



Local Plan for the Education of the Gifted

2021-2026

LEA#	036		
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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 time frame 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, then 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 website. 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 Gloucester 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) - English	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12
Career and Technical Aptitude (CTA)	n/a
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	n/a

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

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

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

Students need curricula and instructional strategies designed to enhance the quality of their own lives and to help them make significant contributions to society. Gloucester County Public Schools will provide appropriately differentiated educational services in accordance with the abilities and aptitudes of identified students from kindergarten to graduation. Identified students will be provided with opportunities to think abstractly, work at various rates and levels of complexity, and pursue tasks independently while learning with others of like abilities and interests, as well as developing social and academic relationships with students of all abilities and interests.

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.

Students who demonstrate eligibility for services in General Intellectual Aptitude or Specific Academic Aptitude in Mathematics or Language Arts/English exhibit advanced capabilities as assessed through multiple sources of information such as a portfolio of student products, a rating scale of behaviors completed by a parent/guardian, and nationally norm-referenced assessments. Services for these students should be matched to the student’s specific area(s) of strength and may include differentiated curriculum and instruction that is engaging, challenging, complex, and is differentiated for depth and pace as appropriate.

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:

Goal: To develop and implement effective identification procedures that encourage the referral and identification of underserved populations (e.g., Grades K-2, non-Caucasian, and economically disadvantaged.)

Objectives	Activities	Position Responsible	Due Date	Expected Outcome
Develop teacher awareness of gifted traits in underserved populations.	Conduct workshops for staff based on the NAGC’s four pillars of Giftedness Knows No Boundaries.	Gifted Specialist Gifted Resource Teacher	Annually	Teachers will recognize the potential and foster the academic, social, and emotional growth of underserved learners.
Plan to implement a Universal Screener based on local norms	Screen 2 nd graders using an assessment of reasoning and problem solving skills	Gifted Specialist Gifted Resource Teacher Classroom Teacher	Annually	When all students in 2 nd grade participate in a universal screener based on local norms, more students from underserved populations will be identified.

B. Delivery of Services:

Goal: To maintain appropriate service delivery in all areas of service through appropriate curriculum and instruction, to expand enrichment opportunities available to identified students, to recruit and retain a full-time gifted resource teacher for each school to support enriched curriculum delivery and provide support for teachers and students.

Objectives	Activities	Position Responsible	Due Date	Expected Outcome
The division level gifted specialist and resource teacher will work directly with students in grades K-5 and provide support for grades 6-7.	In grades K-5 the gifted specialist and resource teacher(s) will deliver services to students through pull-out and push-in programs. In K-7, they will support and assist classroom teachers in differentiating curriculum.	Gifted Specialist Gifted Resource Teacher(s)	Annually	Gifted Specialist and Gifted Resource Teacher(s) will be available to provide enrichment and curriculum extensions for gifted students and general education teachers.

C. Curriculum and Instruction:

Goal: To provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.

Objectives	Activities	Position Responsible	Due Date	Expected Outcome
<p>Plan, modify, and improve curriculum and instruction for gifted learners.</p>	<p>Develop concept-based curriculum units based on themes, issues, and real world problems.</p> <p>Develop differentiated curriculum that addresses the social-emotional, cultural, and academic needs of diverse populations of K-12 gifted learners.</p> <p>Promote student problem-solving skills through integrated, authentic learning opportunities.</p>	<p>Gifted Specialist</p> <p>Gifted Resource Teacher(s)</p>	<p>Annually</p>	<p>Gifted curriculum is conceptual, culturally responsive, and integrates equitably diverse, cross-curricular, and personalized learning experiences and addresses the social-emotional, cultural, academic, and diverse needs.</p> <p>Inquiry, research skills and global competence skills are developed using critical and creative thinking and problem solving.</p>

D. Professional Development:

Goal: To provide the general education staff with opportunities to increase their knowledge, skills, and expertise with identifying and working with gifted students.

Objectives	Activities	Position Responsible	Due Date	Expected Outcome
Provide annual professional development on identifying and educating gifted students.	Design and implement development opportunities to address topics related to gifted identification, socioemotional needs, underrepresented populations, differentiated curriculum and instruction.	Gifted Specialist Gifted Resource Teacher	On-going	Staff will participate in activities and professional development opportunities that will increase their knowledge related to gifted students. With increased knowledge, their understanding of how to meet the needs of these learners will increase.
Stay abreast of current trends to create, provide, and continue professional development efforts in gifted education.	Provide opportunities for teachers serving the gifted population to attend conferences and to collaborate with other professionals in the field of gifted education.	Gifted Specialist Gifted Resource Teacher Classroom Teacher	On-going	Staff will be better equipped to meet the evolving needs of gifted learners, especially in order to meet the needs of under-represented subgroups.

E. Equitable Representation of Students:

Goal: *To promote increased access to advanced academic options for students from historically underrepresented populations (e.g., non-Caucasian, English Language Learners, and economically disadvantaged).*

Objectives	Activities	Position Responsible	Due Date	Expected Outcome
<p>Recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs</p>	<p>Using the NAGC’s four pillars of <i>Giftedness Knows no Boundaries Campaign</i>, staff will be exposed to the themes:</p> <p>“See Me”</p> <p>“Understand Me”</p> <p>“Teach Me”</p> <p>“Challenge Me”</p> <p>“Advocate for Me”</p>	<p>Gifted Specialist</p> <p>Gifted Resource Teacher</p> <p>Gifted Contact Teachers</p>	<p>On going</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> - recognize the strengths of underserved students in their classrooms. -become aware of their implicit bias and how it affects their teaching. -understand the academic, social, and emotional needs of underserved students. -create a culturally responsive learning environment.

