

# Brunswick County Public Schools

## Local Plan for the Education of the Gifted

2017-2022

<b>LEA#013</b>	<b>Brunswick County Public Schools</b>		
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## **Local Plan for the Education of the Gifted**

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [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 Brunswick County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	Not Applicable
Career and Technical Aptitude (CTA)	Not Applicable
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	Not Applicable

### **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 Brunswick County Public School System is committed to addressing the educational needs of its students and the identification of gifted students among all ethnic, racial, and socio-economic groups. It is our belief that gifted learners require differentiated curriculum and instructional approaches, enriched experiences, and extended opportunities in order to maximize their potential. Through a broad-based curriculum in grades K-12, gifted students should be provided with skills necessary to become productive citizens in a rapidly changing and complex global society. Learning experiences for gifted students should emphasize the development of higher level thinking processes, research, and communication skills that utilize technology and creativity in both affective and cognitive learning domains.

#### **B. Division Operational Definition of Giftedness**

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

**General Intellectual Aptitude:** Brunswick County Public Schools utilizes multiple criteria in the identification of students K-12 for the general intellectual aptitude program. Criteria assist in documenting the demonstration or the potential to demonstrate: superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. In order to establish a demonstrated continuum of gifted characteristics over a two-year period and across settings, criteria considered during the identification process include a review of current and previous data. Data which is considered includes grade point average, PALS (Phonological Awareness and Literacy Screening) subtest scores, Virginia Standards of Learning assessments in the areas of Math and Reading/English, school ability index scores on both the Naglieri Nonverbal Ability Test (3<sup>rd</sup> Ed.) and the Otis-Lennon School Ability Test (8<sup>th</sup> Ed.), and Comparison Behavioral Checklists completed by both the teacher and parent. Each item counts ten points. A student who obtains a minimum score of 80% of the total score qualifies for services.

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

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

**A. Identification:** To continue to use a uniform screening and identification process in developing a pool of students to serve.

1. Continue to provide professional development opportunities for K-12 teachers and administrators to promote referral and identification practices and procedures with an emphasis on identification of underrepresented student populations.
2. Collect data and analyze current identification practices to determine level of effectiveness with an emphasis on identification of underrepresented populations.
3. Continue to research best practices in regard to referrals and identification and implement those as appropriate.

**B. Delivery of Services:** To provide a continuum of appropriate and differentiated instruction.

1. Continue to differentiate instruction to enable identified students to develop their fullest potential in an environment conducive to their advanced aptitude or conceptualization.
2. Provide appropriate and differentiated instruction to meet the individual learning needs of identified students with a balance of classroom differentiation, independent research, and small-group activities in a variety of settings.
3. Provide differentiated instruction and curriculum in a sequential format.

**C. Curriculum and Instruction:** To re-align the curriculum in a rigorous conceptually-based format that will allow a logical sequence in critical and creative thinking, logic, and problem-based concepts that will enable students to become independent learners.

1. Differentiate curriculum in order to promote critical thinking/problem solving, creative thinking, independent research, and social/emotional skills to advance and enrich the curriculum offerings for identified students grades K-12.
2. Develop student learner outcomes with an emphasis on critical thinking, problem solving, and creative thinking skills.
3. Provide teachers with individual information regarding student strengths and learning needs to promote differentiated curriculum and instruction.

**D. Professional Development:** To provide professional development to administrators and teachers K-12 based on the teacher competencies outlined in 8VAC20-542-310 related to gifted education.

1. Survey staff and review results of current instructional practices and areas of need.
2. Provide professional development based on survey results and in conjunction with the teacher competencies related to gifted education.
3. Focus on the need for differentiation within the general education classroom for instructional, curricular, and resource modifications.

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

1. Continue to research best practices for identification of students from underrepresented populations.
2. Continue to collect and analyze data on current identification practices to determine the level of effectiveness in identifying students from underrepresented populations.
3. Revise current identification procedures, as necessary, based on data and research.
4. Provide professional development to address the characteristics and needs of students from underrepresented populations.

