

Northampton County Public Schools

Local Plan for the Education of the Gifted

2018-2023

LEA#	065		
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Local School Board Chairperson	William Oakley		
Date Approved by School Board	TBD		

General Information regarding the Gifted Program in Northampton County Public Schools

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

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

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

The Northampton County Public School division is committed to the philosophical position that academically gifted students have unique educational needs which require a flexible continuum of curriculum services of distinctly differentiated educational programs specifically designed to provide a variety of opportunities to challenge, develop, and refine the potential and abilities of academically gifted students.

This conceptualization is a natural extension of the NCPS vision/mission:

Northampton County Public Schools, in partnership with the entire community, will create a safe and nurturing learning environment for all students, regardless of gender, ethnicity, socio-economic status, language, or disability. NCPS will encourage and empower all students to meet high academic standards, demonstrate responsible citizenship, and graduate with the knowledge, skills and abilities necessary to compete in a global economy.

The Northampton County Public School division provides a flexible K-12 continuum for academically gifted students in the areas of Mathematics and/or Language Arts, which incorporate integration of a wide range of topics in Science and Social Studies.

Inspiring learners for life through achievement and success!

2. Division Operational Definition of Giftedness

Students who have been identified as gifted and talented have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students exhibit exceptionally proficient capability in intellectual endeavors in the areas of language arts, mathematics, or both as assessed through multiple sources of information to include nationally norm referenced tests, a Gifted Behaviors Rating Scale, and other evidence that supports a need for advanced academic services. Students who meet designated thresholds (e.g. norm referenced assessment confidence interval range to include 120, 90% or above on curriculum based measures, advanced scores on Virginia Standards of Learning) will be deemed eligible for gifted services. In order to meet their needs and develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth and pace of instruction through a broad range of opportunities.

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

1. Identification:

NCPS will utilize multiple data points across multiple measures in order to ensure equitable practices in the referral and identification process of gifted students. Through a universal screening process conducted at least three times annually, student data points are reviewed in order to determine the appropriateness of a referral for gifted evaluation.

NCPS will continue to utilize non-biased assessment measures in the identification of students from historically underrepresented groups to include students of low socioeconomic status, twice exceptional learners, and English Language Learners. The total number of students identified for gifted services will reflect equitable representation of students based on multiple criteria.

2. Delivery of Services:

NCPS will strengthen and expand the delivery of gifted services to underrepresented groups.

NCPS will critically analyze targeted areas of the gifted and talented program to identify modifications and improvements needed.

NCPS will maintain gifted teacher/student ratios in alignment with grade level enrollment and individual student needs. Services will be provided primarily in a pull out program with opportunities for differentiated instruction within the general education classroom.

3. Curriculum and Instruction:

NCPS will continue to implement a variety of research based curriculum developed by nationally recognized entities designed to meet the needs of gifted learners.

Examples include but are not limited to: William & Mary Integrated Curriculum models, CLEAR Curriculum Model, and VEX IQ

Curriculum. Selection of curriculum materials and instructional delivery will be implemented based on student need and area of giftedness.

NCPS will continue to develop K-12 curriculum that is differentiated for advanced learners, includes STEM based experiences, and provide opportunities to prepare gifted students for increasing global demands.

4. Professional Development:

NCPS will continue to implement ongoing professional development in differentiating curriculum and instruction for a broad range of advanced learners K-12.

5. Equitable Representation of Students:

NCPS has adapted the identification process to include non-biased assessment practices in order to ensure access to advanced academic services for students from historically underrepresented populations through improved screening for gifted students in the elementary school and open enrollment in high school Honors, AP, and Dual Enrollment courses. In addition, NCPS is committed to ensuring equitable representation across all demographics and will therefore participate in a pilot program through the University of Virginia for the 2017-2018 school year. Promoting PLACE in Rural Schools is a collaborative grant funded by the US Department of Education that has dual goals of increasing the number of rural students eligible for gifted education services as well as providing appropriate, place-based curriculum to meet the needs of rural learners. Curriculum resources in the area of reading will be available beyond the initial pilot for elementary students.

6. Parent and Community Involvement:

NCPS is committed to ensuring parent and community involvement. During the course of this annual plan term the following opportunities will be provided:

- Increased gifted and talented communication designed to inform parents of related activities and events; to include written, verbal, electronic notification, and robo calls.
- Providing parents the opportunity to participate in the annual review and evaluation of the gifted and talented program through parent surveys and/or participation in a scheduled planning session for the gifted and talented program;
- Continually update the gifted programs website to inform parents and community members of most current information regarding gifted services: www.ncpsk12.com.

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

1. Screening Procedures (8VAC20-40-60A.3)

Screening Procedures for Specific Academic Aptitude - English and Mathematics

At least three times annually (Fall, Winter, Spring), NCPS will review all student data to create a pool of potential candidates for further assessment.

1. The screening process for potential candidates for identification as a student with giftedness is incorporated with the division's practice of universal screening at least three times annually.
2. The principal and/or the principal's designee along with grade level data teams (including general education and gifted teachers) will review existing data such as universal screening assessments, SOL scores, PAL's, and CogAT data to determine need for further assessment.
3. A pool of candidates for the gifted and talented program will be created by critically looking at all students using a variety of the following measures to determine potential giftedness:
 - Performance on the Standards of Learning Assessment (advanced proficient score is attained)
 - Administration of the Otis Lennon School Ability Test-Eighth Edition/CogAT to all second grade students (student earned 90% or a Standard Score of 120 on either the verbal or nonverbal component)
 - Student grades, honors, awards (Honor Roll, Principal's List, etc.)

- Universal Screening Data (student scored at or above the 90% nationally)
- Other Division Assessments: as applicable

Students who meet more than one of the above criteria can be considered for the eligibility process.

4. In addition, teachers will review the classroom performance of students who may fall into the category of an underachieving student who exhibits gifted characteristics by utilizing multiple sources of existing data as their guide to identification. Students generated through this process will be considered for referral to the gifted and talented program.
5. Furthermore, the gifted and talented teacher at each school annually reviews the results of division criterion reference assessments, such as the CogAT, given to students to identify potential candidates for the pool.
6. Data from parents, teachers and/or self referral forms including observation of in class behavior and student produced work samples will also facilitate the identification of students from underserved, culturally diverse, low socio-economic, ESL and disabled populations.
7. For those students who are new to the division and/or who have transferred into the division and who are enrolled in grades K-12, it is the responsibility of the school administrators to initially review the scholastic records of these students for consideration for inclusion in the pool of potential gifted candidates.