F. Parent and Community Involvement:

Goal: To encourage partnerships with parents and the community that support the provision of curriculum and enrichment services to identified learners.

Objectives	Activities	Position Responsible	Due Date	Expected Outcome
Maintain strong parent involvement in the Gifted Education Advisory Committee	Work with building principals, gifted resource teachers, and classroom teachers to obtain strong parent candidates to participate on the board.	Gifted Specialist Gifted Resource teacher	Annually	Parents will be informed and involved in the gifted program.
Keep parents informed of opportunities available for their gifted children	Update the gifted website with current information regarding the program and current opportunities. Reach out to parents through the Gifted Facebook page with information.	Gifted Specialist Gifted Resource Teacher	On-going	A more active parent base will be established.

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

Screening is the active search for students who should be evaluated for identification. Gifted resource teachers, school administrators and classroom teachers identify potential candidates for the gifted program through this screening process. Particular attention is paid to under-represented populations. Screening will be conducted by the end of January of each school year using division-wide assessment data, as available; classroom observations, student products, and other data will be used when division-wide assessment information is not available. Examples of screening tools follow:

Grade Level	Screening Tools
K – 2	<ul style="list-style-type: none"> ● <i>Screening tools should be used as a starting point to collect information about students to make teacher referrals</i> ● <i>Eligibility and placement decisions are made by the division eligibility committee</i>
3 – 5	<ul style="list-style-type: none"> ● <u>Universal Screening (as designated by Instructional Services):</u> In Well Above Average score range on Fall Universal Screening measures for majority of assessments within content area (e.g., STAR ; Early Numeracy tests; Early Literacy tests; Cogat <i>Grade 2</i>, etc.). ● <u>Harrison Observation Scale:</u> Demonstrates many characteristics in 2-3 domains or demonstrates several characteristics in multiple domains; may or may not align with classroom academic performance; the Harrison Scale is to be used in conjunction with other assessment data, including performance assessments such as writing samples, creative problem-solving, products that demonstrate advanced thinking or understanding

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6 - 8	<ul style="list-style-type: none"> ● <u>Universal Screening (as designated by Instructional Services):</u> In Well Above Average score range on Fall Universal Screening measures for a single content area or across content areas (e.g., STAR; division literacy or numeracy benchmarks; etc.). ● <u>Assignments:</u> Indicate consistently high performance on performance assessments or indicate quick rate of learning of new information or skills ● <u>Assessments:</u> Indicate consistently high performance on pre-assessments or summative assessments
9-12	<ul style="list-style-type: none"> ● <u>Standardized Assessment:</u> Results on a nationally normed assessment (e.g., STAR, PSAT, SAT, ACT) indicate student performance above 85th percentile, national norm (NPR; <u>not</u> NCE or Normal Curve Equivalent) ● <u>First Quarter:</u> <ul style="list-style-type: none"> ○ <u>Assignments:</u> Indicate consistently high performance on performance assessments or indicate quick rate of learning of new information or skills ○ <u>Assessments:</u> Indicate consistently high performance on pre-assessments or summative assessments

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

Referral procedures for Specific Academic Aptitude - English

Referral procedures for Specific Academic Aptitude - Mathematics

Referral Procedures:

STEP 1: A student, peer, parent/guardian or educator may refer a student to be screened for services in one or multiple aptitude areas.

STEP 2: The student's Parent/Guardian gives permission for student evaluation. Multiple sources of information are collected, including parent rating scale, standardized assessments, and a portfolio of student work related to aptitude.

STEP 3: A division-level eligibility/placement meeting will be scheduled after the Gifted Office receives all required information. Meetings will include the Specialist, building principal/designee, a gifted resource teacher, and other selected professionals related to the designated aptitude area(s). Parents are also welcome to attend.

STEP 4: The division level committee bases its eligibility determination on multiple criteria that include: individual or group aptitude/ability tests, individual or group achievement tests, characteristics of intellectual giftedness teacher rating scales, parent questionnaires, grades, and examples of student academic work/awards. Referrals to the gifted program are reviewed and placements are determined in no longer than 90 instructional days.

STEP 5: If a student is found eligible for gifted education services, parent/guardian is asked to complete the "Permission to Receive Services" form. If a student is not determined to be eligible for gifted education services, his or her parent/guardian is notified of the appeals procedure and their right to appeal the decision.

This step-by step guide to referrals is available on the division webpage for Gifted Education Services and at each school. Designated staff members inform school staff members about the referral process annually. Referral forms are available on the division website and in hard copy at all schools. Deadlines for referrals will be set each year based on data collected by Instructional Staff and to ensure timely processing of eligibility information. The deadline for receiving all referrals shall not be after March 1st to ensure students in Grades 3-7 have the opportunity to apply to the Middle Peninsula Summer Regional Governor's School if found eligible for Gifted Services in Gloucester County Public Schools.

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To ensure that students from underserved populations, such as low income, culturally diverse, and students with disabilities subgroups are included in the referral process, all teachers are encouraged to refer their top students from underserved populations. Teachers receive descriptors and information to aid in recognizing gifted characteristics for students from diverse backgrounds.

