

# Colonial Beach Public Schools

## Local Plan for the Education of the Gifted

### 2023-2027

<b>LEA#</b>	<b>202</b>		
<b>Superintendent</b>	<b>Dr. Clint Mitchell</b>		
<b>Mailing Address</b>	<b>16 North Irving Avenue</b>		
<b>Gifted Education Coordinator/ Designee</b>	<b>Amanda Preston</b>	<b>Title Address Telephone E-mail</b>	<b>Gifted Coordinator 102 1st Street. Colonial Beach, VA 22443 (804)224-0906 apreston@cbschools.net</b>
<b>Local School Board Chairperson</b>	<b>Mrs. Michelle Payne</b>		
<b>Date Approved by School Board</b>	<b>December 14, 2022</b>		

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### **Local Plan for the Education of the Gifted**

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate 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 SAAits 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 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.

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### General Information regarding the Gifted Program in Colonial Beach Public School

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

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	K-12
Specific Academic Aptitude (SAA) - Math	K-12
Career and Technical Aptitude (CTA)	NA
Visual and/or Performing Arts Aptitude (VPA) -	NA

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

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### **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**

Colonial Beach Public Schools recognizes that students with advanced abilities and exceptional talents are entitled to an education that meets their unique learning styles and capabilities. Colonial Beach Public Schools is committed to identifying gifted students in grades K-12 from a variety of socioeconomic backgrounds. Identified students will be provided a continuum of services, beginning with differentiation in the classroom, and extending to a variety of enrichment opportunities outside the classroom.

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

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

#### **General Intellectual Aptitude (GIA)**

Students who are identified as GIA demonstrate superior understanding of complex concepts, ideas and processes. Such students have the potential to demonstrate superior skills in the following areas, including but not limited to: problem solving, language skills, intellectual curiosity, fact acquisition, creativity, and understanding of cross-curricular connections. GIA is measured by the use of ability and achievement tests with scores in the 90<sup>th</sup> percentile and above. In addition to norm-referenced test scores, testing data and work samples from core subjects, as well as teacher/parent surveys focusing on gifted traits will be used to form a triangulation of data. This data should indicate levels of accomplishment above and beyond what is expected of a typical child of the same age. Students who are identified as GIA should score in the top 10% on Student Assessments and work samples. Parent /teacher surveys should indicate responses averaging 4.5 on a 5 point scale.

#### **Specific Academic Aptitude (SAA) English**

Students who are identified as SAA in English demonstrate superior understanding of complex concepts, ideas and processes. Such students have the potential to demonstrate superior skills in language skills. SAA is measured by the use of ability

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and achievement tests with scores in the 90<sup>th</sup> percentile and above. In addition to norm-referenced test scores, testing data and work samples from core subjects, as well as teacher/parent surveys focusing on gifted traits will be used to form a triangulation of data. This data should indicate levels of accomplishment above and beyond what is expected of a typical child of the same age. Students who are identified as SAA in English should score in the top 10% on Student Assessments and work samples related to English. Parent /teacher surveys should indicate responses averaging 4.5 on a 5point scale.

### **Specific Academic Aptitude (SAA) Math**

Students who are identified as SAA in Math demonstrate superior understanding of complex concepts, ideas and processes. Such students have the potential to demonstrate superior skills in math, including fact acquisition and problem solving. SAA is measured by the use of ability and achievement tests with scores in the 90<sup>th</sup> percentile and above. In addition to norm-referenced test scores, testing data and work samples from core subjects, as well as teacher/parent surveys focusing on gifted traits will be used to form a triangulation of data. This data should indicate levels of accomplishment above and beyond what is expected of a typical child of the same age. Students who are identified as SAA in Math should score in the top 10% on Student Assessments and work samples related to Math. Parent /teacher surveys should indicate responses averaging 4.5 on a 5point scale

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### 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:** The goal of Colonial Beach Public Schools is to identify students in grades K-12 from a variety of socioeconomic backgrounds. Students will be identified as GIA or SAA in English or Math. The following objectives will be addressed:

1. Develop a talent pool for students in grades K and 1.
  - Develop enrichment activities to nurture academic talent.
  - Desegregate beginning of year assessment data to develop a list of overachieving students.
  - Track student progress.
  - Provide professional development to teachers related to gifted traits and referrals.
  - Refer for testing in 2<sup>nd</sup> grade if there has been substantial progress.
2. Screen all students in grades 2 and 5.
  - Refer for testing if students score 85% or higher.
3. Teachers will receive professional development on characteristics of gifted students to allow for the referrals for students in grades 2-5.

**B. Delivery of Services:** The goal of Colonial Beach Public Schools is to provide gifted students with differentiated instruction that addresses their exceptional abilities and educational needs to include both GIA and SAA in English and Math. The following objectives will be addressed:

1. Assign one teacher (K-7) as the Gifted Liaison to the Gifted Coordinator.
2. Provide grade level pullout for students identified as gifted in GIA and SAA (English and Math).
3. Increase enrichment opportunities for gifted students K-12 to include summer opportunities and field trips.

