request for permission to participate is renewed each academic year in grades 3-7 for the pull-out program.

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

Once identified for services, students are not reevaluated annually for the gifted program. However, school staff, the enrichment resource teacher, or the parents/guardians can recommend a change in instructional services by making recommendations to the Identification/Placement Committee.

Students are exited from the program when it has been determined that they (identified students) no longer require gifted services or that the additional services (ie. pull-out program, year-long Gov. School) that Covington City Public Schools provides is not an appropriate placement for the student. Students must exit through the Identification/Placement Committee process. The committee will review the case and make appropriate recommendations:

- 1) The student no longer requires gifted education services. (or)
- 2) The student no longer benefits from the additional services, but will remain an identified gifted student and be served by the regular classroom teacher through differentiation of instruction and/or modification of content. (or)
- 3) The student will remain in the gifted education program of Covington City Public Schools.

When a change of placement is recommended, parent/guardians are notified in writing of the recommended change. If an exit is recommended, parents are notified of the appeals process.

Parents/guardians may initiate a request for change in placement at any time during the school year. A dismissal/change of status form is provided for this purpose in each school's main office or guidance office.

Any student who is exited from participation in the gifted program remains eligible for future services and may reenter the program. The enrichment resource teacher reviews the student's updated/current information and a parent conference will take place prior to the student reentering the program.

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

Covington City Public Schools used the framework of the Standards of Learning as its core curriculum. Classroom teachers in grades K-12 use the curriculum frameworks to differentiate instruction and to provide appropriately challenging learning experiences for gifted students. Through the use of flexible grouping, cluster grouping, and research-based instructional strategies such as Robert Marzano's strategies that emphasize similarities & differences, non-linguistic representations, summarizing and note-taking, reinforcing effort and recognition, homework & practice, cooperative learning, setting objectives & providing feedback, generating & testing hypotheses, and using cue, questions and advance organizers, teachers will differentiate instruction based on readiness, interest, and learning styles.

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

Identified gifted students are provided services within their home school. At the elementary level (K-7), students are "cluster grouped" with other identified gifted students or high achievers for all core content areas. Students' cluster groups may change during the day so that they may be with other identified gifted/high achieving students.

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For elementary grades 3-7, Covington City Public Schools provide gifted students with a Revolving Door (pull-out) program that serves identified students, as well as high achieving students. The pull-out program is taught by the Enrichment Resource teacher who holds an endorsement in Gifted Education. The Enrichment Resource teacher builds core subject units of study for students from the Standards of Learning at higher grade levels. These units provide students the opportunity to work collaboratively together on projects, core-content skill enhancement, reasoning, higher level thinking skills, and topics of interest.

At the middle school level, guidance counselors work closely with students to encourage participation in higher level courses, as available. They also participate in the pull-out Enrichment program.

At the high school level, gifted students have many options to choose from including, but not limited to: AP courses, honors classes, dual enrollment, Jackson River Governor's School, Residential Governor's School, and On-line Learning. Each of these programs allows gifted students to interact with their age-level peers during the school day.

C. Service Options Provide Instructional Time with Intellectual and Academic Peers and the Opportunity to Work Independently

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

Classroom teachers in grades K-12 use the Standards of Learning curriculum frameworks and their textbooks to differentiate core instruction and to provide appropriately challenging learning experiences for gifted students. Through the use of flexible grouping, cluster grouping, and research-based instructional strategies such as Robert Marzano's strategies that emphasize similarities & differences, non-linguistic representations, summarizing and note-taking, reinforcing effort and recognition, homework & practice, cooperative learning, setting objectives & providing feedback, generating & testing hypotheses, and using cue, questions and advance organizers, teachers will differentiate instruction based on readiness, interest, and learning styles.

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D. 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

Cluster grouping gifted students at the elementary and middle levels provides classroom teachers with the opportunity to have an identifiable group of like-minded students within the classroom for whom to plan appropriately challenging activities. These students often work at a faster pace and at a higher level of cognitive reasoning than many of their peers. Teachers are encouraged to use flexible grouping or tiered instruction with appropriate challenging materials that allow students the opportunity to expand their learning. Teachers are also encouraged to allow some student choice on different assignments.

Cooperative learning, problem solving, and higher level reasoning and questioning are other strategies that are used to foster intellectual and academic growth.

High School students, after working with guidance counselors, select the classes that will offer them the appropriate challenge. Often, students are encouraged by guidance counselors to select courses that are offered at a higher level such as: honors classes, dual enrollment, AP classes, and attending the regional governor's school. Teachers are encouraged to use Marzano's instructional strategies, higher level questioning, creative assignments, and challenging content to motivate student interest and foster intellectual and academic growth.