Students who have previously attended GCPS schools and were found eligible for gifted services prior to leaving GCPS schools shall be automatically designated as eligible for gifted services upon their return. Students who are transferring to GCPS schools from another school division in Virginia or another state who were eligible for gifted services in the previous school division shall be automatically referred for the eligibility process upon completion of the parent/guardian signature on the referral form during the enrollment process.

The designated building administrator returns all referrals to the Office of Instructional Services after review.

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

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

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

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

General Intellectual Aptitude

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

Specify: Additional testing information completed by school psychologists working within GCPS will also be accepted.

2. Additional identification information for Specific Academic Aptitude - English

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- 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: Additional testing information completed by school psychologists working within GCPS will also be accepted.

3. Additional identification information for Specific Academic Aptitude - Mathematics

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

Specify: Additional testing information completed by school psychologists working within GCPS will also be accepted.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: Instructional Services Staff with gifted endorsement or training in gifted identification procedures, including Division-designee for Gifted Education

- b. Type of Identification/Placement Committee

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

School-level

Division-level

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

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

General Intellectual Aptitude
 Specific Academic Aptitude - Mathematics
 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>
SIGS – Parent/Home Rating Scale	Parent/Guardian	Designated Instructional Services	Instructional Services
Portfolio	Current Classroom Teacher (s)	Current Classroom Teacher(s)	School staff member
Individual testing	Specialist or designated qualified staff member	Company, or Specialist, or designated qualified staff member	Instructional Services
Group administered achievement and aptitude testing	Specialist or designated qualified staff member	Company, or Specialist, or designated qualified staff member	Instructional Services
Anecdotal teacher input	Current Classroom Teachers	N/A	Gifted Education School Contact
Other information	GCPS Psychologists/specialist	GCPS Psychologists/specialist	Instructional Services

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Throughout the first semester, each school principal/designee solicits gifted education referrals based upon the screening process and obtains written permission from parents for additional assessments that may be required. The school principal/designee then submits these referrals to the Gifted Education Coordinator who arranges additional assessment of the referred students if necessary. School division staff administers standardized assessments and compiles the results of these norm-referenced evaluations. Standardized test results and other data, such as current school performance, grades, teacher observations, and parent questionnaire responses are compiled on the Eligibility Summary Profile for review by the Division Education Identification/Placement Committee. Identification/Placement Committee makes eligibility decisions by consensus after careful review of all criteria recorded on the Eligibility Summary Profile, which includes additional anecdotal information from the classroom teachers.

If the committee cannot make a clear-cut determination due to a discrepancy in the data, additional data will be obtained to determine if the need for services exists. In this case, a temporary “hold” will begin while more information is gathered. This information may include, but is not limited to: additional testing, teacher input, and consideration of updated scholastic performance. The Gifted Education Coordinator will communicate this decision to parents by phone so the decision can be explained.

If a student is found ineligible, the decision can be appealed. Students may be referred again the following year. Referrals to the gifted program are reviewed and placements are determined in no longer than 90 instructional days. Additionally, in accordance with § 22.1-360. Interstate Compact on Educational Opportunity for Military Children, the Gloucester County School Division will identify in an expedited manner any military children who have been served as gifted students in their sending school.

Eligibility Process

The designated Instructional Services staff (with training in gifted education identification procedures) is responsible for coordinating the eligibility process at each school and collecting the information for determining eligibility for gifted services. The eligibility committee meets within 90 instructional days of the referral to review the data collected on students to determine if the student meets the criteria to receive gifted education services. All student information is collected and included on a Student Profile by the designated Instructional Services staff. Determination of eligibility is based on at least three of the following items: aptitude assessment, achievement assessments, parent rating scales, and portfolio. After the committee reviews the criteria and student information, one of the following decisions is to be made by consensus.

- 1. Student eligible for gifted services*
- 2. Student not eligible for gifted services*

If a student is determined to be eligible for gifted education services, notification is sent to the student's parents/guardians recommending eligibility and asking for parent/guardian permission for the student to receive services. If the committee recommends that the student not receive services, notification is sent to the parent, and a form is included allowing the parent to initiate an appeal process. Parents may request an appointment to review information collected and reviewed for gifted services eligibility process with an Instructional Services staff member.

Eligibility for gifted services is not based on any one single criterion. A single criterion on the Student Profile is not used to guarantee or deny access to gifted education services.

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

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Eligibility decisions are recommended by the Identification/Placement committee based on data collected in the Student Profile.

Each candidate who is found eligible to receive gifted services in GIA or SAA will participate in appropriately differentiated or accelerated curriculum and instruction as recommended by the Identification/Placement Committee. Additional opportunities may be developed by the Gifted Specialist, or other Instructional Services staff, based on student data and achievement 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.

- General Intellectual Aptitude
- Specific Academic Aptitude - English
- Specific Academic Aptitude - Mathematics

Parent letter: Parent/Guardian Permission for Evaluation

A parent whose child has been recommended for assessment to determine eligibility for the gifted program is notified by a letter sent from the student's home school. A Parent/Guardian Permission for Evaluation form attached to the notification letter must be completed by the parent and returned to the school's principal/designee before the assessment process begins. Once permission has been received, a letter is sent to the parents/guardians explaining the next steps in the process. The Parent Rating Scale (SIGS) and an Overview of Gifted Educational Services pamphlet are also included.

