

Powhatan County Public Schools

Local Plan for the Education of the Gifted

2018 - 2023

LEA#	072		
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Local School Board Chairperson	Joe Walters		
Date Approved by School Board	12/17		

Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Powhatan 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
Specific Academic Aptitude (SAA) - English	K – 12
Specific Academic Aptitude (SAA) - Mathematics	K – 12
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	9 - 12

(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

Giftedness embodies a high level of student performance and achievement, aptitude, interest and a motivation to learn, therefore gifted students require learning experiences that go well beyond both in breadth and depth of what is offered in the normal curricula. Powhatan County Public Schools is committed to providing an advanced program of high quality instruction for students who meet the criteria of “gifted” through a multidimensional, differentiated approach involving special learner objectives and an extension of the basic curriculum. Our aim is to firmly implant in every gifted student the critical skills of problem-solving, elaborative and evaluative thinking, and the desire for excellence balanced with a responsibility to self, others, school and community.

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.

1. Specific Academic Aptitude – Language Arts and Math

Powhatan County Public Schools seeks to find those students who demonstrate remarkable strength or the potential for remarkable strength in a core content area that needs to be addressed beyond the scope of the regular classroom. These students exhibit an unusually high capacity or potential in the areas of either mathematics or language arts as assessed through multiple sources of information including nationally norm referenced tests, a nationally norm referenced gifted student behavior rating scale, standardized samples of student performance outcomes, student interview and classroom observations that support the need for advanced academic services. In order to develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex and differentiated in depth, breadth, and pace of instruction that extends across curricular areas. Such strength includes evidence that the student’s mental age is at least two grades above that of his/her chronological peers in one or more content areas.

2. Visual Arts Aptitude

The Powhatan County Public School division seeks to find those students who demonstrate remarkable strength or potential in visual arts. Students are found eligible for services in the area of visual arts through their demonstrated performance utilizing a standardized portfolio, similar strengths as reported by the visual arts teacher(s) and parents, and self-reported strengths and interests through a student interview. Such strengths include evidence of craftsmanship, perspective and ingenuity in students' interaction with a variety of medium.

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 increase the number of identified students from within our diverse populations in grades K – 12.

B. Delivery of Services:

To continue to research, develop and implement opportunities to nurture the potential of identified gifted students.

- Continue to develop a scope and sequence of critical and creative thinking and problem solving skills specifically taught or applied to curriculum for grades K – 12
- Facilitate academic instruction appropriate for gifted learners through the purposeful clustering of identified gifted students grades K – 12

C. Curriculum and Instruction:

To provide a continuum of differentiated curricular options, instructional approaches and resource materials to support the unique needs of gifted learners.

- Support the collaborative work with curriculum coaches, cluster teachers and gifted resource teachers to enhance and extend learning opportunities for gifted learners
- Provide high school gifted learners with access to appropriate level instruction beyond Honors, AP and ACA. This could include elective courses specifically designed for gifted high school learners.
- Scheduling at the high school level provides access to the gifted resource teacher during the school day

D. Professional Development:

To provide ongoing professional development opportunities which enhance the knowledge and skills in the use of research-based practices in gifted education.

- Offer a sequence of training experiences for all gifted cluster teachers, school counselors and administrators in accordance with the Regulations Governing the Education of the Gifted and Best Practices in Gifted Education in order to allow all

teachers to grow continuously in their knowledge and skills to work with gifted students and their parents

- Continue the focus on differentiation within the general education classroom for instructional, curricular and resource modifications
- Identify teachers interested in pursuing an endorsement or graduate degree in gifted education
- Promote regular collaboration and sharing of best practices among gifted resource teachers and school faculty and administration

E. Equitable Representation of Students:

To provide equitable representation of students from gender, racial, socio-economic backgrounds.

- Conduct annual review profiles of students from underrepresented populations with school counselors, administrators and educational specialists to locate areas in the identification process in which modifications are necessary to ensure equitable access to students from all ethnic and socio-economic groups
- Continue to research and employ best practices in the identification of students from underrepresented populations

F. Parent and Community Involvement:

To continue educating parents and interested stakeholders regarding the needs and delivery of services to gifted students through a variety of informational services.

To continue to offer at least one informational session annually regarding Eligibility and Placement options and access to the gifted program.

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 Specific Academic Aptitude - English

A pool of first grade candidates is generated by ~~February~~ January 15 each school year through an analysis of the Kingore Observation Inventory (KOI) records from each grade one teacher. Grade one classroom teachers, with the assistance of the building gifted resource teacher, will select a series of open-ended activities in language arts to conduct with all of their students during the first semester. The building level gifted resource teacher will assist the teachers with the administration of at least one of the activities and observation of KOI characteristics demonstrated by students in the class. The gifted resource teacher will collect all of the KOI records by January 15, and establish a pool of candidates based on the frequency of observed characteristics. The building gifted resource teacher shall be responsible for notifying parents in writing of their children's entrance into the talent pool, and for securing permission to proceed with the assessment and data collection process.

Additionally, an annual review of nationally standardized and state criterion-reference assessments is conducted by the building-level gifted resource teacher and school counselor(s) for all students K – 12 each fall.