**F. Parent and Community Involvement:** To promote parent and community involvement in the gifted program.

1. Increase awareness of programs and opportunities for gifted students through multiple forms of communication such as brochures, annual information session for parents and students, newspaper announcements, and BCPS website announcements.
2. Increase distribution of information about student eligibility, programs and services, special programs and events, professional development, and other opportunities for parents to become involved in gifted education through brochures, annual information session for parents and students, newspaper announcements, and BCPS website announcements.
3. Appoint and maintain a Gifted Advisory Committee which will follow procedures established and approved through the committee's bylaws.
4. Survey parents, students, teachers, and administration regarding the Gifted Education Program at least every other year.

### **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**

##### **1. Grades K-1 screening procedures include the following:**

- a) Annual administration of the Naglieri Nonverbal Ability Test-3 (NNAT-3) to all first graders. Test results are reviewed by the school level gifted coordinator and grade level teachers as a committee. All students with scores in the 90<sup>th</sup> percentile or higher are placed in the screening pool and referred for a full evaluation. Failure to recommend a student for testing in grade one based upon screening results does not preclude a student from being referred at a future date, but rather that additional testing is not recommended at this time. However, parents may request additional testing for students who do not score in the 90<sup>th</sup> percentile but wish to be considered for placement. Other strategies used to identify potential candidates include pre-test data to determine mastery of four (4) content areas, advanced PALS subtest scores, and other reliable data such as benchmark testing results and teacher observations.

##### **2. Grades 2-12 screening procedures used to create a pool of potential candidates include the following:**

- a) Administration of the Naglieri Nonverbal Ability Test-3 (NNAT-3) to all fourth graders in the fall. Test results are reviewed by the school level gifted coordinator and grade level teachers as a committee. All students with scores at the 90<sup>th</sup> percentile or higher are placed in the screening pool and referred for a full evaluation. Failure to recommend a student for testing in grade four based upon screening results does not preclude a student from being referred at a future date, but rather that additional testing is not recommended at this time. However, parents may request additional testing for students who do not score in the 90<sup>th</sup> percentile but wish to be considered for placement.
- b) Other strategies used to identify potential candidates in grades K-12 include classroom assessments to determine mastery of four (4) content areas, advanced PALS subtest scores, advanced SOL scores, and teacher observations.
- c) Student data reflecting previous achievement and ability levels.
- d) Review of standardized achievement data.

### 3. Special Populations

A concentrated effort is made to identify students who are twice exceptional learners and English Language Learners. BCPS utilizes the Naglieri (NNAT-3) as a screening instrument at the first and fourth grade level in order assist in identifying underrepresented populations. Students with IEP or 504 accommodations are screened per their plan. Screening information in addition to other formal testing information is utilized when determining eligibility for the Gifted Education Program. Gifted staff along with SPED and ELL staff collaborate in order to make the best educational decision for twice-exceptional and ELL students. Professional development also addresses identification of underrepresented populations.

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

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

#### Referral procedures for General Intellectual Aptitude

The following guidelines are used to create a pool of candidates for the Gifted Program within Brunswick County Public Schools:

##### a) Original Referrals

- i. Direct referrals are accepted throughout the year. The eligibility process is organized into two cycles annually. Students who have completed referrals (referral form, permission to test, parent checklist) by each deadline will be tested and considered during that cycle. Incomplete referrals will be deferred to the next cycle.

<u>Completed Referral Due</u>	<u>Eligibility Notification</u>
October 15	January 15
March 1	June 30

- ii. Referral forms are available in the main office of each school, guidance offices, and from school level gifted coordinators as well as from Central Services and on-line in the Gifted Education Plan, Appendix.
- iii. Direct referrals of K-12 students are accepted from self, parents, teachers, school administrators, students, or community members.
- iv. All referrals are returned to the school level gifted coordinator/instructor within two (2) weeks of receiving the referral form.
- v. Parents/guardians are notified within 90 instructional days, beginning with the receipt of a parent's or legal guardian's consent for assessment, of the student's eligibility for the program by the Division Gifted Coordinator.

##### b) Repetitive Referrals

- i. It is important to note that the evaluation for gifted services is a complex process that carries with it an emotional investment for students, parents,

teachers, and administrators. In an effort to minimize the emotional trauma of repetitive evaluation, it is imperative that parents understand the kinds of data that are collected and the expectations for performance of eligible students.