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4. Continually assess students' needs to ensure appropriate level of accelerated services for their strength area K-12.
  5. Increase academic rigor through the use of differentiated instruction.
  6. Increase academic rigor through Honors, Dual Enrollment and Advanced Placement (AP) courses.
  7. Provide families with information concerning Governor School opportunities.
- C. **Curriculum and Instruction:** The goal of Colonial Beach Public Schools is to provide differentiated instruction through a variety of means including small-group activities, acceleration, independent research, and enrichment opportunities, using a modified curriculum designed to attend to the specific cognitive needs of the GIA and SAA (English or Math) gifted learner. The following objectives will be addressed:
1. Provide general education teachers with information and support regarding differentiation strategies for the gifted learner
  2. Provide resources for gifted instruction.
  3. Track means of instruction for individual students.
- D. **Professional Development:** The goal of Colonial Beach Public Schools is to provide professional development related to our gifted program, the gifted identification process, and needs of both GIA and SAA (English or Math) gifted learners. The following objectives will be addressed:
1. Conduct ongoing professional development which incorporates all areas of gifted education to include the local plan and gifted identification process.
  2. Provide professional development regarding differentiation as it relates to curriculum, instruction and enrichment opportunities.
- E. **Equitable Representation of Students:** The goal of Colonial Beach Public Schools is to properly identify GIA and SAA (English and Math) students from traditionally under-represented subgroups.
1. Provide staff with appropriate training on assessing the needs and characteristics of the under-represented gifted population.
  2. Look into assessments that are better suited to identifying the under-represented gifted population
- F. **Parent and Community Involvement:** To increase and promote an understanding of the needs and services of GIA and SAA (English and Math) gifted students among parents and the greater community.

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1. Work with community organizations to provide outside resources and opportunities for our gifted population.
2. Offer family engagement opportunities to allow for parent education and enrichment activities.
3. Involve students and/or parents in local service projects connecting gifted and the greater community.

### **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 (GIA)**

Screening will be conducted in the fall of each year within 60 days of the opening of school. Data will be collected and reviewed within 2 weeks of the screening. Mass screening occurs at 2<sup>nd</sup> and 5<sup>th</sup> grade using the OLSAT (Otis Lennon School Abilities Tests.) All students who score at the 85<sup>th</sup> percentile and above will be referred for further evaluation. Special populations will be given allowable accommodations as indicated in IEP's.

Phonological Awareness Literacy Screening (K-3) and Benchmark Assessment (K-12), as well as The Virginia Standards of Learning (3-12), will be reviewed each year. Students who exceed expected ranges will be monitored by classroom teachers for possible gifted referral.

#### **Screening Procedures for Specific Academic Aptitude- English (SAA)**

Screening will be conducted in the fall of each year within 60 days of the opening of school. Data will be collected and reviewed within 2 weeks of the screening. Mass screening occurs at 2<sup>nd</sup> and 5<sup>th</sup> grade using the OLSAT (Otis Lennon School Abilities Tests.) All students who score at the 85<sup>th</sup> percentile and above will be referred for further evaluation. Special populations will be given allowable accommodations as indicated in IEP's.

Phonological Awareness Literacy Screening (K-3) and Benchmark Assessment (K-12), as well as The Virginia Standards of Learning (3-12) focusing on English, will be reviewed each year. Students who exceed expected ranges will be monitored by classroom teachers for possible gifted referral.

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### **Screening Procedures for Specific Academic Aptitude- Math (SAA)**

Screening will be conducted in the fall of each year within 60 days of the opening of school. Data will be collected and reviewed within 2 weeks of the screening. Mass screening occurs at 2<sup>nd</sup> and 5<sup>th</sup> grade using the OLSAT (Otis Lennon School Abilities Tests.) All students who score at the 85<sup>th</sup> percentile and above will be referred for further evaluation. Special populations will be given allowable accommodations as indicated in IEP's.

Benchmark Assessments (K-12), as well as The Virginia Standards of Learning (3-12) focusing on Math, will be reviewed each year. Students who exceed expected ranges will be monitored by classroom teachers for possible gifted referral.

### **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 (GIA)**

Referrals are accepted through March 31st of each school year. Parents will be notified of eligibility within 90 instructional days of receipt of initial referral.

- Students can be referred by self, parents, any school personnel, peers, or community members.
- Parents of students referred must complete a consent form for testing. All forms must be completed by March 31st of each school year.
- Referral forms can be obtained by contacting the Gifted Coordinator.
- Referral forms must be returned to the Gifted Coordinator no later than March 31st of each school year.
- Information about the referral process is made available to parents of students K-12 and all others on the school website, cbschools.net.

### **Referral procedures for Specific Academic Aptitude (SAA) English**

Referrals are accepted through March 31st of each school year. Parents will be notified of eligibility within 90 instructional days of receipt of initial referral.

- Students can be referred by self, parents, any school personnel, peers, or community members.

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- Parents of students referred must complete a consent form for testing. All forms must be completed by March 31st of each school year.
- Referral forms can be obtained by contacting the Gifted Coordinator.
- Referral forms must be returned to the Gifted Coordinator no later than March 31st of each school year.
- Information about the referral process is made available to parents of students K-12 and +all others on the school website, cbschools.net.