Powhatan County Public Schools is aware of the need for multiple assessment options for students entering the referral process from the underserved populations. Accommodations are made for students requiring alternative assessment tools, adaptations within the testing environment, or special considerations observed in rating scales and checklists.

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 Specific Academic Aptitude - English

Students may be referred for the gifted program in grade K - 12 by a Students may be referred for the gifted program in grade K - 12 by a member of the school staff, an administrator, a parent, another student, a community member or the student him/herself. A student being considered for referral to the PCPS gifted program must be currently enrolled in Powhatan County Schools. Referral forms may be obtained by contacting the gifted coordinator, the school-based gifted resource teacher or through Powhatan County Public Schools website: (http://www.powhatan.k12.va.us/education/components/scrapbook/default.php?section_detailid=7619&pagecat=232). All completed referral forms must be returned to the building- level gifted resource teacher. The building level resource teacher is responsible for collecting all completed referrals, notifying parents of the referral and obtaining permission to proceed with the eligibility process, initiating the screening and gathering all relevant data to include in a student profile used by the Eligibility and Placement Committee.

Referrals are accepted on an ongoing basis by the building-level gifted resource teacher or the division gifted coordinator. Assessment of referred students begins at the end of each referral windows; October 1 for fall referrals and January 15 for spring referrals. Referrals received on or before October 1 will be assessed during the first referral window. Forms received after October 1 will be assessed during the second referral window, and referrals submitted after January 15 will be assessed during the first window in the fall of the next school year. The referral dates are posted on the division website.

The referral process is shared with parents during back-to-school night presentations, parent-teacher conferences, parent handbooks available in each school office, and on the Gifted Service link from the Powhatan County Public Schools Internet home page.

Transfer Policy for Identified Gifted Students

The Commonwealth of Virginia's Regulations Governing Educational Services for Gifted students provide guidelines to be used by all school divisions in the identification of gifted and talented students. PCPS has no desire to duplicate identification criteria completed in other school divisions that are valid, reliable and relevant to the specific academic aptitude (SAA) identification process. When a student transfers into the division, every effort is made to review information from the student's previous school division and apply the supportive criteria to the identification process used in Powhatan County Public Schools.

Upon registering, it is recommended that the parent of the identified gifted child bring all gifted identification documentation to the building Gifted Resource Teacher for review. If after reviewing all supporting documentation it is determined that the student was identified and placed in a gifted program similar in nature to that provided to the students of PCPS, the student will be provisionally placed for one year. At the end of the year, the student's performance will be reviewed by the Gifted Resource Teacher, classroom teacher(s) and the Coordinator for Gifted Education.

PCPS reserves the right to administer any and all relevant instruments needed for accurate identification of 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.

Specific Academic Aptitude - English

- ☒ 1. ☒ 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. ☐ 7. Additional valid and reliable measures or procedures

Specify:

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 Eligibility 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.

Click here to select area of giftedness.

Classroom Teacher(s) *One of these classroom teachers is the student's teacher and serves as the student advocate on the committee.

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

- b. Type of Identification/Placement Committee

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

☒ ☒ **School-level Grades 6 – 12**
K - 5

☒ ☒ **Division-level Grades**

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.

Specific Academic Aptitude - English

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
School Rating Scale	Student's Classroom teacher(s)	School Gifted Resource Teacher	School Gifted Resource Teacher
Nationally normed aptitude test	School Gifted Resource Teacher	School Gifted Resource Teacher	School Gifted Resource Teacher
Nationally normed achievement test	School Gifted Resource Teacher	School Gifted Resource Teacher	School Gifted Resource Teacher
Structured English/Language Arts portfolio	School Gifted Resource Teacher	PCPS Gifted Resource Teacher(s)	School Gifted Resource Teacher
Student Interview	School Gifted Resource Teacher	School Gifted Resource Teacher	School Gifted Resource Teacher

The gifted resource teacher in each building is responsible for the collection, organization and reporting of all available information for each nominated student within 90 days of the end of the referral window (October 1 – fall and January 15 – spring). A division (K – 5) or school (6 – 12) identification/placement committee convene **within 90 instructional school days of the referral deadline date** to consider each nominated student. The child advocate reports his/her observations of the student's abilities, interests, and needs. The committee discusses the data collected by the gifted resource teacher in the form of rating scales, standardized aptitude and achievement tests, criterion referenced tests, products, interviews/questionnaires and in-class observations, parent inventories and together creates a student profile. Each criterion of the profile is assigned a range of scaled points that are useful in the determination of eligibility and in making placement recommendations.

Using this multiple criteria approach, the Eligibility and Placement Committee determines the student's area(s) of strength from the data gathered, and places the student in the program (s) that best match the student's demonstrated strengths. In

compliance with the *Regulations Governing the Education for Gifted Students (8VAC 20 – 40 – 40)*, Powhatan County Public Schools does not consider admitting nor excluding a student based on any one single criterion. The committee, through unanimous decision, finds a student eligible for gifted services based on the exhibited strengths and needs of the student as indicated on the student profile. The committee’s decision is included on the eligibility report and shared with the student’s parents.