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

Referral procedures for General Intellectual Aptitude/Specific Academic Aptitude - English and Mathematics

1. Information about gifted education services and the referral, nomination, identification process for Northampton County is accessible on the school division's website at www.ncpsk12.com.
2. Nominations of potential candidates in grades K-12 for the gifted and talented program may be submitted to the principal and/or the gifted resource teacher at each school at any time during the calendar year.

3. Nominations and/or referrals to the gifted program may originate from any of the sources listed:
 - Parents/legal guardian
 - Teachers,
 - Administrators,
 - Self nominations
 - Peers
 - Counselors, and/or
 - Other Educational Stakeholders
4. To initiate a nomination and/or referral to the gifted and talented program, the person making the nomination contacts the school principal, the guidance counselor, and/or the gifted education teacher to request a nomination form.
5. All gifted education referral forms are available at each of the schools with the following persons:
 - The principal of the school,
 - The guidance counselor and/or
 - The gifted education teacher
 - available online at the division's website
6. Completed referral forms are returned to the gifted education teacher/guidance counselor/or designee at the school.
7. Referrals and eligibility determination to the gifted education program are ongoing annually beginning in September of each school year.
8. Students who have completed referral packets (to include: referral form, permission to test, and other pertinent information) will be tested and considered for placement in the gifted and talented program within 90 instructional days.
9. Incomplete nomination packets will be returned for completion and should be re-submitted within 15 instructional days.

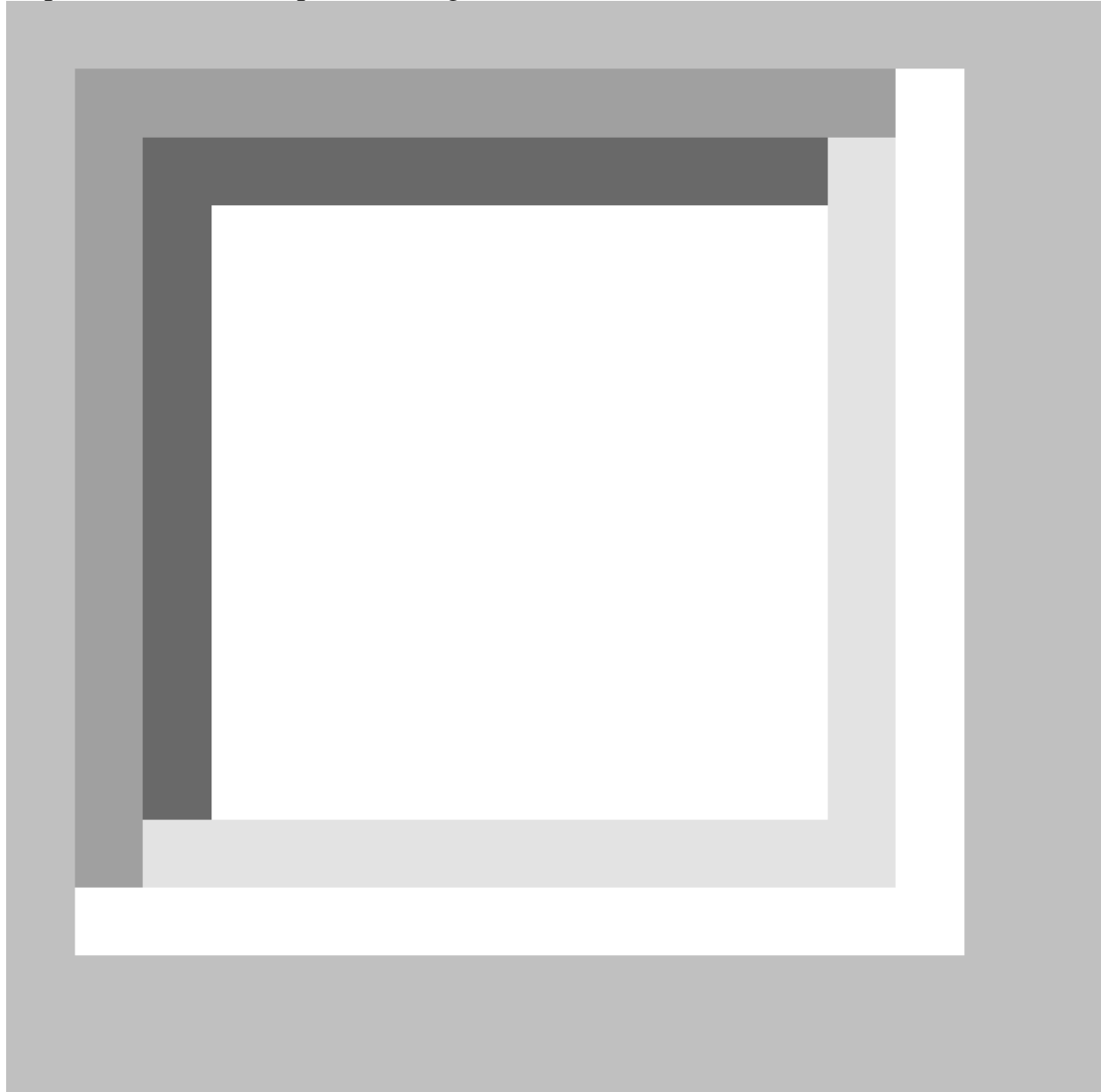
C. Identification Procedures (8VAC20-40-60A.3)