### **Referral procedures for Specific Academic Aptitude (SAA) Math**

Referrals are accepted through March 31st of each school year. Parents will be notified of eligibility within 90 instructional days of receipt of initial referral.

- Students can be referred by self, parents, any school personnel, peers, or community members.
- Parents of students referred must complete a consent form for testing. All forms must be completed by March 31st of each school year.
- Referral forms can be obtained by contacting the Gifted Coordinator.
- Referral forms must be returned to the Gifted Coordinator no later than March 31st of each school year.
- Information about the referral process is made available to parents of students K-12 and and all others on the school website, cbschools.net.

### **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.

#### **Multiple Criteria Listing for General Intellectual Aptitude (GIA)**

-  1. Assessment of appropriate student products, performance, or portfolio

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- 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: SOLs, PALS, Benchmark Assessment System, Benchmark Assessments

### **Additional identification information for General Intellectual Aptitude (GIA)**

The eligibility team will look at all methods of identification to determine eligibility. Multiple criteria (minimum of 3 to include an aptitude and/or achievement test) showing above average achievement with scores of 90% or above is needed to qualify. Student data will be analyzed during regularly scheduled data meetings to ensure that proper identification occurs for students who are economically disadvantaged, have limited English proficiency, or have a disability.

### **Multiple Criteria Listing for Specific Academic Aptitude (SAA) English**

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

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- 7. Additional valid and reliable measures or procedures

Specify: SOLs, PALS, Benchmark Assessment System, Benchmark Assessments

### **Additional identification information for Specific Academic Aptitude (SAA) English**

The eligibility team will look at all methods of identification related to English achievement to determine eligibility. Multiple criteria (minimum of 3 to include an aptitude and/or achievement test) showing above average achievement with scores of 90% or above is needed to qualify. Student data will be analyzed during regularly scheduled data meetings to ensure that proper identification occurs for students who are economically disadvantaged, have limited English proficiency, or have a disability.

### **Multiple Criteria Listing for Specific Academic Aptitude (SAA) Math**

- 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: SOLs, Benchmark Assessment System, Benchmark Assessments

### **Additional identification information for Specific Academic Aptitude (SAA) Math**

The eligibility team will look at all methods of identification related to Math achievement to determine eligibility. Multiple criteria (minimum of 3 to include an aptitude and/or achievement test) showing above average achievement with scores of 90% or above is needed to qualify. Student data will be analyzed during regularly scheduled data

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meetings to ensure that proper identification occurs for students who are economically disadvantaged, have limited English proficiency, or have a disability.

### 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.

#### Identification/Placement Committee General Intellectual Aptitude (GIA)

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

- b. Type of Identification/Placement Committee

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

- School-level  Division-level

#### Identification/Placement Committee Specific Academic Aptitude (SAA) English

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

Other(s) Specify:

c. Type of Identification/Placement Committee

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

School-level  Division-level

**Identification/Placement Committee Specific Academic Aptitude (SAA) Math**

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

d. Type of Identification/Placement Committee

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

School-level  Division-level

**2. Eligibility (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.

**Eligibility General Intellectual Aptitude (GIA)**

Measure	Administered/ Completed by	Scored by	Provided to the committee by
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<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
OLSAT Woodcock-Johnson Stanford 10 KBIT	Gifted Coordinator, School Counselor, or other school personnel as designated by Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
PALS	Classroom Teacher(s)	Classroom Teacher(s)	Gifted Coordinator
Benchmark Assessment System	Classroom Teacher(s)	Classroom Teacher(s)	Gifted Coordinator
Benchmark Assessments	Classroom Teacher(s)	Computer Program	Gifted Coordinator
Observation Checklists	Classroom teacher(s), parent	Gifted Coordinator	Gifted Coordinator
Record of Academic Achievements	Student/Parent/Classroom Teacher	Gifted Coordinator	Gifted Coordinator

A committee will meet to review all necessary components of gifted qualification for the referred student. The committee will be comprised of the following:

- Gifted Education Coordinator
- Classroom Teacher
- School counselor
- School Principal
- Gifted teacher

The Gifted Coordinator will compile all necessary data and arrange an eligibility meeting date. The Gifted Coordinator will bring all necessary documentation, including the eligibility matrix, to the meeting. Eligibility must be determined within 90 days of receipt of consent for testing.

Eligibility decisions are based on the recommendation of the eligibility committee and attainment of the eligibility cut-off score of 90%, to include an aptitude and/or achievement test and a minimum of 2 additional criteria, though final decisions are based on consensus of the committee. Colonial Beach Public Schools will not place or deny gifted services based on any one component.