- ii. In order to protect the validity and reliability of assessments, students may not be evaluated more than once in a 12-month period. However, exceptions will be considered on an individual basis **if new data is provided for consideration during the eligibility process. Parental permission is needed for reconsideration for the Gifted Education Program.**

**c) Transfer Students (Must complete a Referral Form)**

- i. Transfer students who have documentation of participation in another instructional gifted program will have their records reviewed by the school level gifted coordinator and administrator. Placement in the Brunswick County Gifted Education Program will be made upon the recommendation of the Division Gifted Coordinator. Retesting will occur within 45 instructional days of confirmation of previous participation with the gifted program in the previous school. Participation in another county's instructional program does not automatically guarantee placement in Brunswick County Public Schools Gifted Education Program.
- ii. Students who have been referred and do not meet the criteria must wait one calendar year before retesting may occur.

**d) Governor's School of Southside Virginia**

- i. Eligibility for The Governor's School of Southside Virginia requires an application process.

**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 criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria 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: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.



### **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: Advanced scores on Virginia Standards of Learning assessment(s) and/or subtests within Phonological Awareness Literacy Screening (PALS)

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

- a) General intellectual aptitude identification is based on a holistic assessment of the scores administered within the school division by its personnel. School level gifted coordinator coordinates the collection of all data for the students. Scores from norm-referenced aptitude measures, along with scores from the teacher and parent checklists, current and previous GPA, and previous and most recent PALS/Standards of Learning (Math and English) scores are displayed on the data sheet. Scores are depicted in standard, comparable forms, either as percentiles, GPA, or holistic scores. Raw scores are not used on the data sheet.
- b) School level gifted coordinator assesses referred students using two norm-referenced group aptitude tests.
- c) The parent- and teacher-completed Comparison Behavioral Checklists are reviewed for demonstration of gifted characteristics and are scored by the school level gifted coordinator.

**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)(Will attend when schedule permits)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: Central Services Representative

- b. Type of Identification/Placement Committee

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

☐ School-level

☒ Division-level

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

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

**General Intellectual Aptitude  
Eligibility Criteria Chart**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Characteristics Checklist	Parent and current classroom teacher	School level gifted coordinator	School level gifted coordinator
Otis-Lennon Naglieri	School level gifted coordinator	School level gifted coordinator	School level gifted coordinator
PALS/SOL	Classroom teacher/reading specialist	Computer based	School level gifted coordinator
GPA	Current and previous classroom teacher	Current and previous classroom teacher	Current classroom teacher and school level gifted coordinator

**a. Eligibility Process:**

1. The school level gifted coordinator distributes and collects all checklists and questionnaires from classroom teachers, K-12. These items are also given to parents/guardians for completion and consideration. Individual or group aptitude tests are usually administered by the school level gifted coordinator. Each student's cumulative record is reviewed for previous achievement data (awards, honors, grades, etc). Student PALS and/or SOL data is recorded along with other available valid and reliable measures found in the student data file.
2. Eligibility decisions are made when the Identification/Placement Committee meets within 90 instructional days, beginning with the receipt of a parent's or legal guardian's consent for assessment. Each student's profile is presented for review to the committee. Members of the committee review data as presented by the child advocate and/or school level gifted coordinator. The cut score is established using the matrix provided by the school level coordinator (see appendices). The cut score for GIA eligibility is 80% of the total score.
3. There is no single criterion used to deny or guarantee access to the gifted program. The criteria used for GIA K-12 are:
  - i. Higher ability test percentile from either the NNAT-3 or OLSAT-8 (required)
  - ii. Grade point average, current and previous

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- iii. Comparison Behavioral Checklists, completed by teacher and parent, and
  - iv. Criterion referenced assessments (PALS, SOL), current and/or previous.
4. The Identification/Placement Committee is a standing committee that determines eligibility for gifted services. It does the following:
- i. Reviews all referrals of students either in the fall or spring of a new school year. Transfer students are determined to be eligible for placement after reassessment.
  - ii. Identifies all students eligible to receive services in the Gifted Education Program using available data.
  - iii. Obtains parental permission to test student candidates through screening or direct referrals.
  - iv. Makes a determination of eligibility within 90 days.
  - v. Gives consideration to testing patterns found in minority populations, students diagnosed with learning disabilities and students within 1-3 points of cut score.
5. Placement decision options of the Identification/Placement Committee are:
- i. The student is eligible for gifted services.
  - ii. The student is not eligible for gifted services at this time but will be monitored by the classroom teacher and gifted resource teacher for possible reevaluation with parental permission. The student shall have 70% to 79% of the total points to qualify for monitoring.
  - iii. The student is not eligible for gifted services at this time and regular classroom placement is continued.