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

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

Specific Academic Aptitude - English

Based on multiple criteria, when a student is identified as eligible for gifted service options, the division-level (elementary K - 5) or school-level (middle/high 6 - 12) Eligibility and Placement Committee will determine which of the options best meets the learning needs of the student. Written parent/guardian permission is required prior to students receiving gifted services.

Students in K – 12 are identified as gifted in English according to the data collected in the following areas:

- Nationally-normed aptitude assessment (composite score or a combination of two domain scores at the 96nd percentile or higher, whichever is higher)
- Nationally-normed achievement assessments at the 96th percentile or higher on one or more of the following areas:
 - Reading Vocabulary
 - Reading Comprehension
- Nationally-normed teacher rating scale at the 95th percentile or higher
- Student interview
- Structured student portfolio demonstrating critical thinking, problem solving and content specific skills abilities in the superior range as compared to age peers

Additional information provided by parent through parent observation inventories

and

narrative may be included in the decision-making process, but are not assigned

points

on the student profile.

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

C. 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 Specific Academic Aptitude - Mathematics

A pool of first grade candidates is generated by January 15 each school year through an analysis of the Kingore Observation Inventory (KOI) records from each grade one teacher. Grade one classroom teachers, with the assistance of the building gifted resource teacher, will select a series of open-ended activities focused on mathematical thinking to conduct with all of their students during the first semester. The building level gifted resource teacher will assist the teachers with the administration of at least one of the activities and observation of KOI characteristics demonstrated by students in the class. The gifted resource teacher will collect all of the KOI records by January 15, and establish a pool of candidates based on the frequency of observed characteristics. The building gifted resource teacher shall be responsible for notifying parents in writing of their children's entrance into the talent pool, and for securing permission to proceed with the assessment and data collection process.

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Powhatan County Public Schools is aware of the need for multiple assessment options for students entering the referral process from the underserved populations. Accommodations are made for students requiring alternative assessment tools, adaptations within the testing environment, or special considerations observed in rating scales and checklists.

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Referral procedures for Specific Academic Aptitude - Mathematics

Students may be referred for the gifted program in grade K - 12 by a member of the school staff, an administrator, a parent, another student, a community member or the student him/herself. A student being considered for referral to the PCPS gifted program must be currently enrolled in Powhatan County Schools. Referral forms may be obtained by contacting the gifted coordinator, the school-based gifted resource teacher or through Powhatan County Public Schools website: (http://www.powhatan.k12.va.us/education/components/scrapbook/default.php?section_detailid=7619&pagecat=232). All completed referral forms must be returned to the building-level gifted resource teacher. The building level resource teacher is responsible for collecting all completed referrals, notifying parents of the referral and obtaining permission to proceed with the eligibility process, initiating the screening and gathering all relevant data to include in a student profile used by the Eligibility and Placement Committee.

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The referral process is shared with parents during back-to-school night presentations, parent-teacher conferences, parent handbooks available in each school office, and on the Gifted Service link from the Powhatan County Public Schools Internet home page.

Transfer Policy for Identified Gifted Students

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- C. PCPS reserves the right to administer any and all relevant instruments needed for accurate identification of student.

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

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

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Specific Academic Aptitude - Mathematics

- ☒ 1. ☒ 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. ☐ 7. Additional valid and reliable measures or procedures

Specify:

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 Eligibility and Placement committee.

Local Plan for the Education of the Gifted

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

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

Specific Academic Aptitude - Mathematics

Classroom Teacher(s) *One of these classroom teachers is the student's teacher and serves as the student advocate on the committee.

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

- d. Type of Identification/Placement Committee

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

☐ ☐ School-level

☒ ☒ **Division-level Grades K -**

5

☒ ☒ **School-level Grades 6 – 12**

☐ ☐ Division-level

4. 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.

Specific Academic Aptitude - Mathematics

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
School Rating Scale	Student's Classroom teacher(s)	School Gifted Resource Teacher	School Gifted Resource Teacher
Nationally normed aptitude test	School Gifted Resource Teacher	School Gifted Resource Teacher	School Gifted Resource Teacher
Nationally normed achievement test	School Gifted Resource Teacher	School Gifted Resource Teacher	School Gifted Resource Teacher
Structured Mathematics portfolio	School Gifted Resource Teacher	PCPS Gifted Resource Teacher(s)	School Gifted Resource Teacher
Student Interview	School Gifted Resource Teacher	School Gifted Resource Teacher	School Gifted Resource Teacher

The gifted resource teacher in each building is responsible for the collection, organization and reporting of all available information for each nominated student within 90 days of the end of the referral window (October 1 – fall and January 15 – spring). A division (K – 5) or school (6 – 12) identification/placement committee convene **within 90 instructional school days of the referral deadline date** to consider each nominated student. The child advocate reports his/her observations of the student's abilities, interests, and needs. The committee discusses the data collected by the gifted resource teacher in the form of rating scales, standardized aptitude and achievement tests, criterion referenced tests, products, interviews/questionnaires and in-class observations, parent inventories and together creates a student profile. Each criterion of the profile is assigned a range of scaled points that are useful in the determination of eligibility and in making placement recommendations.