Parent letter: Notification of Eligibility or Ineligibility

After the Gifted Education Identification/Placement Committee makes its eligibility determination by consensus, the Gifted Education Coordinator notifies the parent in writing of the eligibility decision and the standardized test results. If the student has met the criteria for gifted education services, a Permission for Placement form accompanies the letter to the parent. This permission must be signed and returned in order for the child to participate in the gifted education program. If the student has been determined ineligible for gifted education services, the parent is informed in writing of the appeals procedure and timeline for re-referral.

Appeal Procedures:

To initiate an appeal of the decision of the gifted education eligibility committee, parents or legal guardians must submit a written request to the school's principal within ten instructional days of receiving notification of the eligibility committee's decision. An alternate eligibility committee will analyze and evaluate the initial committee decision. The appeals committee shall include Instructional Services staff, an administrator from the appropriate level (elementary or secondary), an endorsed teacher from the appropriate level, and a guidance counselor or psychologist. These committee members cannot have participated in the original eligibility meeting. The Chair of the original Eligibility/Placement committee shall serve as a source of information on the original Identification/Placement Committee but will not be part of the decision-making process. Parents will also be given an opportunity to share their concerns and ask additional questions. The Student Profile shall be reviewed and a decision reached. The Appeals Committee shall decide to uphold the original eligibility decision or recommend placement in gifted services. Parents will be notified in writing of the appeal committee's decision.

Parent Notification of Progress: Progress Reports

Parents of identified students who participate in gifted programs in grades 1-8 are sent semester progress reports. This report accompanies the 2nd and 4th quarter report card.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Change in Instructional Services:

A parent/guardian may request a change in services at any time. Parents are asked to submit a written request either for a change in services within the school program or for an exit from Gifted Education Services.

Once designated Instructional Services staff or principal/designee receives a request for change in services, a meeting is scheduled to discuss the request. This meeting is first used to modify services for the student prior to exiting the student from gifted education services. After 30 working days, the party that requested the change in services will be notified of a second review of the student's instructional services. After the second review the student may be exited from gifted education services with parent/guardian permission. Written permission to exit from gifted education services must be returned to designated staff within 10 school days of the second review. Students that formally exit services as described above must be re-referred and complete the standard eligibility process if there is interest to return to gifted services after exiting.

Requests for consideration for whole-grade acceleration will be considered and parent permission requested for additional assessment. Division staff will use a research-based protocol, like the Iowa Acceleration Scale, to review student readiness for whole-grade or other acceleration options.

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
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Continuous and Sequential Service Options:

Gloucester County Public Schools cluster groups for instructional purposes students identified for gifted services in General Intellectual Aptitude and Specific Academic Aptitude (English and Mathematics) within schools based on a variety of assessment data. Students identified in the area of General Intellectual Aptitude are clustered for instruction by grade level at the elementary level beginning when the student is found eligible for gifted education services, and by content area for instruction at the middle school level. Students identified in the area of Specific Academic Aptitude are clustered for instruction in the corresponding academic area (English or Mathematics) at the elementary and middle school level.

At the secondary level, identified students in GIA or SAA are encouraged to select Advanced Placement classes, dual enrollment classes, Honors classes, or to apply to Chesapeake Bay Governor's School or New Horizons 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.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Instructional Time with Age-level Peers:

At the elementary, middle, and high school levels, students in the Gloucester County School Division are typically placed in classes with their age-level peers. Students identified for gifted education services in all areas are cluster-grouped by grade-level and/or content area, as appropriate for instruction, throughout grades K-12. Identified students have multiple opportunities to interact with non-identified age-level peers in core content areas, resource or elective classes, and non-instructional (e.g., lunch, enrichment blocks, etc.) times during the school day.

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
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Instructional Time with Intellectual and Academic Peers:

Students identified for gifted education services in all areas are cluster-grouped by grade-level and/or content area, as appropriate for instruction, throughout grades K-5. Students are grouped by ability levels through some of their course selections at the middle and high school levels, as they select options for study. Instructional strategies are selected and implemented based on the assessed needs of identified students and the course material throughout the academic year. Strategies include curriculum compacting, subject- and grade-acceleration, advanced content within-course acceleration, choice in the product, independent and small-group research, simulations, pre-assessment to determine mastery, project-based learning, problem-based learning, and tiered assignments (e.g., tiered reading selections).

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
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Instructional Time to Work Independently

Students in the Gloucester County School Division are afforded many opportunities to work independently throughout their courses. Classroom teachers and gifted resource teachers provide opportunities for independent learning through differentiation, independent research, and contracts as they promote student engagement. Teachers provide advanced learners ongoing opportunities to investigate, research, and work independently through advanced study provided by the models and strategies in the curriculum framework and division curriculum guides.

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
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Fostering Intellectual and Academic Growth

Matching strategies and curriculum to the needs of identified students is an ongoing goal. The foundation of the GCPS academic programs is curriculum and instruction designed to challenge and engage all learners. All teachers are responsible for determining annual student academic progress goals that address the needs of all students, in accordance with the Virginia Standards for the Professional Practice of Teachers and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. (See attachment A.)