### **Eligibility Timeline:**

<u>Completed Referral Due</u>	<u>Eligibility Notification</u>	<u>Appeals Due</u>
October 15	January 15	Within 10 days of notification
March 1	June 30	

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

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

### **General Intellectual Aptitude**

The Identification/Placement Committee takes into consideration the child's demonstrated ability and intellectual aptitude for acceptance into the General Intellectual Aptitude program. The Committee reviews data which includes information on the Gifted Program Eligibility Data Sheet. Eligibility decisions are based on attainment of a cut score of 80% on the Gifted Program Eligibility Data Sheet. When a student's cut score is within 1-3 points of the cut score of 80% for their grade level, the committee may find the student eligible for gifted education

services. Brunswick County Public Schools will not place or deny gifted services based on any one component.

All students found eligible for GIA are provided the service options found on pages 15, 16 and 17. All options are provided unless a change in placement is needed. In grades K-5, a meeting is held with the parent if services are determined to be inappropriate for the individual student and a change in placement will be made, Appendix F. Once a student enters grade 6, gifted students who meet the criteria enroll in advanced, honors, dual enrollment, and/or AP classes at which time they are clustered if possible. Should an identified student fail to meet criteria set by the division for enrollment in those classes, or choose to be in regular classes: 1) The cluster grouping rule no longer applies to that particular child; 2) The teacher of the regular class is not required to differentiate for this child; and 3) The classroom teacher and the gifted school level coordinator meet with and encourage the student to seek appropriately challenging classes in the future.

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

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

##### **General Intellectual Aptitude**

The notification procedure is the same in all areas of giftedness. The notification procedures are as follows:

- a) Parents of students in screening pool are notified by letter of potential and consideration for gifted services.
- b) Parents are requested via letter to grant permission to assess student for appropriate placement and/or services and to complete the Comparison Behavioral Checklist.
- c) Parents of students determined to be eligible or ineligible are notified by letter. The letter addressing ineligibility includes information regarding the division's appeal process.
- d) After the eligibility meeting and distribution of letters of notification, the originals of all eligibility documents are filed in the Student Support section of the student's cumulative folder. All records are maintained in compliance with applicable state and federal privacy laws and regulations.

Note: At the time of placement, parents sign a written permission form for granting participation in gifted program.

#### **Appeals Procedure**

##### **Criteria and procedures for appeals:**

Parents/Guardians dissatisfied with the decision of the Identification/Placement Committee or with the provision of services may appeal. Only parents/guardians may submit an appeal.

The appeals process procedures are:

- (a) Parent/guardian submits the written appeal by utilizing the Appeals Form which was included with the ineligibility notification letter. The Appeals Form must be submitted to the Assistant Superintendent (Division Gifted Education Coordinator) within fifteen (15) instructional days of date of the letter of ineligibility. Appeals **must contain new** information not contained in the original screening data. The Appeals Form describes new information that may be submitted. The appropriate input for BCPS personnel is the Gifted Checklist, Teacher Form which is in the original file. **Therefore, letters from BCPS staff members at the student's current school may not be submitted as part of the appeal.** A data sheet, which reflects the information reviewed for the eligibility process, is mailed with the ineligibility notification letter.
- (b) The Assistant Superintendent (Division Gifted Education Coordinator) shall convene the Appeals Committee within twenty (20) instructional days of receipt of the appeal. The Appeals Committee shall consist of the school level gifted education coordinator, Central Services representative, principal or designee, and guidance counselor or teacher. The majority of this committee shall not have served as the Identification/Placement Committee.
  - (1) The Appeals Committee will review the new data provided by the parent/guardian. **Tests administered by licensed private psychologists must include a copy of the state license.**
  - (2) The committee will evaluate the original decision.
  - (3) The committee will use appropriate multiple criteria per the Appeals Committee Meeting Form to render a decision concerning the student's need for gifted education services.
- (c) The Assistant Superintendent/Division Gifted Education Coordinator shall notify parents/guardians within ten (10) instructional days of the Appeals Committee decision. Decisions of the Appeals Committee are final.