Using this multiple criteria approach, the Eligibility and Placement Committee determines the student's area(s) of strength from the data gathered, and places the student in the program (s) that best match the student's demonstrated strengths. In compliance with the *Regulations Governing the Education for Gifted Students (8VAC 20 – 40 – 40)*, Powhatan County Public Schools does not consider admitting nor excluding a student based on any one single criterion. The committee, through unanimous decision, finds a student eligible for gifted services based on the exhibited strengths and needs of the student as indicated on the student profile. The committee's decision is included on the eligibility report and shared with the student's parents.

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

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

Specific Academic Aptitude - Mathematics

Based on multiple criteria, when a student is identified as eligible for gifted service options, the division-level (elementary K - 5) or school-level (middle/high 6 - 12) Eligibility and Placement Committee will determine which of the options best meets the learning needs of the student. Written parent/guardian permission is required prior to students receiving gifted services.

Students in K – 12 are identified as gifted in either Math according to the data collected in the following areas:

- Nationally-normed aptitude assessment (composite score or a combination of two domain scores at the 96nd percentile or higher, whichever is higher)
- Nationally-normed achievement assessments at the 96th percentile or higher on one or more of the following areas:
 - Mathematics Problem Solving
- Nationally-normed teacher rating scale at the 95th percentile or higher
- Student interview
- Structured student portfolio demonstrating critical thinking, problem solving and content specific skills abilities in the superior range as compared to age peers

Additional information provided by parent through parent observation inventories and narrative may be included in the decision-making process, but are not assigned points on the student profile.

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

E. 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 VPA - Visual Arts

Elementary art teachers maintain a list of students, grades K – 5, who demonstrate artistic talent or promise. This list is shared with the middle school art teachers and school counselors who continue to monitor and encourage participation in art elective courses throughout their middle school years. Prior to entering 8th grade, middle school art teachers encourage this group of identified students to enroll in the Art I high school elective course, where their progress is monitored and a portfolio is established. Additionally, the middle school art teachers, through weekly class lessons, structure art activities similar to those in the division's student portfolio packet (2D/3D perspective, form and structure, multi-medium, etc.). These activities will be used as the basis for referring students to the TAP art program at the high school.

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 VPA - Visual Arts

Students may be referred to the Talented Artists' Program (TAP) by parent/guardian, community member, another student, classroom teacher or the student him/herself beginning the fall of the student's freshman year. Students placed in the screening pool by the middle school art teacher by June 30 of their 8th grade year are automatically moved to the referral process in the October 1 assessment window of their freshman year.

Referrals are accepted on an on-going basis by the building-level gifted resource teacher or the division gifted coordinator. A student being considered for a referral to TAP must be currently enrolled in Powhatan County Public Schools. Referral forms may be obtained through the Powhatan County Public Schools website:

(http://www.powhatan.k12.va.us/education/components/scrapbook/default.php?section_detailid=7619&pagecat=232), by contacting the building gifted resource teacher or division gifted coordinator. All completed referral forms must be returned to the building-level gifted resource teacher. This gifted resource teacher is responsible for collecting all completed referrals, notifying parents of the referral and obtaining permission to proceed with the eligibility process, initiating the assessment process and recording all assessment data on the student profile form used by the Eligibility and Placement Committee for the purpose of making eligibility decisions.

Referral procedures are included on the Gifted Program page of the Powhatan County Public School's website under the *Instruction* tab, shared with parents through the art teachers at the middle and high school, instructional fairs, back-to-school night presentations or direct inquiry from the building-level Gifted Resource Teacher.

Transfer Policy for Identified Gifted Students

The Commonwealth of Virginia's Regulations Governing Educational Services for Gifted students provide guidelines to be used by all school divisions in the identification of gifted and talented students. PCPS has no desire to duplicate identification criteria completed in other school divisions that are valid, reliable and relevant to the specific academic aptitude (SAA) identification process. When a student transfers into the division, every effort is made to review information from the student's previous school division and apply the supportive criteria to the identification process used in Powhatan County Public Schools.

Upon registering, it is recommended that the parent of the identified gifted child bring all gifted identification documentation to the building Gifted Resource Teacher for review. If after reviewing all supporting documentation it is determined that the student was identified and placed in a gifted program similar in nature to that provided to the students of PCPS, the student will be provisionally placed for one year. At the end of the year, the student's performance will be reviewed by the Gifted Resource Teacher, classroom teacher(s) and the Coordinator for Gifted Education.

PCPS reserves the right to administer any and all relevant instruments needed for accurate identification of 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.

6. 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.

VPA - Visual Arts

- ☒ 1. ☒ 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. ☐ 7. Additional valid and reliable measures or procedures

Specify:

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 Eligibility and Placement committee.