E. 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

Students in elementary grades K-7 are assessed by classroom teachers on their individual performance level. Teachers are encouraged to provide students with varying assessments that give them the opportunity to show individuality and creativity. Students are often given the chance to complete special projects in which their grade on the project is often integrated with other classroom grades and is reported on the student's report card each six-weeks.

Students who attend the enrichment pull-out program (3-7) receive a progress report at the end of each unit of study. Students are evaluated on classroom behavior, time management, classroom participation, organizational skills, understanding of concepts, independence, creativity, and exhibiting higher level thinking skills through problem solving, reasoning, and value judgment.

Gifted students at the middle and high school levels receive report cards every 6-weeks which detail their grades in the chosen courses. Students who attend the regional governor's school receive grades from the local community college to place on the student's report card. Students receive college and career counseling in individual and small group sessions.

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

In order to meet the needs of the gifted learners in Covington City Public Schools, teachers provide content instruction using *Robert Marzano's* research-based instructional strategies. Those nine strategies include:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

Also, as a part of differentiated learning, teachers provide students with the opportunity to enhance their learning through assessing readiness, interest, and learning styles. Then they ensure effective teaching and learning, through the modification of content, process and product. Teachers incorporate those three elements into lessons which help students gain a better understanding of the material presented. Classroom teachers will use differentiated techniques that have been expressed through the research of *Carol Ann Tomlinson's* and *Caroline Cunningham Eidson's* books:

- *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5)*
- *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades 5-9)*
- *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades 9-12).*

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Additional information on differentiation that is available as teacher resources and/or professional development that is located in schools' professional libraries are:

- *Instructional Strategies for the Differentiated Classroom* (video series from ASCD), Carol Ann Tomlinson, c.2003
- *Tools for High-Quality Differentiated Instruction* , Cindy Strickland, c. 2007
- *The Common Sense of Differentiation: Meeting Specific Learners Needs in the Regular Classroom*, (video series ASCD), Carol Ann Tomlinson, c. 2005
- *Practical Strategies for Differentiated Instruction: Part II: Using Tiered Assignments and Flexible Grouping to Meet Students' Learning Needs Grades 6-12*, (BER), c. 2008
- *Leadership for Differentiated Instruction* (ASCD), Joyce E. Stone & Marcia D'Arcangelo, c. 2007
- *At Work in the Differentiated Classroom* (video series from ASCD), Carol Ann Tomlinson, c. 2001
- *Differentiating Instruction* (video series from ASCD), Carol Ann Tomlinson, c. 1997

As in all differentiated classrooms, whole-group/direct instruction using core content remains constant. It is the modification of learning that differs for the gifted learner. Through scaffolding and challenging learning experiences, gifted learners will be able to express themselves at varying levels difficulty.

Covington City Public Schools supports the many modes of learning as presented through the work of *Eric Jensen*, the theories of intelligence through the work of *Howard Gardner*, and *Bloom's* Taxonomy levels.

In our elementary schools, gifted students are clustered. The Enrichment Resource teacher, though part-time, is available to collaborate with the classroom teachers on the most effective strategies to use with gifted students (Susan Winebrenner & Barbara Devlin). Flexible grouping enables teachers to vary content, product, and/or processes according to the student's readiness level, learning style, and/or interests. Opportunities for acceleration can be provided to allow students to move through content more rapidly, both within the grade level and outside their peer-age grade by using compacting of content (Carolyn Coil, 2008 and J. Renzulli & L. Smith, 1978) or through grade advancement ((Minnesota Council for the Gifted and Talented, *Should Gifted Students Be Grade-Advanced?*, Sharon J. Lynch, Ph.D., 2010-2011. carolyncoil.com).

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

Advanced Placement Classes - Advanced Placement courses offer students the opportunity to do college-level work while still attending high school. These classes are available to students who are academically ready for the challenge of these programs. Current AP offerings include:

- AP English 11, 12

Advanced Placement Preparation English and Advanced Placement English are designed for the serious student of the English language and literature who desires preparation for the Advanced Placement Examination. APP and AP students will study selected works of literature from various genres, largely through independent reflection and in class discussion. The student will have many opportunities to practice a variety of types of writing, although emphasis will be placed on exposition and literary analysis. Extensive independent reading is required. Summer reading will be required but probably will not exceed 1000 pages.

Junior and senior students in the Advanced Placement class are required to take the national AP exams for college credit in May at a cost of approximately \$87 (2011 price) which will be reimbursed if the student scores well enough to receive college credit. The AP teacher or the guidance department will notify students taking the AP classes when the money is due. Advanced Placement Preparation courses will only be offered if class enrollment is no fewer than five, no more than 15.

Prerequisites: (a) Student must have received no six weeks grade lower than 85 in the previous year's study. (b) Students must have a minimum standardized test score at or above the eightieth percentile in both the reading and writing components and/or score in the advanced range (above 500) on eighth grade Standards of Learning Writing and Reading tests.