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

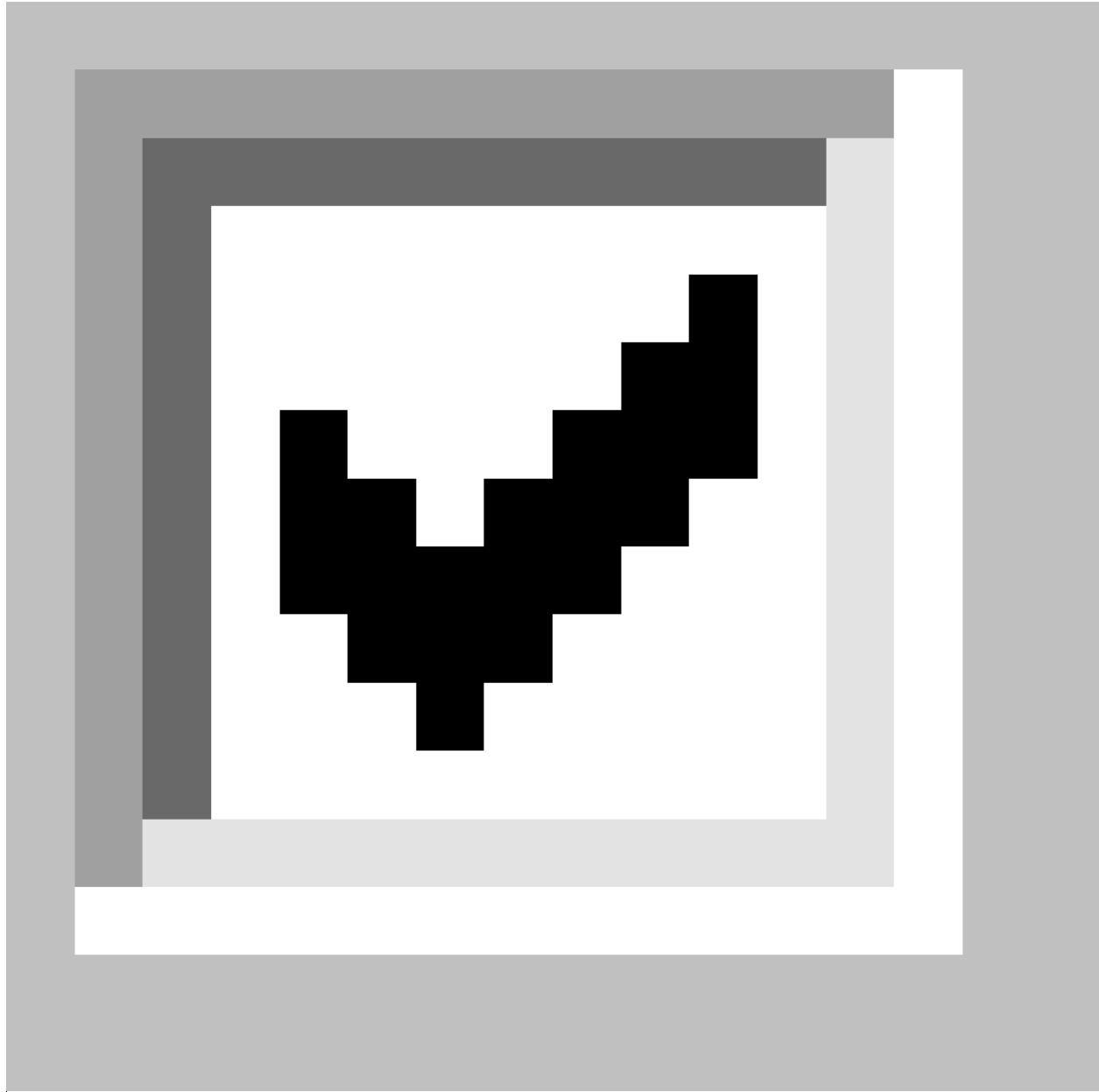
This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being

considered. This listing of criteria should be repeated for each area of giftedness identified by the division. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

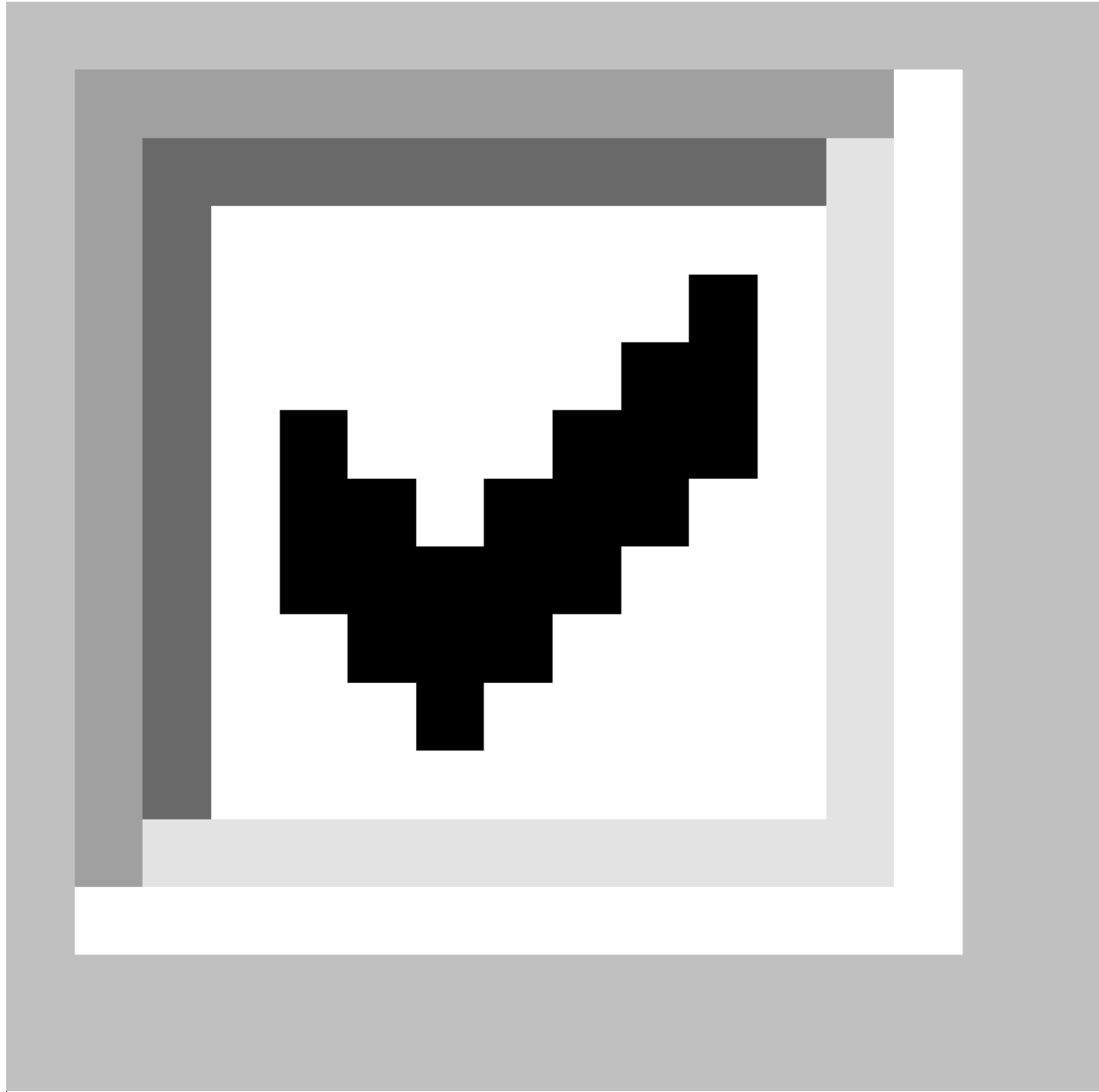
Specific Academic Aptitude - English and Mathematics