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

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

VPA - Visual Arts

- | | |
|--------------------------------|--------------------------------------|
| <input type="text" value="2"/> | Classroom Teacher(s) |
| <input type="text" value="1"/> | Gifted Education Resource Teacher(s) |
| <input type="text" value="1"/> | Counselor(s) |
| <input type="text"/> | School Psychologist(s) |
| <input type="text"/> | Assessment Specialist(s) |
| <input type="text" value="1"/> | Principal(s) or Designee(s) |
| <input type="text" value="1"/> | Gifted Education Coordinator |
| <input type="text"/> | Other(s) Specify: Art Teacher |

- f. Type of Identification/Placement Committee

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

☒ ☒ School-level

☐ ☐ Division-level

7. 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.

VPA - Visual Arts

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Standardized art portfolio, part 1	Junior high school art teacher	Division art teachers	Junior high school art teacher
Standardized art portfolio, part 2	High school art teacher	Division art teachers	High school art teacher
Student interview	School gifted resource teacher	School gifted resource teacher	School gifted resource teacher
Scale for Identifying Gifted Students – creativity scale	Art teacher (current or previous year's) Parent or other referring adult	School gifted resource teacher	School gifted resource teacher

The school Eligibility and Placement Committee convenes **within 90 instructional school days** of the referral and discusses the data collected by the gifted resource teacher in the form of rating scales, student completion of art professional selected portfolio pieces and student selected pieces and student interview. Each criterion of the profile is assigned a range of scaled points that are useful in the determination of eligibility and in making placement recommendations. Each criterion of the profile is assigned a range of scaled points that are useful in the determination of eligibility and in making placement recommendations.

Using this multiple criteria approach, the Eligibility and Placement Committee determines the student's area(s) of strength from the data gathered, and places the student in the program (s) that best match the student's demonstrated strengths. In compliance with the *Regulations Governing the Education for Gifted Students (8VAC 20 – 40 – 40)*, Powhatan County Public Schools does not consider admitting nor excluding a student based on any one single criterion. The committee, through unanimous decision, finds a student eligible for gifted services based on the exhibited strengths and needs of the student as indicated on the student profile. The committee's decision is included on the eligibility report and shared with the student's parents in writing **within 10 instructional school days** of the Committee's decision and of the appeals process.

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

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

VPA - Visual Arts

Based on multiple criteria, when a student is identified as eligible for gifted service options, school-level (middle/high 6 - 12) Eligibility and Placement Committee will determine which of the options best meets the learning needs of the student. Written parent/guardian permission is required prior to students receiving gifted services.

Students in grades 9 – 12 are identified as gifted for the Talented Artist Program (TAP) according to the data collected in the following areas:

- Structured art portfolio as designed and monitored by the high school art teachers
- Student portfolio of self-selected pieces
- Nationally-normed teacher rating scale at the 95th percentile or higher
- Student interview

Additional information provided by parent through parent observation inventories and narrative may be included in the decision-making process, but are not assigned points on the student profile.

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

Notification Procedures for Referral, Eligibility and Placement in the Gifted Program

Referral, Eligibility and Placement:

- Parents/legal guardians are notified within **10 instructional school days** of the gifted resource teacher's receipt of a student's referral for the program. This initial letter explains the types of instruments and data collection for the Student Profile, as well as provides parents/legal guardian the assessment and eligibility timeline. Subsequently, the parents of the referred child respond in writing within **10 instructional school days** giving permission to proceed with the eligibility process.
- Parent/legal guardian(s) are notified within **10 instructional school days** of the decision of the building-level Eligibility and Placement Committee. At this time, parent/legal guardian(s) of students not identified for the gifted program are notified of the appeals process
- Parent/legal guardian(s) permission is requested prior to student placement in the gifted education program. Written permission is requested within **10 instructional school days** of receipt of the eligibility letter.

Change in Placement or Exit from Program:

Appeals Process

Parents who disagree with the decision of the Eligibility and Placement Committee at their child's school may appeal the decision through the following process:

- The parent/guardian must initiate the appeal in writing to the Coordinator of Gifted Services either directly or through the building

Gifted Resource Teacher within **10 instructional school days of the postmark date** of the notification letter. At this time, the parent may request the addition of outside assessment results to be considered, or provide factors contributing to low performance on one or more of the assessment areas.

- Parents or guardian may request a meeting with the building principal and/or the gifted resource teacher to review all data considered. This meeting must be held within **5 instructional school days** of receipt of the eligibility letter. The principal and/or building Gifted Resource Teacher may ask for others with information relating to the student's ability or performance to attend.
 - If all of the parents/legal guardians' concerns and questions are not satisfied upon completion of the review, the parent has 5 instructional school days to submit their appeal to the Coordinator of Gifted Services.
- Upon receipt of the parent/guardian appeal, the Gifted Coordinator will coordinate with the building principal and Gifted Resource Teacher to convene a meeting within **10 instructional school days** to review all of the data in addition to the parent/guardian's concerns. The building-level appeals committee will consist of the building principal and Gifted Resource Teacher, the Division Coordinator of Gifted Services, the student's classroom teacher, one teacher from the original Eligibility and Placement Committee and at least one of the following educational professions: grade level classroom teacher, school counselor or school psychologist. This committee will review the concerns, questions and additional information provided in the letter of appeal, and determine if the original Eligibility and Placement Committee's decision shall be overturned.
 - Criteria for overturning the original committee's decision include: a question of validity of criteria used to determine eligibility; extenuating circumstances, such as outdated information or rating subjectivity; acquisition of new data pertaining to the identification process, such as assessments in another department within the school division and/or the appropriateness of program placement.
- The principal will notify the parent/legal guardian(s) in writing of the building-level appeals committee within **10 instructional school days**.
- Upon receiving notification from the building principal, the
Local Plan for the Education of the Gifted

parent/legal guardian(s), still in conflict with the committee's decision, may submit a letter of appeal to the Division Appeals Committee through the Assistant Superintendent for Instruction and Gifted Education. This appeal letter must be postmarked within **10 instructional school days** of the postmark date on the principal's letter.