### **Specific Academic Aptitude (SAA) English**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
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<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
OLSAT Woodcock-Johnson Stanford 10 KBIT NNAT3	Gifted Coordinator, School Counselor, or other school personnel as designated by Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
PALS	Classroom Teacher(s)	Classroom Teacher(s)	Gifted Coordinator
Benchmark Assessment System	Classroom Teacher(s)	Classroom Teacher(s)	Gifted Coordinator
Benchmark Assessments	Classroom Teacher(s)	Computer Program	Gifted Coordinator
Observation Checklists	Classroom teacher(s), parent	Gifted Coordinator	Gifted Coordinator
Record of Academic Achievements	Student/Parent/Classroom Teacher	Gifted Coordinator	Gifted Coordinator

A committee will meet to review all necessary components of gifted qualification for the referred student. The committee will be comprised of the following:

- Gifted Education Coordinator
- Classroom Teacher
- School counselor
- School Principal
- Gifted teacher

The Gifted Coordinator will compile all necessary data and arrange an eligibility meeting date. The Gifted Coordinator will bring all necessary documentation, including the eligibility matrix, to the meeting. Eligibility must be determined within 90 days of receipt of consent for testing.

Eligibility decisions are based on the recommendation of the eligibility committee and attainment of the eligibility cut-off score of 90%, to include an aptitude and/or achievement test and a minimum of 2 additional criteria related to English, though final decisions are based on consensus of the committee. Colonial Beach Public Schools will not place or deny gifted services based on any one component.

### **Eligibility Specific Academic Aptitude (SAA) Math**



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<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
OLSAT Woodcock-Johnson Stanford 10 KBIT NNAT3	Gifted Coordinator, School Counselor, or other school personnel as designated by Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Benchmark Assessments	Classroom Teacher(s)	Computer Program	Gifted Coordinator
Observation Checklists	Classroom teacher(s), parent	Gifted Coordinator	Gifted Coordinator
Record of Academic Achievements	Student/Parent/Classroom Teacher	Gifted Coordinator	Gifted Coordinator

A committee will meet to review all necessary components of gifted qualification for the referred student. The committee will be comprised of the following:

- Gifted Education Coordinator
- Classroom Teacher
- School counselor
- School Principal
- Gifted teacher

The Gifted Coordinator will compile all necessary data and arrange an eligibility meeting date. The Gifted Coordinator will bring all necessary documentation, including the eligibility matrix, to the meeting. Eligibility must be determined within 90 days of receipt of consent for testing.

Eligibility decisions are based on the recommendation of the eligibility committee and attainment of the eligibility cut-off score of 90%, to include an aptitude and/or achievement test and a minimum of 2 additional criteria related to Math, though final decisions are based on consensus of the committee. Colonial Beach Public Schools will not place or deny gifted services based on any one component.

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

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

### **Determination of Services General Intellectual Aptitude (GIA)**

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Students who are identified as GIA demonstrate superior understanding of complex concepts, ideas and processes. Such students have the potential to demonstrate superior skills in the following areas, including but not limited to: problem solving, language skills, intellectual curiosity, fact acquisition, creativity, and understanding of cross-curricular connections. GIA is measured by the use of ability and achievement tests with scores in the 90<sup>th</sup> percentile and above. In addition to norm-referenced test scores, data and work samples from all core subjects, as well as a teacher/parent surveys will be used to form a triangulation of data. This data should indicate levels of accomplishment above and beyond what is expected of a typical child of the same age.

The Identification and Placement Committee will determine appropriate services based on student data. All identified students will receive differentiation in the classroom and The Identification and Placement Committee will consider:

- Class placement
- Course selection
- Acceleration when appropriate
- Small group instruction with a gifted teacher
- Independent Study

### **Determination of Services Specific Academic Aptitude (SAA) English**

Students who are identified as SAA in English demonstrate superior understanding of complex concepts, ideas and processes. Such students have the potential to demonstrate superior language skills, including but not limited to: problem solving, intellectual curiosity, creativity, and understanding of cross-curricular connections. SAA is measured by the use of ability and achievement tests with scores in the 90<sup>th</sup> percentile and above. In addition to norm-referenced test scores, data and work samples to include benchmark scores and SOLs as appropriate, for English, as well as a teacher/parent surveys will be used to form a triangulation of data. This data should indicate levels of accomplishment above and beyond what is expected of a typical child of the same age.

The Identification and Placement Committee will determine appropriate services based on student data. All identified students will receive differentiation in the classroom and The Identification and Placement Committee will consider:

- Class placement
- Course selection
- Acceleration when appropriate
- Small group instruction with a gifted teacher
- Independent Study

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### Determination of Services Specific Academic Aptitude (SAA) Math

Students who are identified as SAA in Math demonstrate superior understanding of complex concepts, ideas and processes. Such students have the potential to demonstrate superior skills in Math in the following areas, including but not limited to: problem solving, intellectual curiosity, fact acquisition, creativity, and understanding of cross-curricular connections. SAA is measured by the use of ability and achievement tests with scores in the 90<sup>th</sup> percentile and above. In addition to norm-referenced test scores, data and work samples from all math related workto include benchmark assessments and SOLs as appropriate, as well as a teacher/parent surveys will be used to form a triangulation of data. This data should indicate levels of accomplishment above and beyond what is expected of a typical child of the same age.

The Identification and Placement Committee will determine appropriate services based on student data. All identified students will receive differentiation in the classroom and The Identification and Placement Committee will consider:

- Class placement
- Course selection
- Acceleration when appropriate
- Small group instruction with a gifted teacher.
- Independent Study

### **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.

### **Notification General Intellectual Aptitude (GIA)**

The Gifted Coordinator contacts parents through the use of the division's standard notification form which informs them of the referral and asks for permission to test and/or collect information. In addition, the parent is asked to complete a parent survey about observations they have made of their child's abilities. Once the permission form is received by the Gifted Coordinator, he/she proceeds with testing and data collection.