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Assessing Academic Growth

Instruction designed for gifted learners includes pre-assessments, formative assessments, and post-assessments. Teachers implement performance tasks, and checklists, and rubrics designed to measure students' growth and mastery of learning goals. GCPS uses multiple assessments identified on a division Assessment Map to document student performance and growth in core content areas. All other content areas implement student assessments focused on academic progress as appropriate for the curriculum and course description. Using assessments that reflect the growth and needs of identified students is an ongoing goal. All identified students take the Virginia Standards of Learning (SOL) test, or designated local alternative assessment, for any and all courses that they are taking. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations. All teachers are responsible for determining annual student academic progress goals that address the needs of all students, in accordance with the Virginia Standards for the Professional Practice of Teachers and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Students' growth and performance is regularly communicated to parents through the online-grading system and traditional paper copies, as well as through semester gifted reports.

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
- Specific Academic Aptitude - English
- Specific Academic Aptitude - Mathematics

Differentiated Curriculum and Instruction

The Virginia Standards of Learning define the core curriculum for all students. Classroom teachers develop differentiated instructional options for identified students in their classrooms based on the core curriculum. Differentiation will be based on student strengths and shall include accelerated instruction, advanced content, in-depth study, complexity of process, critical inquiry, problem-based learning, and divergent products. The implementation of the differentiated instruction will be monitored and evaluated for effectiveness by the building administrator and/or Instructional Services staff members. This framework for differentiation is based on these assumptions (Tomlinson, 1997; Tomlinson et.al, 2002; Tomlinson, 2010):

1. There is no one size fits all approach to teaching advanced learners and it is important to design curriculum that taps the potential of many learners.
2. Curriculum and instruction for advanced learners must be flexible enough to address the needs of a diverse population of gifted learners.

The following are instructional strategies used in the division to accelerate and enrich the content for advanced learners beyond the grade-level or course expectations for all learners:

- **Curriculum compacting:** Curriculum compacting “is a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace”. The goals of curriculum compacting are to create a challenging learning environment, define objectives and guarantee proficiency in basic curriculum, and substitute alternative learning activities based on advanced content and student interest in the content area of a specific course.
- **Acceleration:**
 - Subject acceleration for GCPS students includes accelerated math placement in

- grades 6-12 and Foreign Language in Grade 8;
- Advanced content involves the use of advanced reading materials such as texts that are above the student's assigned grade level, or curricular materials, such as the William and Mary Language Arts Curriculum for High-Ability Learners at the middle school level. Other examples include supplementary high school or college-level textbooks, advanced primary source documents, advanced scientific investigations, and pre-Advanced Placement or Advanced Placement resources.
- Full grade-level acceleration is used in GCPS but on a case-by-case basis and decisions are made using a variety of indicators, including standardized assessments and socio-emotional maturity. The instrument that is used to facilitate this decision is the Iowa Acceleration Scale. The process is facilitated by members of the Instructional Team and through a committee meeting at the student's school.
- **Choice in the product:** Encourages creativity and expression while requiring students to demonstrate what they know about, understand, and are able to do within a specific content standard or objective. Assessment of learning through choice-based products should use rubrics focused on demonstration of content knowledge or skills and clarity of communication within the product choice.
- **Individual research or project:** These allow students to work independently in an area of interest or strength. Individual projects should be assessed with rubrics focused on demonstration of content knowledge and skills and clarity of communication of student learning. Self-evaluations are good companions of teacher assessment of individual projects.
- **Small Group Projects:** These allow students to work with peers with similar interests and abilities. Group projects should be assessed with rubrics focused on demonstration of content knowledge and skills and clarity of communication of student learning. Peer and self-evaluations are good companions of teacher assessment of small group projects.
- **Simulations:** Teacher-directed experiences that require application of content-knowledge and high-level reasoning skills. Examples of simulations include model societies/organizations (e.g., Model UN, student governments), some WebQuests, gaming simulations, the Stock Market game, Writer's Workshop (or Author's Tea), Reality Store, model village/town economy, Socratic Seminar, Creative Writing Group, etc.
- **Pre-assessment to determine mastery:** A useful tool for teachers to identify the prior knowledge and experiences for all students related to a specific upcoming unit of study. Pre-assessment to determine mastery (e.g., 85% or 90% as mastery) allows teachers to identify sub-areas of a unit or lesson that a student has mastered and signals a need for alternative or advanced work in that section of the learning plan. This is most often used in combination with Curriculum Compacting. Pre-assessment often focuses on specific areas of knowledge (i.e., what countries participated in WWII?) OR it could be about prerequisite skills (i.e., usage and mechanics in writing, math facts, stages of scientific investigation, map-reading skills, etc.).
- **Project-based Learning:** This is a teacher-guided learning experience that is centered on team collaboration, built around driving questions, connected to real-world issues or scenarios, and involves an authentic audience at the completion of the project. Examples

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include: Economic micro-loans, SIRS projects for seniors, STEM or history fair projects, etc.

- **Problem-based Learning:** This is a specific curriculum strategy that uses an ill-structured problem that requires action, decision, or a solution related to the content area being studied. Students learn required information to help them identify and address the problem, incorporating content-based standards while applying content to a situation. For examples, see the William and Mary Science Units that use the problem-based learning structure. Problem-based learning can be a subset of Project-based Learning.
- **Tiered Assignments** (Not to be associated with VTSS/RtI Tiers of Instruction) is a strategy used for differentiation that addresses a particular standard, key concept, and essential understanding, but allows several pathways for students to arrive at an understanding of these components, based on the students' readiness, interests, or learning profiles (Adams & Pierce, 2006). Tiers are based on assessment of the students' abilities or readiness to handle the content of the lesson. Examples include: leveled reading of text based on students' instructional reading levels, open-ended vs. structured learning activity, strategically selected homework problems in math, etc.