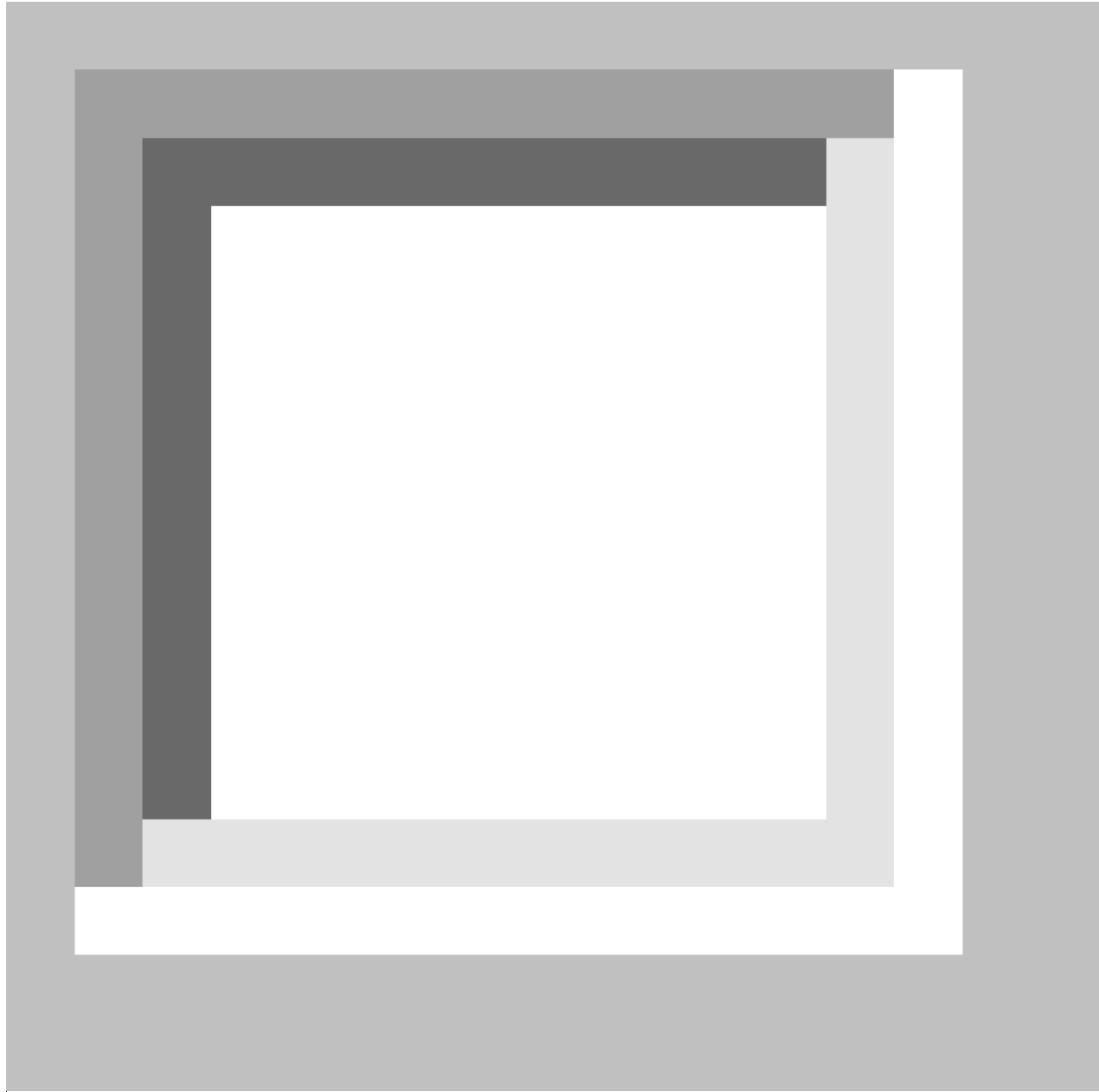
1. Assessment of appropriate student products, performance, or portfolio



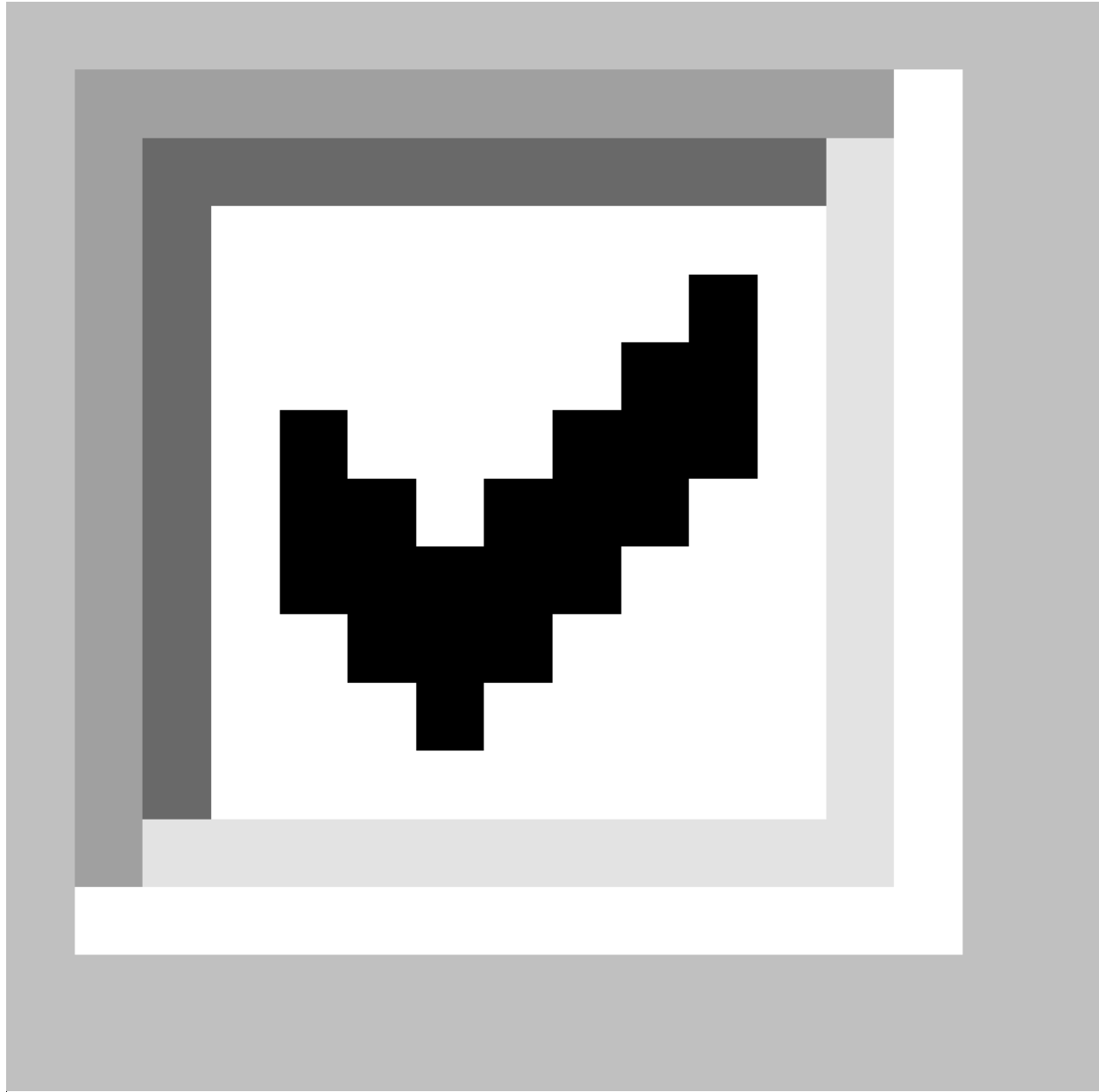
2. Record of observation of in-class behavior