If a child is found eligible, placement options are determined by the committee and the parents are notified in writing of the decision and given a *Permission to Participate* form to complete. Parents will be given the Gifted Coordinator's contact information and encouraged to ask

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questions. Upon receipt of parent permission, the child may begin participation in the gifted program.

A thorough explanation of ineligibility in writing will be given to parents of students who do not qualify. In addition, such students will be given an opportunity to appeal. Written requests for appeals must be received by the Gifted Coordinator no later than ten instructional days after the parent is informed of the placement decision.

The Gifted Appeals Committee will review all appeals. The Gifted Appeals Committee is comprised of the building principal, gifted coordinator, division director of testing, gifted teacher, the classroom teacher, and guidance counselor as well as additional instructional staff as appropriate.

During the appeal process, the reason for ineligibility will be clearly stated and all data will be reviewed. The Gifted Appeals Committee will meet within thirty school days of the written request for appeal. Reasons for appeals must be presented thoroughly and clearly. All testing data from outside sources must be conducted by a licensed psychologist or accredited assessment agency and is the responsibility of the parents. All pertinent documentation must be received by the meeting date. Parents will be notified of the appeals decision by the Gifted Coordinator within ten working days of the final decision.

### **Notification Specific Academic Aptitude (SAA) English**

The Gifted Coordinator contacts parents through the use of the division's standard notification form which informs them of the referral and asks for permission to test and/or collect information. In addition, the parent is asked to complete a parent survey about observations they have made of their child's abilities. Once the permission form is received by the Gifted Coordinator, he/she proceeds with testing and data collection.

If a child is found eligible, placement options are determined by the committee and the parents are notified in writing of the decision and given a *Permission to Participate* form to complete. Parents will be given the Gifted Coordinator's contact information and encouraged to ask questions. Upon receipt of parent permission, the child may begin participation in the gifted program.

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### **Notification Specific Academic Aptitude (SAA) Math**

The Gifted Coordinator contacts parents through the use of the division's standard notification form which informs them of the referral and asks for permission to test and/or collect information. In addition, the parent is asked to complete a parent survey about observations they have made of their child's abilities. Once the permission form is received by the Gifted Coordinator, he/she proceeds with testing and data collection.

If a child is found eligible, placement options are determined by the committee and the parents are notified in writing of the decision and given a *Permission to Participate* form to complete. Parents will be given the Gifted Coordinator's contact information and encouraged to ask questions. Upon receipt of parent permission, the child may begin participation in the gifted program.

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During the appeal process, the reason for ineligibility will be clearly stated and all data will be reviewed. The Gifted Appeals Committee will meet within thirty school days of the written request for appeal. Reasons for appeals must be presented thoroughly and clearly. All testing data from outside sources must be conducted by a licensed psychologist or accredited assessment agency and is the responsibility of the parents. All pertinent documentation must be received by the meeting date. Parents will be notified of the appeals decision by the Gifted Coordinator within ten working days of the final decision.

### **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.

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### **Change in Instructional Services General Intellectual Aptitude (GIA)**

If a child is found eligible, placement options are determined by the committee and the parents are notified in writing of the decision and given a *Permission to Participate* form to complete. Parents will be given the Gifted Coordinator's contact information and encouraged to ask questions. Upon receipt of parent permission, the child may begin participation in the gifted program.

Once a child is formally identified as gifted, changes can only be made to his/her placement following direct communication with the parent. Recommendation for change of service can be made by the gifted coordinator, parent/guardian, building administrator, counselor, gifted teacher or general education teacher. Change of service may include limiting or increasing the level of service, acceleration, and exit from or suspension of gifted services. Parents are notified of the change in writing and their right to appeal via conference or written request. All appeals must be received in writing to the Gifted Coordinator within ten days of notification.

Parents wishing to initiate the exit process must submit a written request to the Gifted Coordinator. The parent must note within the request that he/she acknowledges the consequences of the request. Students who exit the program will remain eligible for one year following the receipt of the request. If a student fails to participate for more than one school year, he/she will be considered ineligible. Such a student will have to follow the new referral process to be considered for the gifted program in the future.

### **Change in Instructional Services Specific Academic Aptitude (SAA) English**

If a child is found eligible, placement options are determined by the committee and the parents are notified in writing of the decision and given a *Permission to Participate* form to complete. Parents will be given the Gifted Coordinator's contact information and encouraged to ask questions. Upon receipt of parent permission, the child may begin participation in the gifted program.

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year, he/she will be considered ineligible. Such a student will have to follow the new referral process to be considered for the gifted program in the future.

### **Change in Instructional Services Specific Academic Aptitude (SAA) Math**

If a child is found eligible, placement options are determined by the committee and the parents are notified in writing of the decision and given a *Permission to Participate* form to complete. Parents will be given the Gifted Coordinator's contact information and encouraged to ask questions. Upon receipt of parent permission, the child may begin participation in the gifted program.