## **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**

A change in placement and/or exit from the Gifted Program requires the consultation of the parent, school principal, classroom teacher, school level gifted coordinator, and division Director of the Gifted Program. It also requires a written request from a teacher, parent, school level gifted coordinator, or school principal.

Current information is used by resource teachers to make recommendations based on student performance concerning a change in placement to a different service, a furlough

from the gifted service for a period of time, (i.e., one year), and/or to initiate the exit policy. A change in services is recommended when the instructional results indicate that the student's placement is inappropriate or unsuccessful. The exit procedure is initiated after the change in placement has been unsuccessful and includes a parent conference. Parents are notified concerning all three decisions. If an exit is recommended, parents are notified of the appeals process. (See appendix for appropriate forms.)

Parents may request a change in services at any time. Parents may request an exit from gifted services at any time. If a student is exited from the program, he/she does not remain eligible for services. To become eligible for services again, the student must be referred for a full evaluation. Cumulative data would be collected and then brought before the Identification/Placement Committee for an eligibility decision.

The Identification/Placement Committee convenes to review the request and available information and to make a decision for a change in placement option or an exit from gifted services. Parents are invited by mail to attend the committee's meeting. Parents are also given notification of the specific recommendations for their child.

## **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**

Identified gifted learners take part in a gifted program which offers continuous and sequential curricula and instruction in grades K-12. Once identified, gifted learners participate in learning experiences which develop their critical thinking, problem solving, research, and communication and technology skills in a variety of rigorous and challenging educational settings. Settings include the general education classroom grades K-8 where differentiation takes place and the pull-out program for grades K-8 where opportunities for independent research and intellectually engaging activities occur. At the middle school level, high school credit courses allow students to interact with intellectual peers where rigor and challenge arise. Finally, at the high school level, gifted learners participate in Honors, dual enrollment, Advanced Placement and/or Governor's School with intellectual peers. On-line courses allow middle and high school students to take virtual classes in areas of interest not offered onsite at the school.

**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**

Grade	Area of Giftedness	Time with Age-Level Peers	Time with Intellectual Peers	Time to Work/Study Independently
Kindergarten – Grade 5 Cluster classroom component (Daily)	GIA	Instructional time in social studies, science, music, computer/technology	<ul style="list-style-type: none"> <li>• Instructional time with monitored expectations for growth in mathematics and reading/language/writing clusters</li> <li>• Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas</li> </ul>	Instructional time with monitored expectations in cluster classroom
Grades K-5 Pull-out component (Weekly)	GIA		<ul style="list-style-type: none"> <li>• Instructional time with monitored expectations built on conceptual learning curriculum</li> <li>• Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas</li> </ul>	Instructional time with monitored expectations for students to pursue topics of individual interest and ability
Grades 6-8 Pull-out component (Weekly) High School credit courses On-line courses	GIA	Instructional time with monitored expectations from other teachers in other content areas Electives options in foreign language, music, physical education, technology, and/or art	Pull out time at least once a week with Gifted Coordinator to pursue individual interests and ability in an interdisciplinary topic	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in strength areas/ classes
Grades 9-12 Honors/AP Dual Enrollment On-line courses <b>Special Options</b> The	GIA	Instructional time with monitored expectations from other teachers in other content areas Electives in foreign language, music, physical education, technology, and/or art	Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas in the four core subjects	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in strength areas/ classes



# Brunswick County Public Schools

Governor's School of Southside Virginia				
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## **C. Service Options Provide Instructional Time with Intellectual and Academic Peers**