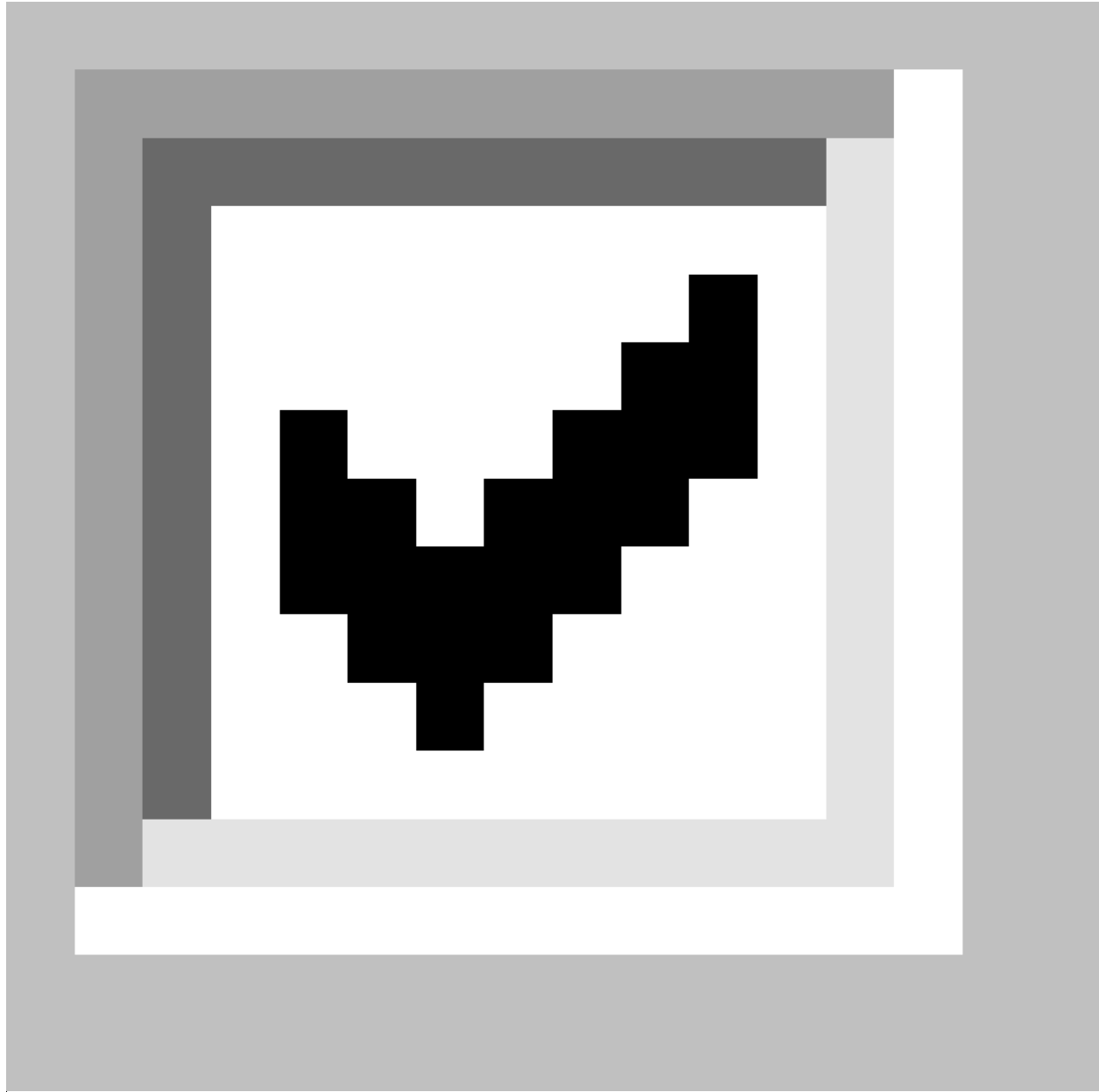
3. Appropriate rating scales, checklists, or questionnaires