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

Policies and Procedures for Access to Programs and Advanced Courses

Guide to GCPS Gifted Education Services provides procedures for identifying and serving students for gifted education services. The Gifted Services Brochure provides an overview of the identification and eligibility process and range of services available. A Parent Information Handbook is available on the division website.

Beginning in kindergarten, students who exhibit a need for additional challenge in one or more areas of academic strength are referred for the eligibility process. School gifted contacts and classroom teachers collaborate with Instructional Services staff to facilitate the collection of appropriate information. All students have access to additional challenges and resources within the general education program. Gifted services are specifically planned to provide more challenging content, assignments, resources and/or instructional grouping within the classroom. Ongoing observation and assessment ensures that student needs are being met.

Advanced course options at the High School level include honors, Advanced Placement, and Dual-Enrollment courses. In Middle school, students may enroll in advanced English/Language Arts in 6th grade and/or advanced mathematics courses starting in 7th grade. The decision regarding placement in 7th grade Algebra I is based on student performance on assessments and 6th grade SOL test scores. Students may also enroll in Algebra I in 8th grade based on student performance on assessments and 7th grade SOL test scores.

High school students who demonstrate high achievement in one or more areas of academic strength may participate in honors courses in any of the four core academic subject areas. Students are invited to a Governor's School Information night starting in 7th grade and based on 1st Quarter mathematics grades/performance. This Information Night provides an overview of the coursework and admissions process for Chesapeake Bay Governor's School (for rising grades 10-12), New Horizons Governor's School for Science & Technology (for rising grades 11-12), and the Summer Residential Governor's Schools and Foreign Language Academies (for current grades 10-11).

At the middle school or high school level, parents may contact building administrators, grade level gifted contacts, or their child's school counselor for more information.

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.

Personal and Professional Development

GCPS provides multiple opportunities for ongoing professional development both during the school year and during the summer. Ongoing professional development by grade and content areas incorporate high-level design of curriculum, instruction, and assessment for all students, including advanced and high-ability learners. Instructional staff provide ongoing support for the identification and screening process at the K-8 schools, and will develop and implement learning modules for all teachers during the academic year. Teacher research opportunities also provide powerful professional development to teachers and students in specific areas of interest.

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Professional Development: Provide annual professional development on identifying and educating gifted students.

Objectives	Activities	Person/s Responsible	Dates	Expected results
<p>Design and implement an annual training plan for all staff, to include: administrators, school counselors, and teachers using multiple modalities to address topics related to: Gifted identification Socio-emotional needs Underrepresented populations Differentiated curriculum and instruction.</p>	<p>Create and implement online modules for gifted contacts and teachers that address issues related to referral procedures, interpreting scores, and consistent responses to frequently asked questions from parents Collaborate to increase awareness and implementation of the 2021- 2026 gifted plan Investigate and implement a variety of delivery methods to help create a consistent plan for gifted education professional development for k-12 teachers.</p>	<p>Gifted education staff, Site based administrators Teachers, and counselors</p>	<p>On going</p>	<p>Staff knowledge and understanding of gifted learners are increased and supported through a variety of professional development activities</p>
<p>Stay abreast of current trends to create, provide, and continue professional development efforts for gifted education</p>	<p>Explore division support, feasibility, and interest in elementary and secondary teachers taking classes together to earn their gifted endorsements (a cohort) Support gifted resource teachers to participate in professional growth opportunities</p>	<p>Gifted education staff</p>	<p>On-going</p>	<p>Staff knowledge and understanding of gifted learners are increased and supported through a variety of professional development activities</p>

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 annual review of the effectiveness of the GCPS gifted education local plan is based on the following criteria:

- 1. A report on the identification and eligibility procedures that includes the number of students referred, screened, and found eligible by school, grade level, and overall division membership for underrepresented populations.*
- 2. The demographics of students who participate in advanced course options at all levels, as well as enrichment opportunities offered at the school and division level.*
- 3. The number of students who participate in Academic Year Governor's Schools, Summer Residential Governor's Schools, Summer Regional Governor's Schools, Dual-Enrollment, and Advanced Placement options.*
- 4. Progress made toward reaching the Program Goals and Objectives as outlined in Part II.*

The Gifted Education Advisory Committee (GEAC) reviews the plan regularly and reports to the School Board on the progress made toward achieving the goals and objectives.

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.

The GEAC is an organization established by the Virginia regulations for gifted education (8VAC20-40-60, Section B). The purpose of the GEAC is: (i) to review the local plan annually for the education of gifted students, including revisions, and (ii) to 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 advisory committee shall be submitted annually in writing to the division superintendent and the school board.

The GEAC meets a minimum of three times a year and members need to commit to attending at least two meetings. Members commit to serving a two-year term.

**Gloucester County Public Schools
Gifted Education Advisory Committee (GEAC)**

BY-LAWS

ARTICLE I: NAME

The name of this organization shall be the Gloucester County Public Schools (GCPS) Gifted Education Advisory Committee (GEAC), known briefly as the Gifted Education Advisory Committee.