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

### **General Intellectual Aptitude**

<b>Grade</b>	<b>Area of Giftedness</b>	<b>Time with Age-Level Peers</b>	<b>Time with Intellectual Peers</b>	<b>Time to Work/Study Independently</b>
Kindergarten – Grade 5 Cluster classroom component (Daily)	GIA	Instructional time in social studies, science, music, computer/technology	<ul style="list-style-type: none"> <li>• Instructional time with monitored expectations for growth in mathematics and reading/language/writing clusters</li> <li>• Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas</li> </ul>	Instructional time with monitored expectations in cluster classroom
Grades K-5 Pull-out component (Weekly)	GIA		<ul style="list-style-type: none"> <li>• Instructional time with monitored expectations built on conceptual learning curriculum</li> <li>• Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas</li> </ul>	Instructional time with monitored expectations for students to pursue topics of individual interest and ability
Grades 6-8 Pull-out component (Weekly) High school credit courses On-line courses	GIA	Instructional time with monitored expectations from other teachers in other content areas Electives options in foreign language, music, physical education, technology, and/or art	Pull out time at least once a week with Gifted Coordinator to pursue individual interests and ability in an interdisciplinary topic	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in strength areas/ classes
Grades 9-12 Honors/AP Dual Enrollment On-line courses <b>Special Options</b>	GIA	Instructional time with monitored expectations from other teachers in other content areas Electives options in foreign language, music, physical education, technology,	Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas in the four core subjects	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in strength areas/ classes

# Brunswick County Public Schools

The Governor's School of Southside Virginia		and/or art		
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## D. Service Options Provide Instructional Time to Work Independently

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

### General Intellectual Aptitude

Grade	Area of Giftedness	Time with Age-Level Peers	Time with Intellectual Peers	Time to Work/Study Independently
Kindergarten – Grade 5 Cluster classroom component (Daily)	GIA	Instructional time in social studies, science, music, computer/technology	<ul style="list-style-type: none"> <li>• Instructional time with monitored expectations for growth in mathematics and reading/language/writing clusters</li> <li>• Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas</li> </ul>	Instructional time with monitored expectations in cluster classroom
Grades K-5 Pull-out component (Weekly)	GIA		<ul style="list-style-type: none"> <li>• Instructional time with monitored expectations built on conceptual learning curriculum</li> <li>• Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas</li> </ul>	Instructional time with monitored expectations for students to pursue topics of individual interest and ability
Grades 6-8 Pull-out component (Weekly) High school credit courses On-line courses	GIA	Instructional time with monitored expectations from other teachers in other content areas Electives options in foreign language, music, physical education, technology, and/or art	Pull out time at least once a week with Gifted Coordinator to pursue individual interests and ability in an interdisciplinary topic	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in strength areas/ classes
Grades 9-12 Honors/AP Dual Enrollment On-line courses <b>Special</b>	GIA	Instructional time with monitored expectations from other teachers in other content areas Electives options in foreign language,	Instructional time with monitored expectations from designated Gifted Coordinator in the students' strength areas in the four core subjects	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in

Brunswick County Public Schools

<b>Options</b> The Governor's School of Southside Virginia		music, physical education, technology, and/or art		strength areas/ classes
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**E. Service Options Foster Intellectual and Academic Growth**

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

**General Intellectual Aptitude**

Instructional strategies used with gifted students may include, but are not limited to, the following options:

- Advance organizers
- Compacting
- Direct instruction/mini lessons
- Open-ended assignments
- Simulations
- Student as scientist, explorer, etc.
- Tiered assignments

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

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

**General Intellectual Aptitude**

When assessing gifted learner growth, both quantitative and qualitative assessments are used. Pre- and post-assessments, benchmarks, SOLs, PALS, and reading assessments are used as quantitative assessments of growth. Also, qualitative assessments such as rubrics, portfolios, and performance-based assessments are used. Parents are provided with reports at the end of each nine weeks which reflect student growth in both the gifted and general education learning environments.

## **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**

Brunswick County Public Schools provides a specialized program to advance and enrich the curriculum offerings for identified students in the Gifted Education Program (K–12). It is a major challenge to provide for the diversity of abilities in Brunswick in a manner that allows each student to perform at his/her maximum potential.

Our purpose is to provide multi-dimensional and appropriate learning experiences and environments which encompass the academic, psychological and social needs of the gifted students. The recommended modification to the curriculum's content is differentiated by an increase in the level of abstractness. In providing alternative assignments at the elementary and middle school levels, teachers use multiple techniques, higher order thinking, and compacting to accelerate or enrich the concepts being taught. Computers and the Internet are available on a daily basis for research, exploration, communication, and the creation of multi-media presentations based on individual interests.