- The Division Appeals Committee will be composed of the Assistant Superintendent of Secondary Instruction and Gifted Education, the Division Gifted Coordinator, a principal, a school counselor and/or school psychologist, and at least one teacher from the original Eligibility and Placement Committee. The majority of members of on this committee shall not have served on the building-level Eligibility and Placement Committee. A written notice to parents of the decision of the Division Appeals Committee will be made within 10 instructional school days by the Assistant Superintendent to the parent/guardian.
- Criteria for overturning the committee's decision may include: a question of validity of criteria used to determine eligibility; extenuating circumstances, such as outdated information or rating subjectivity; acquisition of new data pertaining to the identification process, such as valid outside testing; appropriateness of the program placement.

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

Placement of identified gifted students is subject to annual review; however, requests for placement reviews may be considered at any time. The student, parent, teacher, counselor or gifted resource teacher may initiate re-evaluation procedures if the student is not meeting performance expectations. The necessary forms for initiating a review of program services may be obtained from the building gifted resource teacher. Completed forms are returned to the gifted resource teacher, who is responsible for notifying the parents and gathering all necessary data.

If a reevaluation is initiated, the school's Eligibility and Placement Committee will convene to review the student's current portfolio of performance, work samples and assessment scores given within the past two years. Assessment scores older than two years will require the administration of these assessments in order to provide the most accurate information to the committee. The Eligibility and Placement Committee, in their semester review of assessment meetings, will include a review of students being considered for change in placement. The Eligibility and Placement Committee evaluates all student data and reaches a consensus to make one of two recommendations:

1. Continuation of current program option **or**
2. Change in current program option **or**
3. Exit from current program

If change in service options or exit from the program is under consideration, parent/legal guardian(s) are notified in writing **within 10 instructional school days** of the Eligibility and Committee meeting by the school's Gifted Resource Teacher. At this time, parents/legal guardian(s) are informed of the appeal process.

Parent/legal guardian(s) may exit their child from the gifted program at any time. A letter reflecting their decision is forwarded through the building gifted resource teacher to the division Coordinator of Gifted Program Services. In addition, each spring parents are provided a **Consent for Services** form outlining the recommended services and placement made by the Eligibility and Placement Committee. The parent/legal guardian(s) have the opportunity at this time to decline inclusion in the gifted program on behalf of their child for the period of one school year. The next spring, parent/legal

guardian(s) will again have the option of opting their student out of the program or continuing them in the program as outlined by the original Eligibility and Placement Committee.

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.

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

VPA - Visual Arts

Grade Level	Service Option	Area of Identification		
		English Language Arts	Math	Visual Arts
K – 5	Cluster grouping (6 – 8 students)	✓	✓	
	Subject specific acceleration+	✓	✓	
	Advanced academic opportunities delivered by classroom teacher	✓	✓	
	Advanced critical and creative thinking and problem solving skills opportunities delivered by gifted resource teacher	✓	✓	
	MathScience Innovation Center Saturday Enrichment*		✓	
6 – 8	Cluster grouping by area of identification	✓	✓	
	Advanced or accelerated coursework delivered by content teachers	✓	✓	
	Advanced critical and creative thinking and problem solving skills opportunities delivered by gifted resource teacher	✓	✓	
	Subject specific acceleration	✓	✓	
	Summer Regional Governor's School	✓	✓	

9 - 12	Cluster grouping by area of identification	✓	✓	
	Advanced or accelerated coursework beyond Honors/AP/ACA delivered by content area teachers	✓	✓	✓
	Gifted elective courses		✓	✓
	Subject specific acceleration	✓	✓	✓
	Summer Residential Governor's School	✓	✓	✓
	Maggie Walker Governor's School	✓	✓	
	Appomattox Regional Governor's 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.