- AP VA and US History

2319C-Advanced Placement United States History (one credit): This is a course in which students are expected to read widely and devote time to abstract concepts as well as learning factual information about America from the sixteenth through the twenty-first centuries. In addition, students study various interpretations and viewpoints of historical events. Students must meet specific academic and attendance requirements to be admitted to this class and are required to take a national exam in May. The test fee is approximately \$86. Grade: 11

- AP US and VA Government

2445C-Advanced Placement Senior Government (one credit): This is an accelerated and intensive study of the American political system, its development over the past two hundred years, and its function. Students will be assigned readings in addition to the textbook and will be encouraged to read a newspaper regularly. Students must meet specific academic and attendance requirements to be admitted to this class and are required to take a national exam for college credit. The test fee is approximately \$86. **Grade: 12**

- AP Calculus

3177C-AP Calculus (one credit): Calculus will only be offered through **Virtual Virginia**, an online service provided by the Virginia Department of education

Virtual Virginia offers a variety of online advanced placement courses. Students are encouraged to take advantage of these advanced courses if they meet the pre-requisite requirements.

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Co-Enrollment Course Available Through DSLCC Elluminate Program

Dabney S. Lancaster Community College has courses that are offered each semester through Elluminate or the Blackboard classroom management tools. Although students must be involved in classroom activities via computer during the meeting time each week, they do not have to be physically on campus. Students would participate in this course utilizing Covington High School's computer labs during the class period they have scheduled. To be eligible for these courses, students must complete a DSLCC application and they must also take a placement test or provide a copy of the SAT/ACT score report with satisfactory scores. Students must also submit an official high school transcript and payment for the course. For the 2017/2018 school year, for a three credit course, the cost of tuition was \$153.50 per credit hour, totaling \$460.50 (College tuition is subject to change – reduced rate is \$75.00 per 3 hour course for Covington High School students). Prior to registration for these courses students must request approval from the Covington High School principal and Guidance Department. Students can utilize these courses as an elective if he or she plans to transfer to a four year college or remain at a community college. In order to take these courses, students will have to coordinate their schedules with the guidance department. All the requirements to enroll including registration fees, tuition payments, and the cost of textbooks must be complete by the end of the current school year and are the responsibility of the student and his or her parents. Course offerings are subject to change and will vary per semester. Students will only be allowed to take a course that coincides with the Covington High School daily schedule.

Dual Enrollment –

Dual enrollment gives high school students the opportunity to earn college credits while meeting the requirements for high school graduation. College credits earned through dual enrollment can be applied toward graduation at Dabney S. Lancaster Community College and most may be transferred to another college or university. To enroll in a dual enrollment course, a student must be a high school junior or senior who is prepared for the demands of college-level course work. Students must obtain permission from their parent/guardian, guidance counselor, and high school principal, as well as, complete the College's placement testing process, and be accepted for admission by DSLCC. DSLCC provides dual enrollment opportunities in a variety of formats for eligible students. With permission, students may enroll in day or evening classes scheduled at the College or off-campus locations. Some dual enrollment courses are offered exclusively for students at their home school.

Early College Scholars –

Students enrolled as Early College Scholars will have their tuition (Virtual Virginia courses) and AP exam fees paid by the Virginia Department of Education. Early College Scholars receive a certificate from the Governor recognizing their achievement. Students become Early College Scholars by signing an Early College Scholar Agreement. To qualify, a student should meet the following criteria:

- Have a "B" average or better
- Be on track for an Advanced Studies Diploma
- Be in the process of completing or have already completed college level course work that will earn at least 15 transferable college credits

The Early College Scholar agreement is located at

<http://www.doe.virginia.gov/VDOE/senioryearplus/earlycollegescholars.shtml>

Jackson River Governor's School –

Background

The Jackson River Governor's School is a program for students who are highly motivated for success in the areas of mathematics and science. Located at Dabney S. Lancaster Community College, students attend JRGS from 8:00 AM until 10:30 AM each day. While there, students take college courses in science and mathematics in a nurturing environment with a community of learners sharing the same goals and passion for excellence in education. Upon return to CHS students will attend class from 4th through 7th period. Covington City Public Schools provides bus transportation to and from DSLCC, so students are not permitted to drive.

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Admission - Participants in the Jackson River Governor's School must be nominated by their high school. A selection committee for each high school reviews the applicants and selects the finalists and alternates from their school. Application packets are available in each guidance office, and an Adobe Acrobat (".Pdf") file is available for downloading on the Internet. Applications are due by March first. Participants will be notified by early April.