In the primary grades, the development of thinking skills and the awareness of a wide range of resources for learning is emphasized. The resource program for grades K-5 emphasizes a problem-solving approach to learning, the use of technological resources and collaborative approaches to completing products.

To offer qualitatively different learning experiences, the elementary gifted pull-out program for grades K-5 utilizes enriching field trips to develop high-order thinking skills. This conceptual learning integrates hands-on, discovery-based, research-oriented activities and student selected products that are cross-curricular and student interest based. Field trips which expand the SOLs in the areas of science, social studies, and fine arts will occur in order to allow for exposure to new concepts and expansion of prior knowledge. Field trips will be determined by grade level and school year.

## Brunswick County Public Schools

In addition, learning opportunities will also develop and strengthen math, science, and technology skills through the use of *LEGO WeDo*, *Mindstorms*, and *Simple Mechanisms* curricula. As a result of the enriching activities, students explore new concepts and their individual interests resulting in the development of projects which will include research, planning, writing, and production of a quality project reflective of what the student has learned through a use of student-selected media.

The middle school will offer a gifted pull-out program, facilitated by the gifted coordinator, at least once a week during enrichment/remediation time. The purpose of this enrichment time to offer an intellectually and age appropriate curriculum for identified students in grades 6-8 that (1) is themed based; (2) is interdisciplinary; (3) fosters student self-direction and independence; (4) promotes self-understanding; (5) incorporates basic skills; (6) is relevant to the learner and thus based on study of significant problems; (7) is student-centered; (8) promotes student discovery; (9) values group interaction; (10) is built upon student interests; (11) encourages critical and creative exploration of ideas; and (12) promotes student self-evaluation. As a result of the enriching activities, students explore new concepts and their individual interests resulting in the development of theme based projects.

Core area teachers will collectively evaluate the projects to check for accuracy and proficiency in those disciplines involved. Grades will be earned in all disciplines involved in the project.

At the secondary level, the curriculum for gifted is based on a course syllabus that designates differentiated content, process, and products. Students will conduct independent research resulting in two interdisciplinary projects per semester, one of which must be a research paper. Content area teachers will collectively evaluate the projects to check for accuracy and proficiency in those disciplines involved resulting in differentiated work, not more work. Grades will be earned in all disciplines involved in the project.

Secondary students may elect to take AP classes, dual enrollment, Honors classes, accelerated classes in English, Science, Social Studies, and Mathematics and independent study.

Differentiated Curriculum and Instruction provided through additional service options:  
(PLEASE NOTE: These service options have a separate application process.)

1. Meherrin Regional Summer Governor's School (MRSGS)

- a. Description

MRSGS is a two-week, full-day, non-residential summer program for students gifted in the area of Gifted Intellectual Aptitude who are currently in grades 4 – 7. This science and technology program is held during July in the high-school science department in Greenville County.

- b. Eligibility Procedures

- A written application is made available to all students who have been identified for gifted education services in the General Intellectual Aptitude area during February.

## Brunswick County Public Schools

- Applications are due to the gifted education coordinator in March.
  - Eligibility is determined according to the criteria for the program by the regional selection committee.
  - Notification is sent to students in March.
  - Acceptance forms are due in April.
2. Governor's School of Southside Virginia
- a. Description
- GSSV is a one-half day regional academic-year program for students in grades 11 and 12. Slots are based on Brunswick County's enrollment.
- b. Eligibility Procedures
- Statement of Interest forms are made available by the high school guidance department to all students in grade 10 during November.
  - Shadowing of students who are already attending GSSV is offered during December and January to students who intend to apply.
  - Applications are provided to students who meet the program criteria.
  - Testing components and a written essay are administered in February.
  - Student profiles are evaluated and the essays are scored at a regional meeting in March which results in a ranked list.
  - Selection is determined by the high-school eligibility committee based on matrix scores and the number of vacant slots.
3. Residential Summer Governor's School
- a. Description
- The Virginia Department of Education provides six residential enrichment programs for academically gifted and/or artistically talented students in grades 11 and 12. These programs are held on college campuses. Brunswick County is allowed to nominate two students for academic areas, one student for agriculture, and one student for each of the visual and performing arts areas.
- b. Academic Programs
- Humanities
  - Mathematics/Science
  - Medicine
  - National Aeronautics and Space Association (NASA)
  - Virginia Institute of Marine Science (VIMS)
  - Agriculture
- c. Visual and Performing Arts Programs
- Vocal Music
  - Instrumental Music
  - Dance
  - Visual Art
  - Theater
- d. Eligibility Procedures
- Information about each program is made available to interested students in grades ten and eleven during October.