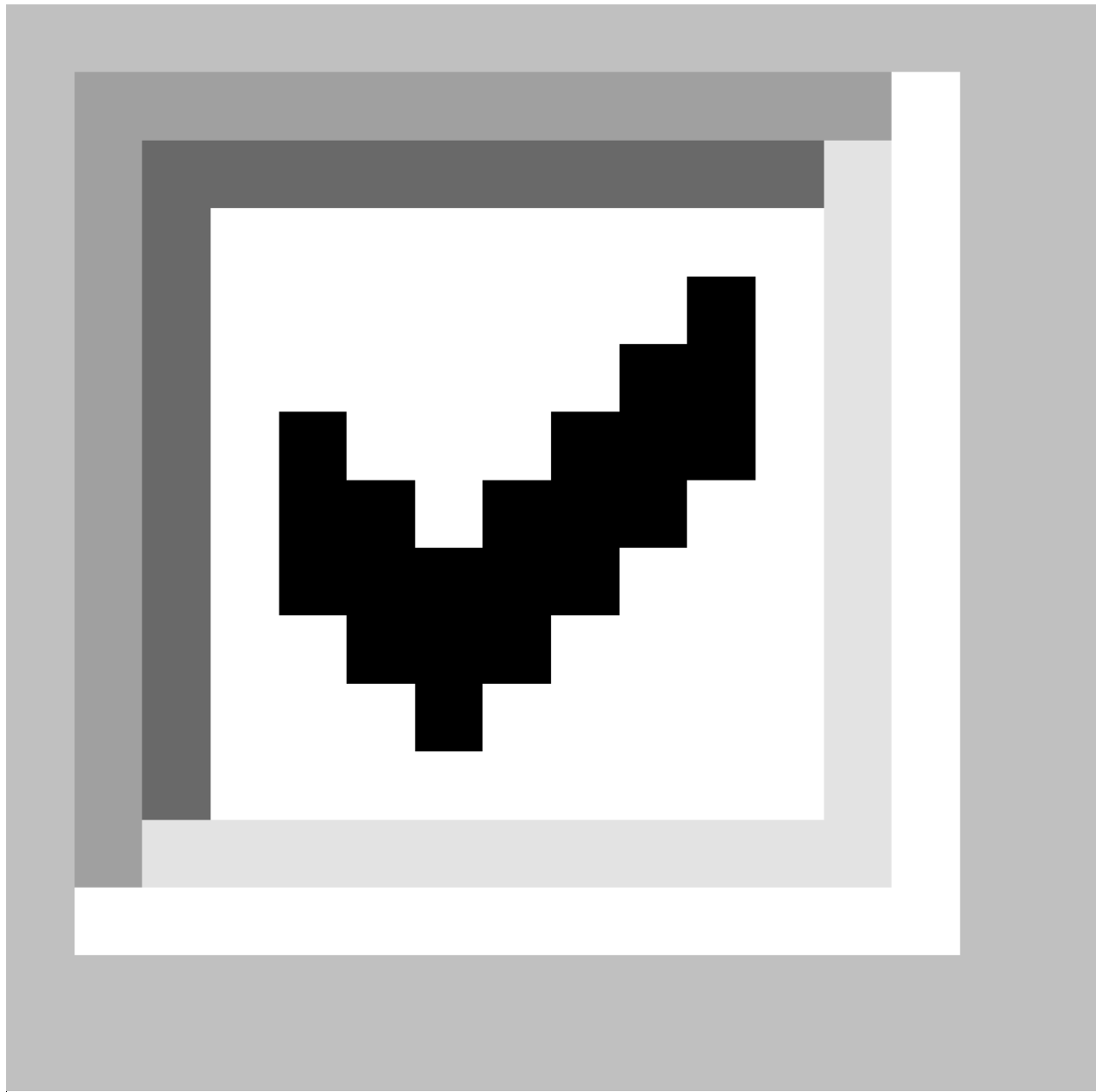
4. Individual interview



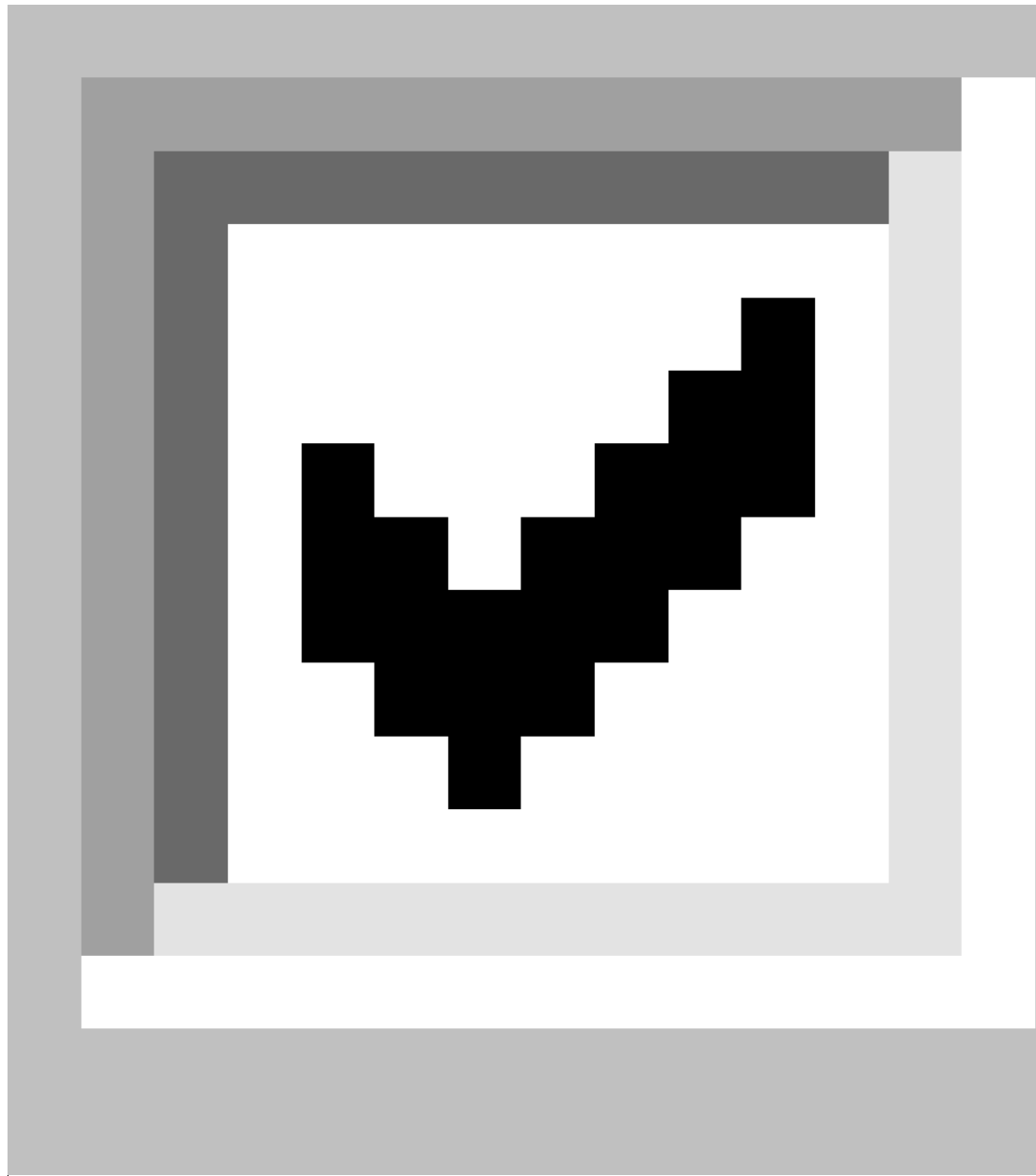
5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) and/or