ARTICLE II: PURPOSE

The purpose of the Gifted Education Advisory Committee is established in the Virginia Administrative Code, derived from VR270-01-0002 §1.1, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995; adopted by the Board of Education in March 2009, effective July 30, 2010.

The GEAC is established by the Virginia regulations for gifted education (8VAC20-40-60. Local plan, Section B):

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 committee shall have two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions, and (ii) to determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the

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recommendations of the advisory committee shall be submitted annually in writing to the division superintendent and the school board.

ARTICLE III: MEMBERSHIP

Members to the GCPS GAC are solicited through application by the Office of Instructional Services and appointed by the GCPS School Board. Membership will include Parent, Student, Community, Teacher, and Administrative representatives to reflect the ethnic and geographical composition of the school division. All Parent, Student, and Community members are asked to serve a two-year term. Teacher and Administrative membership may rotate throughout the school year to encourage broad participation and sharing of information by GCPS staff.

- 1. Parent members will be solicited for one representative from each school in GCPS (Total of 9). Parent members must have a student identified for Gifted Services in the school they would be representing throughout the two-year term.*

All meetings are open to the public; therefore, multiple parents from each school may attend GAC meetings. When voting is required, only the official parent representative from each school will be allowed to vote upon committee decisions.

- 2. Student members are solicited each summer from the rising 11th grade student population identified for Gifted Education Services (Total of 2). The Office of Gifted Education Services is responsible for soliciting student applications and organizing an interview committee prior to the September meeting of each year. The selected 11th grade student will serve a two-year term. In the event that they are unable to complete their term, interviews will be conducted from the eligible students in their grade level.*
- 3. Community Members will be solicited through the Community Education Office according to the categories established by the Local Plan for Gifted Education (Total of 2). All meetings are open to the public; therefore, multiple community members may attend GEAC meetings. When voting is required, only the official community representatives will be allowed to vote upon committee decisions.*
- 4. Teacher members are solicited from the teachers at each school. To encourage participation by all designated teachers, membership is rotated throughout the school year. However, when voting is required, only one Elementary, one Middle, and one High School teacher will be allowed to vote upon committee decisions. (Total of 3 votes)*
- 5. Administrative representatives are solicited from each school. To encourage participation by all administrators, membership is rotated throughout the school year. However, when voting is required, only one Elementary, one Middle School, and one High School administrator will be allowed to vote upon committee decisions (Total of 3 votes)*

ARTICLE IV: RESPONSIBILITIES OF MEMBERS

The responsibilities of the members shall include the following:

- 1. Attend at least two-thirds of scheduled meetings during each academic year.*
- 2. Review program information presented by the Office of Gifted Education Services at each meeting*
- 3. Participate in established mission of the GEAC (8VAC20-40-60. Local plan, Section B):*
 - a. to review annually the local plan for the education of gifted students, including revisions, and*
 - b. to determine the extent to which the plan for the previous year was implemented. Support events sponsored by and the communication efforts of the Office of Gifted Education Services*

ARTICLE V: LEADERSHIP

The Gifted Education Advisory Committee will be led by co-Chairs. One co-chair will be a member of the Office of Instructional Services or instructional staff member of Gloucester County Public Schools. The other co-chair will be a parent, student, or community representative. The term of non-instructional co-chairs will consist of one year with an option for additional one-year terms.

ARTICLE VI: COMMITTEES

Sub-committees shall be appointed by the co-Chairs of the GEAC as needed.

ARTICLE VII: MEETINGS

The number of meetings is set by the Local Plan for Gifted Education.

To ensure regular meetings that can be anticipated in our members' schedules, GEAC meetings will be planned as follows unless a conflict (state meeting, division-level meeting) occurs:

- 2nd or 3rd Monday of November, February & April, as available*

ARTICLE VIII: RULES OF ORDER

All meetings shall be conducted according to the principles of Robert's Rules of Order.

ARTICLE IX: AMENDMENTS AND REVISIONS

The By-Laws may be amended at any committee meeting upon the affirmative vote of a majority of the membership present. Proposed amendments shall be submitted to the membership for first reading at least two weeks in advance of the meeting at which they are to be considered.

Adopted November 11, 2010

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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.