## Brunswick County Public Schools

- Application procedures and forms are explained to students who want to apply in November.
- Applications are due to the high school guidance department in December.
- Nominees are determined by the high-school eligibility committee according to rank order and limited by county slots in January.
- Applications are due to the State Department of Education in early February.
- Notification is sent to students in April by the Department of Education.
- Tuition is paid by the Department of Education.

## **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

### **File: IGBB PROGRAMS FOR GIFTED STUDENTS**

The Brunswick County Public 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 the 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: July 23, 2012**

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Legal Ref.: 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 Ref.: BCF Advisory Committees to the School Board  
IKEB Acceleration



**File: IKEB  
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: June 27, 2011**

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Legal Ref.: Code of Virginia, 1950, as amended, section 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 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 23, 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.
7. BCPS offers the following professional development opportunities for teachers:
  - Required review of Gifted Modules 1-11 and completion of module post-assessments found on the BCPS website under Gifted Education once within the teacher's five (5) year license renewal cycle. Upon completion, teachers submit the BCPS Gifted Module Review Documentation Form along with pre-assessment and post-assessment responses for each module to their principal and receive ten (10) recertification points. It is recommended that faculty view Module #1 as a group as it serves to authenticate the importance of addressing the needs of our gifted population. How Modules 2-11 are viewed is to be determined by the principal. Suggested way of viewing include during grade level meetings or faculty meetings. Principals can also assign Modules to be reviewed individually. For documentation purposes, principals must retain dated sign-in sheets and post-assessment responses for documentation purposes. If Modules are assigned for individual viewing, individuals must submit their dated post-assessment responses to their principals. This information must be retained for five years. **Please note: This PD is required for all teachers per the Code of Virginia.**
  - PD at beginning of school year:  
New Teachers: Characteristics of gifted students and the identification process, with an emphasis on the underserved populations.  
Returning Teachers: see yearly staff development

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

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

The Gifted Advisory Committee will conduct an annual review of the effectiveness of the gifted education program to include a review of screening, referrals, and identification data. A comparison of data collected over several years in regards to screening instrument results, referrals and identification/placement will be completed. The review will focus on equitable representation of students. Data will be presented to the Gifted Advisory Committee as information becomes available.

Program effectiveness will also be measured through the review of student, parent, and teacher surveys. Initial surveys will focus on overall program effectiveness while yearly follow-up surveys will focus on areas of improvement. The follow-up survey areas and a schedule to address areas of improvement will be determined by the Gifted Advisory Committee.

The Gifted Advisory Committee will also be responsible for reviewing student outcomes and academic growth of gifted students. Data used to monitor student growth will include benchmark testing results, SOL results, and screening results. Interpretation of test results will provide input regarding program effectiveness. Student outcomes will be developed based on student areas of strength and skills needed to be productive 21<sup>st</sup> century citizens.

The Gifted Advisory Committee will review the data presented during the year. The committee will write observations, conclusions, commendations, and recommendations regarding the effectiveness of the Gifted Program. This annual report will be provided to the School Board annually in June. Any modifications to the Local Plan will be presented at the June School Board meeting.

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

Each school division shall 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.

Parent and community members shall be selected by gifted education coordinators/principals at the school level. Names must be submitted to the division gifted coordinator/assistant superintendent for submission to and approval by the school board. Committee members are appointed to serve a three-year term. The committee shall reflect the ethnic and geographical composition of the school division.

The Gifted Advisory Committee responsibilities are:

- To review annually the local plan for the education of gifted students, including revisions,
- To determine the extent to which the plan for the previous year was implemented, and
- To submit annually in writing the findings of the annual program effectiveness and the recommendations of the advisory committee to the division superintendent and the school board.

Committee meetings shall be held at least once a semester and shall be open to the public.

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

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

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

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

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Division Superintendent's Signature

Printed Name

Date