Once a child is formally identified as gifted, changes can only be made to his/her placement following direct communication with the parent. Recommendation for change of service can be made by the gifted coordinator, parent/guardian, building administrator, counselor, gifted teacher or general education teacher. Change of service may include limiting or increasing the level of service, acceleration, and exit from or suspension of gifted services. Parents are notified of the change in writing and their right to appeal via conference or written request. All appeals must be received in writing to the Gifted Coordinator within ten days of notification.

Parents wishing to initiate the exit process must submit a written request to the Gifted Coordinator. The parent must note within the request that he/she acknowledges the consequences of the request. Students who exit the program will remain eligible for one year following the receipt of the request. If a student fails to participate for more than one school year, he/she will be considered ineligible. Such a student will have to follow the new referral process to be considered for the gifted program in the future.

### 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 (GIA)**

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### **Elementary Level Services:**

Students at the elementary level (K-5) who are identified as gifted are cluster grouped and are placed in the class with grade level peers. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently. The use of educational strategies and programs such as compacting, accelerating, Renzulli's Three Ring, learning contracts and cluster enrichment will also be used. The teacher ensures appropriate differentiation and works with the Gifted Coordinator to ensure acceleration when applicable.

### **Middle School Services:**

Students at the middle school level (6-7) who are identified as gifted are cluster grouped and are placed in the class with grade level peers. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently. The use of educational strategies and programs such as compacting, accelerating, Renzulli's Three Ring, learning contracts and cluster enrichment will also be used. The teacher ensures appropriate differentiation and works with the Gifted Coordinator to ensure acceleration when applicable.

### **High School Services:**

Students at the high school level (8-12) participate in honors, AP, and DE classes beginning in the ninth grade. All teachers at the high school level are trained in differentiation for the gifted learner. The gifted coordinator will also meet with high school teachers throughout the year to provide enrichment opportunities that students can complete in small groups and independently.

## **Specific Academic Aptitude (SAA) English**

### **Elementary Level Services:**

Students at the elementary level (2-5) who are identified as gifted are cluster grouped and are placed in the class with grade level peers. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently. The use of educational strategies and programs such as compacting, accelerating, Renzulli's Three Ring, learning contracts and cluster enrichment will also be used. The teacher ensures appropriate differentiation and works with the Gifted Coordinator to ensure acceleration when applicable.

### **Middle School Services:**

Students at the middle school level (6-7) who are identified as gifted are cluster grouped and are placed in the class with grade level peers. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups



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and independently. The use of educational strategies and programs such as compacting, accelerating, Renzulli's Three Ring, learning contracts and cluster enrichment will also be used. The teacher ensures appropriate differentiation and works with the Gifted Coordinator to ensure acceleration when applicable.

### **High School Services:**

Students at the high school level (8-12) participate in honors, AP, and DE classes beginning in the ninth grade. All teachers at the high school level are trained in differentiation for the gifted learner. The gifted coordinator will also meet with high school teachers throughout the year to provide enrichment opportunities that students can complete in small groups and independently.

## **Specific Academic Aptitude (SAA) Math**

### **Elementary Level Services:**

Students at the elementary level (2-5) who are identified as gifted are cluster grouped and are placed in the class with grade level peers. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently. The use of educational strategies and programs such as compacting, accelerating, Renzulli's Three Ring, learning contracts and cluster enrichment will also be used. The teacher ensures appropriate differentiation and works with the Gifted Coordinator to ensure acceleration when applicable.

### **Middle School Services:**

Students at the middle school level (6-7) who are identified as gifted are cluster grouped and are placed in the class with grade level peers. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently. The use of educational strategies and programs such as compacting, accelerating, Renzulli's Three Ring, learning contracts and cluster enrichment will also be used. The teacher ensures appropriate differentiation and works with the Gifted Coordinator to ensure acceleration when applicable.

### **High School Services:**

Students at the high school level (8-12) participate in honors, AP, and DE classes beginning in the ninth grade. All teachers at the high school level are trained in differentiation for the gifted learner. The gifted coordinator will also meet with high school teachers throughout the year to provide enrichment opportunities that students can complete in small groups and independently.

## **B. Service Options Provide Instructional Time with Age-level Peers**

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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 (GIA)**

Students at the elementary level spend the majority of the school day in heterogeneous groups. Their instruction is differentiated in the regular classroom setting. All electives are heterogeneously grouped. At the high school level, students are heterogeneously grouped for elective courses.

### **Specific Intellectual Aptitude (SAA) English**

Students at the elementary level spend the majority of the school day in heterogeneous groups. Their instruction is differentiated in the regular classroom setting. All electives are heterogeneously grouped. At the high school level, students are heterogeneously grouped for elective courses.

### **Specific Intellectual Aptitude (SAA) Math**

Students at the elementary level spend the majority of the school day in heterogeneous groups. Their instruction is differentiated in the regular classroom setting. All electives are heterogeneously grouped. At the high school level, students are heterogeneously grouped for elective courses.

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

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

### **General Intellectual Aptitude (GIA)**

Identified students are cluster grouped at the elementary and middle school level giving them opportunities to work with academic peers. In addition, when appropriate, acceleration and pull-out programs at all levels give students the opportunity to interact with other gifted students. Identified students at the high school level are also provided opportunities to interact with other gifted students through enrichment activities, Governor's School, AP, DE, and honors courses.