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Grade	Time with Age-Level Peers
Kindergarten - Grade 5 Cluster (6 – 8 students) classroom component STEM strand (Daily)	Instructional time in social studies, science, music, art, computer technology and physical education
Kindergarten – Grade 5 Pull-out component (Weekly)	
Grades 6 – 8 Designated TAG Teams based on identification area(s) (Daily) Collaborative Instruction in English and Mathematics (Weekly)	Instructional time with monitored expectations from non-identified content areas Electives in foreign language, music, physical education, art, family and consumer sciences and computer technologies

Grades 9 – 12 Honors/AP/ACA Courses with differentiation & collaboration with gifted resource teacher Maggie L. Walker Governor’s School for Government and International Studies Appomattox Regional Governor’s School for the Arts and Technology (Alternating Block schedule – Weekly)	Instructional time with monitored expectations from other teachers in non-strength content areas; Electives in foreign language, music, art, family and consumer sciences, physical education, computer technologies
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VPA - Visual Arts

Grade	Time with Age-Level Peers
Kindergarten – Grade 8	Instructional time with monitored expectations for growth in art
Grade 9 – 12	

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Grade Level and Area of Giftedness	Type of Service Options	Service Provider
K – 5 SAA - English SAA – Math	<ul style="list-style-type: none"> Cluster grouping Differentiated instruction within the classroom 	<ul style="list-style-type: none"> Professional educators
	<ul style="list-style-type: none"> Pull-out instruction in problem solving and critical thinking 	<ul style="list-style-type: none"> Gifted resource teacher

6 – 8 SAA - English SAA – Math	<ul style="list-style-type: none"> ● Cluster grouping ● Acceleration for High School Credit – Algebra I and Geometry ● Advanced level classes in English and Mathematics ● Differentiated instruction within the classroom 	<ul style="list-style-type: none"> ● Professional educators
	<ul style="list-style-type: none"> ● Differentiated instruction within the classroom ● Collaborative/consultative model 	<ul style="list-style-type: none"> ● Gifted resource teacher
9 – 12 SAA – English SAA – Math	<ul style="list-style-type: none"> ● Cluster grouping in English and Math (AP, ACA or Honors) with other high ability students in classes taught by endorsed teacher of the gifted ● Differentiation within Advanced Placement and Dual Enrollment courses in English and Mathematics ● Program – Social Sciences ● Elective classes for gifted & high ability learners 	<ul style="list-style-type: none"> ● Professional educators
	<ul style="list-style-type: none"> ● Optional services from the Gifted Resource Teacher ● Collaborative/consultative model 	<ul style="list-style-type: none"> ● Gifted resource teacher

VPA - Visual Arts

Grade	Time with VPA Peers
Grade 8	Enrollment in Art I Instructional time with monitored expectations
Grade 9 – 12	Cluster grouping Resident artists After school arts workshops

D. Service Options Provide Instructional Time to Work Independently

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Grade	Time to Work/Study Independently
Kindergarten - Grade 5 Cluster classroom component STEM strand (Daily)	Instructional time with monitored expectations in cluster classroom
Kindergarten – Grade 5 Pull-out component (Weekly)	Instructional time with monitored expectations for students to pursue topics of individual interest and ability
Grades 6 – 8 Designated TAG Teams Collaborative Instruction in English and Mathematics Honors level courses (Weekly)	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in strength areas classes
Grades 9 – 12 Honors/AP/ACA Courses Maggie L. Walker Governor’s School for Government and International Studies Appomattox Regional Governor’s School for the Arts and Technology	Instructional time with monitored expectations for students to pursue topics of individual interest and ability in strength areas classes

VPA - Visual Arts

Grade	Time with VPA Peers
Grade 8	Enrollment in Art I Instructional time with monitored expectations
Grade 9 – 12	Cluster grouping Resident artists After school arts workshops

E. Service Options Foster Intellectual and Academic Growth

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

During the school day and week, PCPS provides a variety of instructional strategies to foster intellectual and academic growth for identified gifted learners as outlined above in Parts A – D. To foster growth, students’ program placement, academic setting and program rigor are monitored by the building gifted resource teacher, school counselors and administrators, the Coordinator for Gifted Education

F. Procedures for Assessing Academic Growth in Gifted Students

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

Specific Academic Aptitude -
English Specific Academic
Aptitude - Mathematics VPA -
Visual Arts

Powhatan County Public Schools employs a variety of procedures to assess academic growth for Kindergarten – grade 12 gifted learners. Students are routinely assessed using a variety of diagnostic, formative and summative assessments and lay the foundation for selecting appropriate differentiation plans. Classroom teachers and building-level gifted resource teachers provide growth assessment through student portfolios, teacher narratives, pre- and post-assessments, student self-assessments, peer assessments and product and performance rubrics. Student portfolios are used to measure student growth in their art discipline. Data collected from the various assessments is used to guide program placement and instruction. Information regarding student growth is regularly reported to parents through written reports and conferences.

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

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Differentiation is the process of modifying learning experiences based upon a student's readiness level, interest level and learning profile. The principles of differentiation guide the modification of the following four key areas: content, process, product and learning environment.

Content differentiation modifies what the students are to know, understand and be able to do by the end of the unit of study. When modifying the content, teachers seek to move the students to the conceptual or thematic level of understanding instead of isolating skills and information. The levels of abstractness, complexity and variety of resources used determine the degree to which the core content is differentiated. Examples include Jacob's Ladder, PETS, William and Mary's Language Arts, Math, Science and Social Studies units, and Future Problem Solving Program components.

Process differentiation modifies how the students are engaged in using skills and information to make sense of the content they are learning. When modifying processes, teacher incorporate strategies and methods of student-centered instruction that seek to actively engage student in the learning process. The extent to which higher order questioning, open-endedness, research, personal choice and group interaction are employed determines the extent to which learning is differentiated.