Walter R. Clemons

Division Superintendent's Signature

Walter R. Clemons
Printed Name

5/12/21
Date

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Attachment A

<p>Elementary K-5</p> <p>22 Teachers w/ Gifted Endorsement</p>	<p>Middle School 6-8</p> <p>14 Teachers w/ Gifted Endorsement</p>	<p>High School 9-12</p> <p>8 Teachers w/ Gifted Endorsement</p>
<p>Differentiation and Acceleration in content areas</p> <p>Math Ways (5th grade)</p> <p>Pull-out enrichment program once a week</p> <p>Odyssey of the Mind</p> <p>Math Bowl</p> <p>Great Computer Challenge teams</p> <p>Before/After School Enrichment* (varies yearly)</p> <p>Outreach programs: NASA, Fairfield Foundation, Chesapeake Bay Governor's School, VLM, Watermen's Museum, etc.</p> <p>Middle Peninsula Summer Regional Governor's School (3-5)</p> <p>Chess Club, Engineering Teams, Beginning Algebra</p>	<p>Differentiation and Acceleration in content areas</p> <p>Accelerated classes (i.e. Algebra and Geometry)</p> <p>Future Problem Solving team</p> <p>Future Problem Solvers Scenarios</p> <p>Odyssey of the Mind</p> <p>After School Enrichment* (varies yearly)</p> <p>Great Computer Challenge teams</p> <p>Middle Peninsula Summer Regional Governor's School (6-7)</p> <p>*Community and Strategy Building, Abstract Poetry, FPS</p>	<p>AP Government, AP English, AP Statistics, AP Spanish</p> <p>Dual Enrollment Classes</p> <p>Honors Classes</p> <p>Spanish Honor Society, French Honor Society</p> <p>W. E.B. DuBois Honor Society</p> <p>National Business Honors Society, National Art Honor Society, National Honors Society</p> <p>Beta Club</p> <p>Chesapeake Bay Governor's School (for those who qualify)</p> <p>New Horizons Governor's School</p> <p>Summer Residential Governor's School</p> <p>STEM Academy</p> <p>Robotics</p>

**GLOUCESTER COUNTY
PUBLIC SCHOOLS**

**OFFICE OF
INSTRUCTIONAL
SERVICES**

**OVERVIEW OF
GIFTED EDUCATION
SERVICES**

The Thomas Calhoun Walker
Education Center
6099 TC Walker Road
Gloucester, Virginia 23061

GCPS Gifted Education

Statement of Philosophy

Students need curricula and instructional strategies designed to enhance the quality of their own lives and to help them make significant contributions to society.

Gloucester County Public Schools will provide appropriately differentiated educational services in accordance with the abilities and aptitudes of identified students from kindergarten to graduation. Identified students will be provided with opportunities to think abstractly, work at various rates and levels of complexity, and pursue tasks independently while learning with others of like abilities and interests, as well as developing social and academic relationships with students of all abilities and interests.

— Local Plan for the Education of Gifted Students, 2021-2026

Gloucester County Public Schools Mission Statement

As a strong community of learners, Gloucester County Public Schools is dedicated to creating and sustaining an environment that emphasizes education, embraces diversity, and empowers its stakeholders (students, families, staff and community) to accomplish individual, as well as collective goals.

Gifted Education Services

Gifted Education Services are provided to eligible students in public elementary and secondary schools, K-12. Using a philosophy of talent development, students are served with a focus on student strengths and aptitudes. Services are provided within the context of their daily classes and as part of the integrated school day.

In accordance with state regulations, students are identified for gifted education services in two areas:

General Intellectual Aptitude (GIA):

Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem-solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.

Specific Academic Aptitude (SAA):

Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem-solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, history and social science, mathematics, or science.

Referral/Eligibility Process

STEP 1: A student, peer, parent/guardian or educator may refer a student to be screened for services in one or multiple aptitude areas.

STEP 2: The student's Parent/Guardian gives permission for student evaluation. Multiple sources of information are collected, including parent rating scale, standardized assessments, and a portfolio of student work related to aptitude.

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STEP 3: A division-level eligibility/placement meeting will be scheduled after the Gifted Office receives all required information. Meetings will include the Specialist, building principal/designee, a gifted resource teacher, and other selected professionals related to the designated aptitude area(s). Parents are also welcome to attend.

STEP 4: If a student is found eligible for gifted education services, parent/guardian is asked to complete the “Permission to Receive Services” form. If a student is not determined to be eligible for gifted education services, his or her parent/guardian is notified of the appeals procedure and their right to appeal the decision.

The district-level Eligibility/Placement committee makes recommendations for appropriate differentiated services based on the information provided during the meeting. Parents will receive written information about student progress relative to differentiated services through Gifted Education Services Semester Reports at both elementary and middle school levels.

Gifted Education Services: Students identified for gifted education services vary in the intensity and profile of their strengths. They are served through the regular classroom using flexible grouping strategies and differentiated instruction.

Elementary Services: Appropriate differentiation in the areas of strength (i.e., language arts, mathematics, or all core content areas).

- Opportunities for advanced or accelerated studies, as appropriate.
- Semester reports provide documentation of services.
- Services are targeted to student needs and strengths and may be extended or provided by Gifted Specialist in collaboration with the Classroom Teacher

Middle School Services: Appropriate differentiation in the areas of strength (i.e., language arts, mathematics, or all core content areas).

- Opportunities for advanced and accelerated studies as appropriate, especially in mathematics and language arts.
- Semester reports provide documentation of services.

High School Services: Students at the high school level are served through various options.

- Opportunities for advanced and accelerated studies, as appropriate, especially in mathematics and language arts, including Honors, Dual-Enrollment, and Advanced Placement.
- Two Academic Year Governor’s School Programs: Governor’s School for Science Technology at New Horizons and Chesapeake Bay Governor’s School.
- Student progress is reported through the student’s report card.
- Opportunities to work with teachers, administrators, and guidance counselors for career/college planning.

**Office of
Instructional Services**

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No student can be prevented from the participation in any program solely because of his/her race, color, national origin, sex, age, religion, or disability.

A procedure for resolving complaints alleging discrimination on the basis of race, color, national origin, sex, age, religion, or disability may be found in the manual for Policies and Regulations of the Gloucester County Public Schools.

The Section 504 and Title IX Coordinator for the Gloucester County Public Schools is:
Mr. Bryan Hartley, Director

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