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### **Specific Intellectual Aptitude (SAA) English**

Identified students are cluster grouped at the elementary and middle school level giving them opportunities to work with academic peers. In addition, when appropriate, acceleration and pull-out programs at all levels give students the opportunity to interact with other gifted students. Identified students at the high school level are also provided opportunities to interact with other gifted students through enrichment activities, Governor's School, AP, DE, and honors courses.

### **Specific Intellectual Aptitude (SAA) Math**

Identified students are cluster grouped at the elementary and middle school level giving them opportunities to work with academic peers. In addition, when appropriate, acceleration and pull-out programs at all levels give students the opportunity to interact with other gifted students. Identified students at the high school level are also provided opportunities to interact with other gifted students through enrichment activities, Governor's School, AP, DE, and honors courses.

#### **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 (GIA)**

Identified students are given the opportunity to work independently in completing learning contracts, in small groups with students of like ability in all classes, through the completion of online courses and during all enrichment opportunities. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently

### **Specific Academic Aptitude (SAA) English**

Identified students are given the opportunity to work independently in completing learning contracts, in small groups with students of like ability in all classes related to English, through the completion of online courses and during all enrichment opportunities. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently

### **Specific Academic Aptitude (SAA) Math**

Identified students are given the opportunity to work independently in completing learning contracts, in small groups with students of like ability in all math classes,

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through the completion of online courses and during all enrichment opportunities. The gifted teacher provides pullout services for identified students and works with general education teachers to provide enrichment opportunities that students can complete in groups and independently

### **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 (GIA)**

The curriculum for gifted students will be differentiated in content, process, and product. Identified students will have differentiation in the general education classroom and pullout for enrichment. High school students will have choice in coursework to allow for academic growth. Instructional strategies will include learning contracts and differentiation as appropriate. Such differentiation will prevent the isolation of information and skills to allow students to explore higher order thinking skills. Opportunities for acceleration are also available grades K-12.

#### **Specific Academic Aptitude (SAA) English**

The curriculum for gifted students will be differentiated in content, process, and product. Identified students will have differentiation in the general education classroom and pullout for enrichment. High school students will have choice in coursework to allow for academic growth. Instructional strategies will include learning contracts and differentiation focused on English. Such differentiation will prevent the isolation of information and skills to allow students to explore higher order thinking skills. Opportunities for acceleration are also available grades K-12.

#### **Specific Academic Aptitude (SAA) Math**

The curriculum for gifted students will be differentiated in content, process, and product. Identified students will have differentiation in the general education classroom and pullout for enrichment. High school students will have choice in coursework to allow for academic growth. Instructional strategies will include learning contracts and differentiation focused on Math. Such differentiation will prevent the isolation of information and skills to allow students to explore higher order thinking skills. Opportunities for acceleration are also available grades K-12.

### **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 (GIA)**

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Student growth will be measured through the use of school based assessments, performance based assessments and teacher created rubrics. Academic growth of each child will be recorded and monitored during data meetings by the general education teacher, gifted teacher and gifted coordinator on an ongoing basis.

### **Specific Academic Aptitude (SAA) English**

Student growth will be measured through the use of school based assessments, performance based assessments and teacher created rubrics focused on English. Academic growth of each child will be recorded and monitored during data meetings by the general education teacher, gifted teacher and gifted coordinator on an ongoing basis.

### **Specific Academic Aptitude (SAA) Math**

Student growth will be measured through the use of school based assessments, performance based assessments and teacher created rubrics focused on Math. Academic growth of each child will be recorded and monitored during data meetings by the general education teacher, gifted teacher and gifted coordinator on an ongoing basis.

## **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 (GIA)**

#### **Elementary Differentiation Opportunities**

Although the general education curriculum will be followed, identified elementary students will receive differentiated instruction in every class through the use of learning contracts, independent study, research as appropriate, concept maps, portfolio options,

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and cluster group team activities. Differentiation will allow for problem solving and the opportunity to explore self -selected topics. It will also allow for the opportunity to expand areas of study across the curriculum. Themes and current issues for cross-curricular and/or in-depth study will be driven by student interest. An endorsed gifted teacher will work with students and teachers to encourage best practices. Project Based Learning will be encouraged in all areas of study.

### **Middle School Differentiation Opportunities**

Although the general education curriculum will be followed, identified middle school students will receive differentiated instruction as developed by the teacher and gifted coordinator. Students will be given opportunities to expand on course content through the use of learning contracts, independent study, research, concept maps, portfolio options and cluster group team activities. Advanced curricula and curriculum compacting will also be used. Differentiation will allow for problem solving and the opportunity to explore an area of study thoroughly. Themes and current issues for cross-curricular and/or in-depth study will be driven by student interest. Project Based Learning will be encouraged in all areas of study.