Product differentiation modifies the methods through which students demonstrate their learning. Teachers provide product opportunities that can be connected to authentic assessment of the product; is it a product that a person in the field of study might

produce. These opportunities allow students to engage in the production of an authentic product for real audiences.

Learning environment differentiation modifies the learning environment in which the student is engaged; this includes independent learning opportunities, small group collaboration, learning or interest centers, opportunities for hands-on exploration all within an environment that promotes creative expression, acceptance and safety.

Content area teachers have the primary responsibility of providing differentiated curriculum to identified students. Content area teachers collaborate with building gifted resource teachers to design lessons, secure resources and develop authentic assessment of student work. Information regarding the types and extent of differentiation employed in lessons and units is communicated each quarter through written communication with parents in the form of a *Differentiation Plan* form (grades K – 8) and at least one comment on quarterly report cards (9 – 12).

VPA - Visual Arts

The Talented Artist Program (TAP) provides advanced and developmental curriculum. Students are provided opportunities to accelerate their understanding of the principles of 2D/3D expression, color theory, and the creative process through differentiated instruction within the regular and advanced high school art courses. Additionally, the program emphasizes: knowledge of media, form and design, art history and appreciation of artists and their work, and criticism – critical evaluation of art through a variety of planned workshops and/or artist in residence opportunities.

Art teachers have primary responsibility for providing differentiated curriculum and opportunities for identified students. The primary responsibility of the building gifted resource teacher is to support these differentiated opportunities by assisting the art teacher in securing materials and/or opportunities to extend the abilities and understanding of visual arts area.

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.

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

VPA - Visual Arts

Gifted students access programs and opportunities for advanced course access in accordance with the Local Plan for the Education of the Gifted in compliance with state regulations and in accordance with Local School Board Policy:

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ACCELERA
TION

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: October 6, 2004

Revised: April 12, 2011

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-78.

8 VAC 20-131-50.

8 VAC 20-131-110.

Local Plan for the Education of the Gifted

Cross Ref.: IGBB Programs for Gifted Students

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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 Eligibility 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.

Full – Time Teachers of the Gifted	<p>State and Local Conferences (VAG, Curriculum Networking Conference, RAFG workshops)</p> <p>Reimbursement for graduate courses in gifted education</p> <p>Professional Learning Communities focusing on:</p> <ul style="list-style-type: none"> ● Division identification procedures ● Characteristics of gifted students ● Differentiation for gifted students ● Models and strategies for teaching gifted students ● Social-emotional needs of gifted ● Advanced Placement Institutes ● 21st Century Skills ● Problem Solving ● Critical and Creative Thinking
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<p>Part-Time Teachers of the Gifted/School Counselors and Administrators (Part-time teachers of the gifted are defined as the cluster classroom teacher)</p>	<p>State and Local Conferences (VAG, Curriculum Networking Conference, RAFG workshops) Professional Learning Communities focusing on:</p> <ul style="list-style-type: none"> ● Division identification procedures ● Characteristics of gifted students ● Differentiation for gifted students ● Models and strategies for teaching gifted students ● Social-emotional needs of gifted ● Advanced Placement Institutes ● 21st Century Skills ● Problem Solving ● Critical and Creative Thinking
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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 (GAC), with the assistance of the building gifted resource teachers and administrative staff, annually gather data in the form of surveys from the various groups of stakeholders. This process begins with a review of the goals and objectives of the local plan. The GAC reviews the previous year's goals and objectives and identifies evaluative questions to present to each stakeholder group in the form of online surveys or periodic focus group discussions. Survey data is gathered by the GAC, reviewed, analyzed and presented in a report to the Superintendent and the School Board each spring. The report to the Superintendent and School Board includes observations, conclusions, commendations and recommendations.

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.

Categories	Number represented
Parent/guardian (1 per magisterial district and/or school)	12
Teachers (elementary, middle/junior high, high school)	2
Administrators (Assistant Superintendent for Instruction and building principals or their designee)	7
Support Staff (Gifted Program Coordinator, building gifted resource teachers)	3
Community (representatives of business, industry, arts who are not a parent/guardian of an identified student)	1
Identified Gifted Students (optional)	

The Powhatan County Public Schools Gifted Advisory Committee is composed of parents, teachers, administrators, and community representatives. Powhatan County Public Schools makes every effort to publicize the openings on the committee through direct mailings, newspaper announcements and postings on the school division website. Committee members are appointed annually by the Powhatan County Public Schools School Board and Superintendent. Particular attention is paid to the balance of representation to assure that the committee is reflective of the school division's ethnic and geographic makeup.

The Gifted Advisory Committee shall annually review the PCPS Local Gifted Plan, including revisions, and determine the extent to which the plan is being implemented. PCPS staff shall provide research and other assistance to the Gifted Advisory Committee on their request. The findings of such annual Local Plan review and recommendations for revisions, or changes in the future implementation, shall be submitted annually by the Committee in writing to the PCPS division superintendent and the School Board.

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