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: State Standards of Learning test scores, Universal Screening
Assessment scores (e.g. FAST)

Note: The selection of norm-referenced aptitude and achievement tests have been chosen to reduce test bias for students who are economically disadvantaged, have limited English proficiency, or have a disability. In addition, the variety of selected criterion measures were selected to ensure inclusion for students in these specific subgroups.

D. Placement Procedures (8VAC20-40-60A.3)

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

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

General Intellectual Aptitude- GIA


Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

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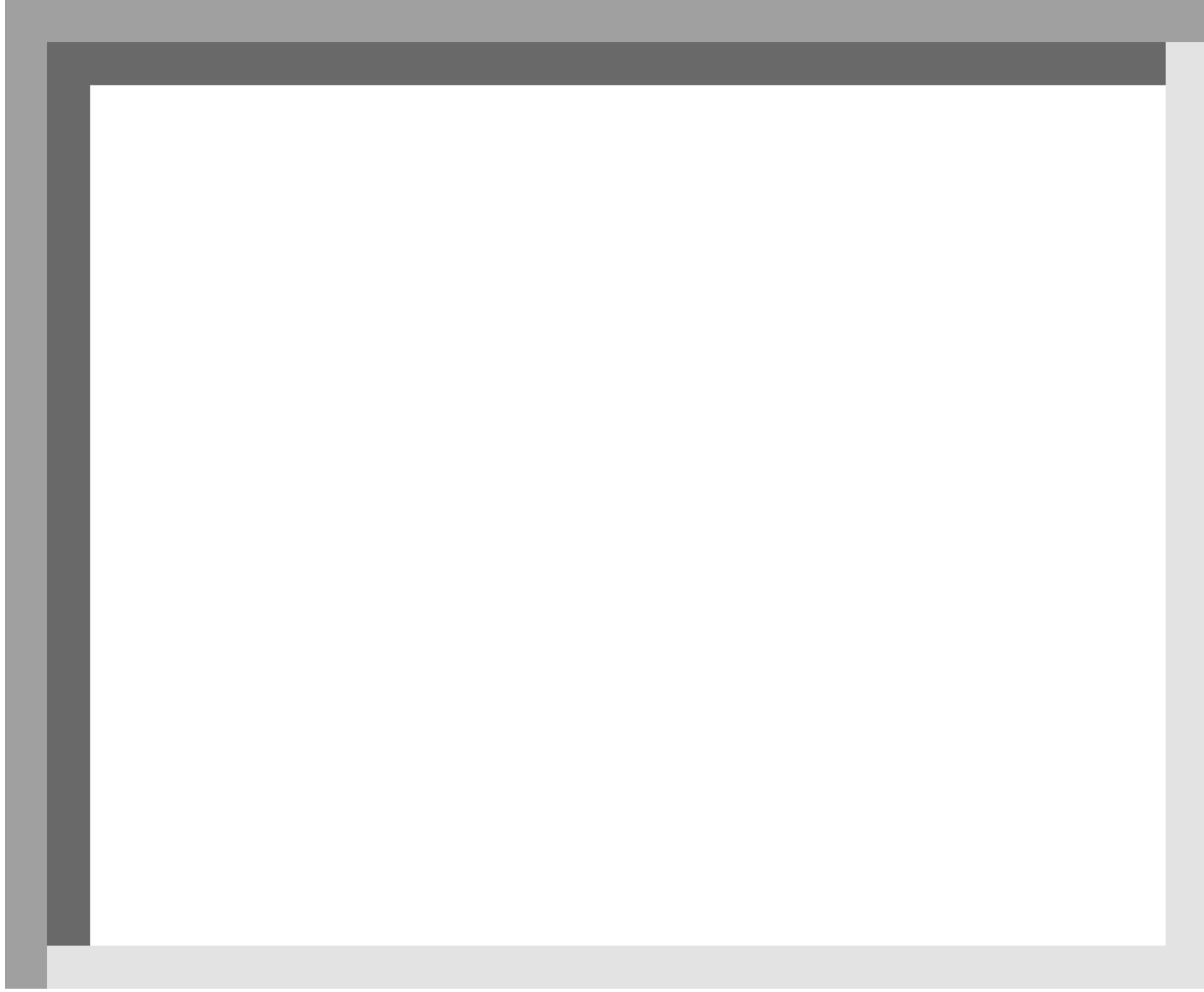
Classroom Teacher(s)






1

Gifted Education Teacher(s)



Counselor(s)