- Applicants should meet the following criteria:
- Be currently enrolled in tenth grade (a few eleventh grade students may be considered).
- Have completed Algebra I and II, geometry, and biology with a grade of A or B
- Exhibit above average performance in most subjects and superior performance in mathematics and science.
- Show evidence of aptitude, potential, and strong interest in science and mathematics.
- Exhibit evidence of intellectual curiosity; analytical thinking and imagination.
- Have a sincere desire to attend the Jackson River Governor's School.

Selection criteria considered by the screening committee include these:

- Standardized Test score of all sorts (Math: PSAT – 48; ACT – 21; SAT – 480)
- Grades in high school level math and science courses
- Consistent attendance
- Teacher and counselor recommendations

Virtual Virginia Course Offerings –

The Virginia Virtual Advanced Placement School (VVAPS) offers online advanced placement and foreign language courses to high school students across Virginia and the nation. The courses utilize the *Desire2Learn* course management software to maximize the interactivity of each class. Each course contains video segments, audio clips, whiteboard and online discussions as well as text. VVAPS classes offer a rich multimedia learning environment that appeals to a variety of learning styles. VVAPS courses can be scheduled flexibly throughout the day, as courses do not have to be taken in "real" time. Most Virtual Virginia classes require an Advanced Placement Exam at the conclusion of the course. Students must obtain permission from the CHS Administration and Guidance before they may enroll in a Virtual Virginia class. Students who are enrolled in these courses have 21 days from the first class to withdraw from the course. If a student drops after the 21st day they must reimburse Covington City Public Schools for the cost of the course.

Virginia's Residential Governor's Schools –

The Summer Residential Governor's Schools (SRGS) are month-long residential programs for current year tenth- and eleventh-grade gifted students in the Commonwealth of Virginia. The goal of each Governor's School is to provide those who attend opportunities for intellectual as well as social and emotional growth. In the company of dedicated, highly skilled professionals representing a variety of careers, selected students are encouraged to establish and fulfill their academic goals. The programs are housed on various college campuses throughout the Commonwealth and are funded by the Commonwealth of Virginia, participating local school divisions and private schools, and the hosting institution.

The SRGS academic and mentorship programs provide intellectually challenging and enriching experiences within a community of mutual support, respect, and dedication for a limited number of academically/intellectually gifted, current year tenth- and eleventh-grade high school students. Each college-based program provides a curriculum that integrates subject matter from various disciplines around its overall program theme. Each mentorship program provides challenging work experiences relevant to the mentorship site.

The SRGS for Visual and Performing Arts (VPA) provides artistically challenging and intellectually enriching experiences for a limited number of selected current year tenth- and eleventh-grade high school students. Such students must be identified as gifted in the visual or performing arts, or eligible for such

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identification. This learning occurs within a community of mutual support, respect, and dedication. The VPA program focuses on process, not necessarily upon finished works of art. The program exposes students, working in small groups, to a wide variety of experiences in and across an art form.

Participants in the Summer Residential Governor's Schools academic or mentorship programs represent the diverse geographical areas of the Commonwealth; however, they will have in common their desire to explore academic pursuits at a level not available in the local school division, or private school. A typical academic or mentorship student schedule involves concentrated study in a particular field during the day. Activities may include seminars, special interest groups, independent study, and laboratory or field/site work. Students in both small group and individual activities will share their investigations and research with university faculty, Governor's School faculty/staff, and fellow students. Evening and weekend activities that are integral to the goals of the program include recreation, field trips, and special events such as concerts, lectures by visiting scholars, career information, dramatic productions, movies, student performances, and time for students to collect thoughts and participate in informal discussions. Similarly, a typical VPA student schedule involves concentrated study in the chosen art form with some classes devoted to interdisciplinary course work. Workshops, master classes, studio time, independent study, and recreational activities are scheduled as part of the VPA program.

These programs are some of the most rewarding and enriching experiences available to high school students anywhere, since they require students to set their own learning goals and structure their own evaluation standards. One of the most valued acquisitions will be the friendships that Governor's School students develop and that will continue to evolve throughout their lifetime.

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.

Enrichment Resource Teacher – The Enrichment Resource teacher is endorsed in gifted education and provides professional development to all core content teachers in the fall and spring of each year. The Enrichment Resource teacher also participates in college course-work, conferences, workshops, and other gifted sessions that are available across the state in order to maintain professional growth and recertification each five years.

Teachers and administrators are provided the two sessions of professional development by the Enrichment Resource teacher annually, and are encouraged to attend conferences, workshops, and other sessions that highlight giftedness, differentiated instruction, research-based instructional strategies, student growth measurements, and other topics of interest and need.

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 enrichment teacher along with the Director of Instruction, classroom teachers, and school administrators, will review curriculum (including programs and projects) during the year and evaluate the effectiveness.

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.

Information is posted in the schools and on the web site concerning the gifted programs.

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.

Division Superintendent's Signature

Printed Name

Date