### **High School Differentiation Opportunities**

Identified high school students will receive differentiated instruction through the selection of challenging courses including honors and dual enrollment classes. Teachers and the gifted coordinator will utilize learning contracts, concept maps, problem based learning opportunities and independent study and research to further differentiate instruction within advanced classes. Differentiation will allow for problem solving and the opportunity to explore an area of study thoroughly. Themes and current issues for cross-curricular and/or in-depth study will be driven by student interest. An end product will be encouraged in all areas of study. Project Based Learning will be encouraged in all areas of study. Students may also apply to Governor's School.

\*Teachers working with gifted students will receive professional development regarding differentiation and resources available to support the gifted learner.

## **Specific Intellectual Aptitude (SAA -English)**

### **Elementary Differentiation Opportunities**

Although the general education curriculum will be followed, identified elementary students will receive differentiated instruction in classes related to English through the use of learning contracts, independent study, research as appropriate, concept maps, portfolio options, and cluster group team activities. Differentiation will allow for problem solving and the opportunity to explore self -selected topics. It will also allow for the opportunity to expand areas of study across the curriculum. Themes and current issues for cross-curricular and/or in-depth study will be driven by student interest. An

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endorsed gifted teacher will work with students and teachers to encourage best practices Project Based Learning will be encouraged in all areas of study.

### **Middle School Differentiation Opportunities**

Although the general education curriculum will be followed, identified middle school students will receive differentiated instruction in coursework related to English, as developed by the teacher and gifted coordinator. Students will be given opportunities to expand on course content through the use of learning contracts, independent study, research, concept maps, portfolio options and cluster group team activities. Advanced curricula and curriculum compacting will also be used. Differentiation will allow for problem solving and the opportunity to explore an area of study thoroughly. Themes and current issues for cross-curricular and/or in-depth study will be driven by student interest. Project Based Learning will be encouraged in all areas of study.

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\*Teachers working with gifted students will receive professional development regarding differentiation and resources available to support the gifted learner.

## **Specific Intellectual Aptitude (SAA -Math)**

### **Elementary Differentiation Opportunities**

Although the general education curriculum will be followed, identified elementary students will receive differentiated instruction in classes related to Math through the use of learning contracts, independent study, research as appropriate, concept maps, portfolio options, and cluster group team activities. Differentiation will allow for problem solving and the opportunity to explore self -selected topics. It will also allow for the opportunity to expand areas of study across the curriculum. Themes and current issues for cross-curricular and/or in-depth study will be driven by student interest. An endorsed

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gifted teacher will work with students and teachers to encourage best practices. Project Based Learning will be encouraged in all areas of study.

### **Middle School Differentiation Opportunities**

Although the general education curriculum will be followed, identified middle school students will receive differentiated instruction in coursework related to Math, as developed by the teacher and a qualified gifted teacher. Students will be given opportunities to expand on course content through the use of learning contracts, independent study, research, concept maps, problem based learning, portfolio options and cluster group team activities. Advanced curricula and curriculum compacting will also be used. Differentiation will allow for problem solving and the opportunity to explore an area of study thoroughly. Themes and current issues for cross-curricular and/or in-depth study will be driven by student interest. Project Based Learning will be encouraged in all areas of study related to Math.

### **High School Differentiation Opportunities**

Identified high school students will receive differentiated instruction through the selection of challenging courses including honors and dual enrollment classes related to Math. Teachers and the gifted coordinator will utilize learning contracts, concept maps, problem based learning, independent study and research to further differentiate instruction within advanced classes and allow for extension activities related to coursework. Differentiation will allow for problem solving and the opportunity to explore a selected area of study thoroughly. An end product will be encouraged in all areas of study. Project Based Learning will be encouraged in all areas of study. Students may also apply to Governor's School.

\*Teachers working with gifted students will receive professional development regarding differentiation and resources available to support the gifted learner.

### **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.

- A. A gifted team consisting of Gifted Coordinator, gifted teacher, school counselor, and classroom teacher will work together to provide appropriate access to programs and advanced coursework.
- B. Families will work with school counselor to schedule appropriate advanced coursework,

### **Part IX: Personal and Professional Development (8VAC20-40-60A.13) Local Plan for the Education of the Gifted**



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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.

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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.

Colonial Beach Public Schools will fund and schedule professional development opportunities on a regular basis pertaining to the education of the gifted child, gifted curriculum, differentiated instruction, and the needs of the gifted learner.

- Teachers will be given the opportunity to attend professional conferences related to issues in gifted education.
- Teachers will attend a minimum of four professional development opportunities per year addressing issues and trends in gifted education as provided within the school division.
- Teachers will participate in assessing student growth 3 times per year.

## Colonial Beach Public Schools

### **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 Coordinator will conduct an annual survey addressing the effectiveness of gifted services within the school division. Data will be collected on number of referrals, outcome of screening and identification to determine effectiveness of process. Gifted students accomplishments, grades, and course selection will be tracked. The results will be shared with the leadership team comprised of the superintendent, building principals, directors of student support, technology, and special education. The team will then provide input.

### **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.

Colonial Beach Public Schools has elected to fore-go an advisory committee.

### **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;

## **Local Plan for the Education of the Gifted**

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- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and
- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

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

<u>Dr. Clint Mitchell</u>	<u>12/14/2022</u>
Division Superintendent’s Signature Printed Name	Date