1

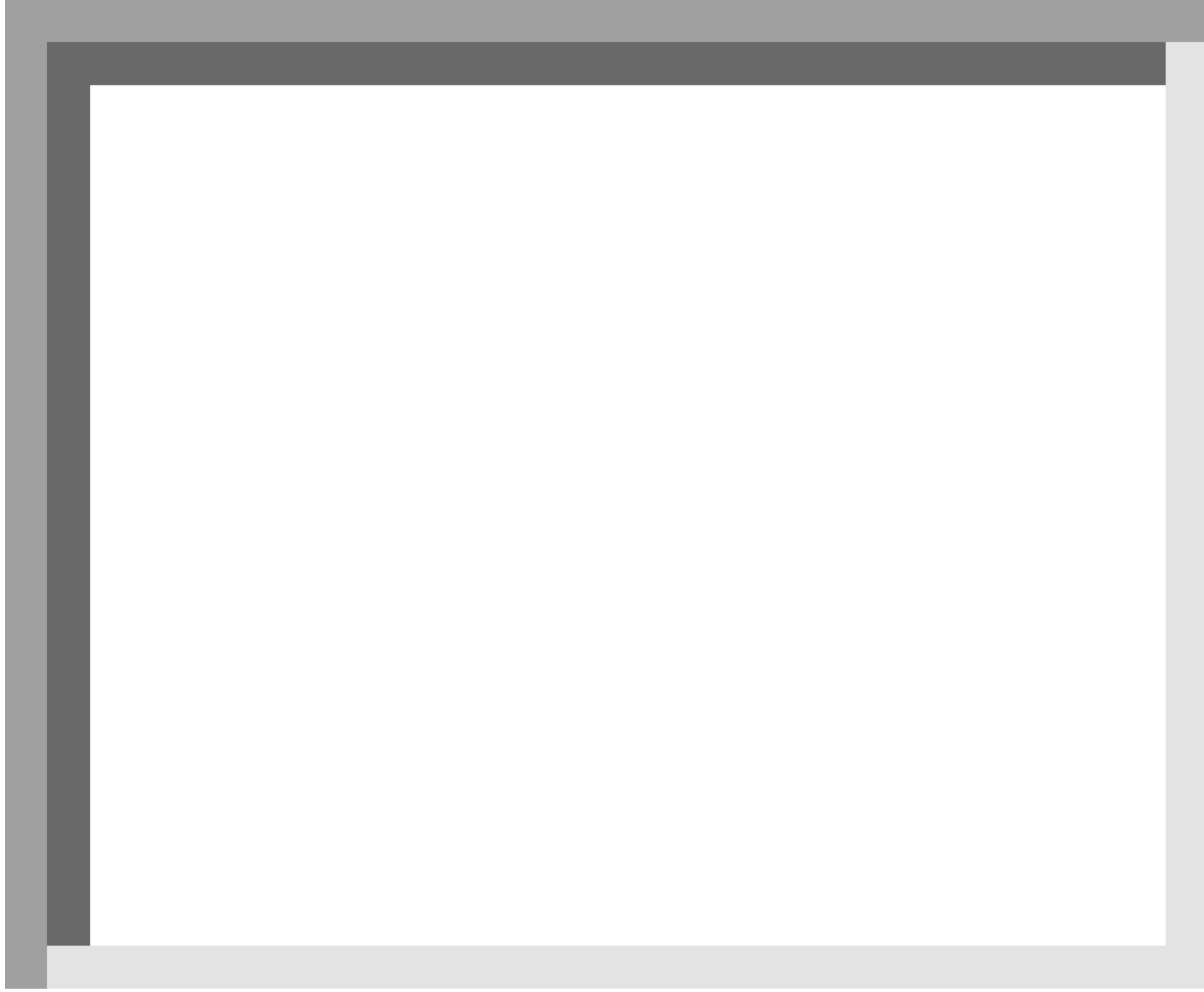


1


School Psychologist(s)



Assessment Specialist(s)



Principal(s) or Designee(s)



1

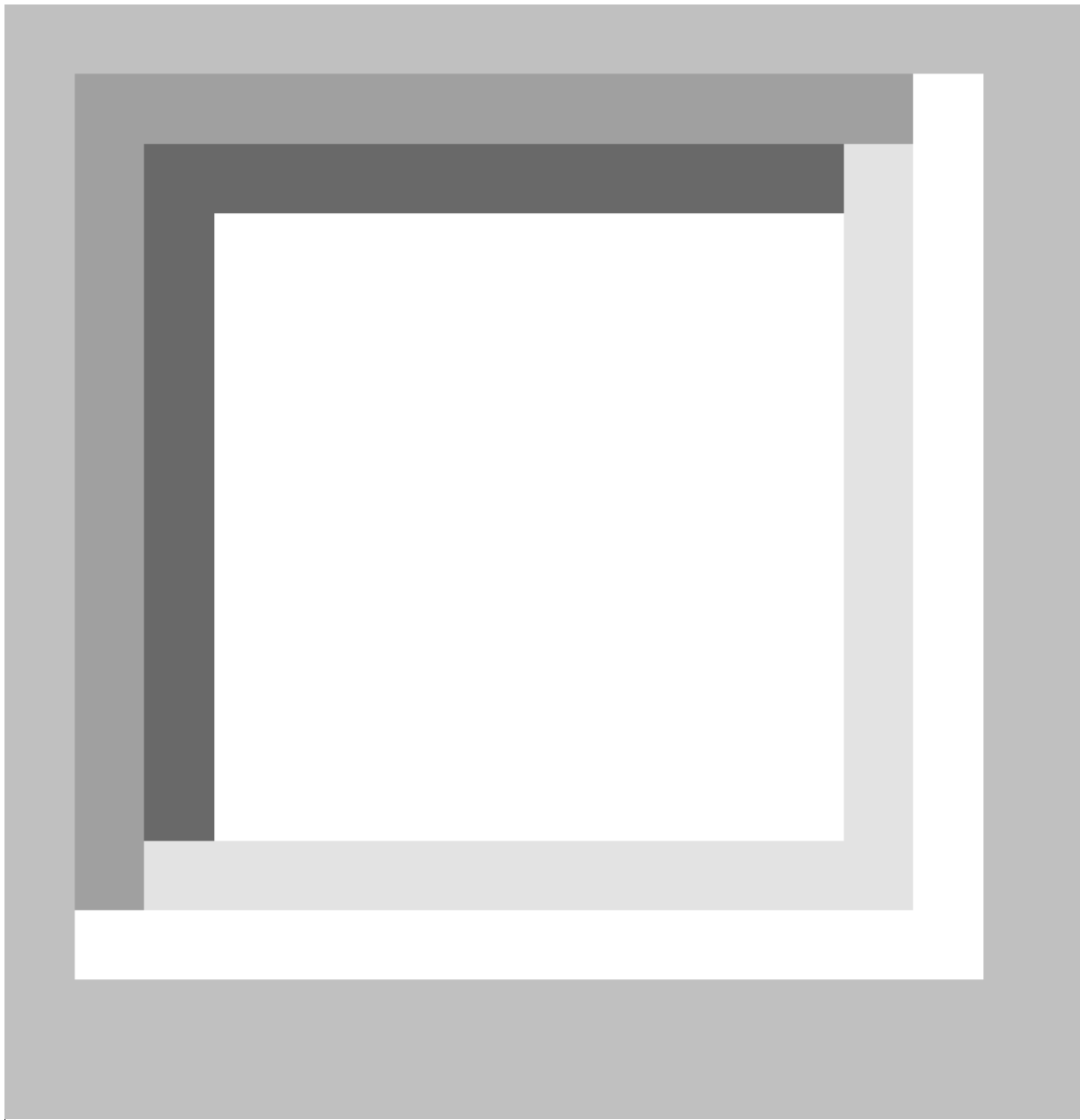
Gifted Education Coordinator



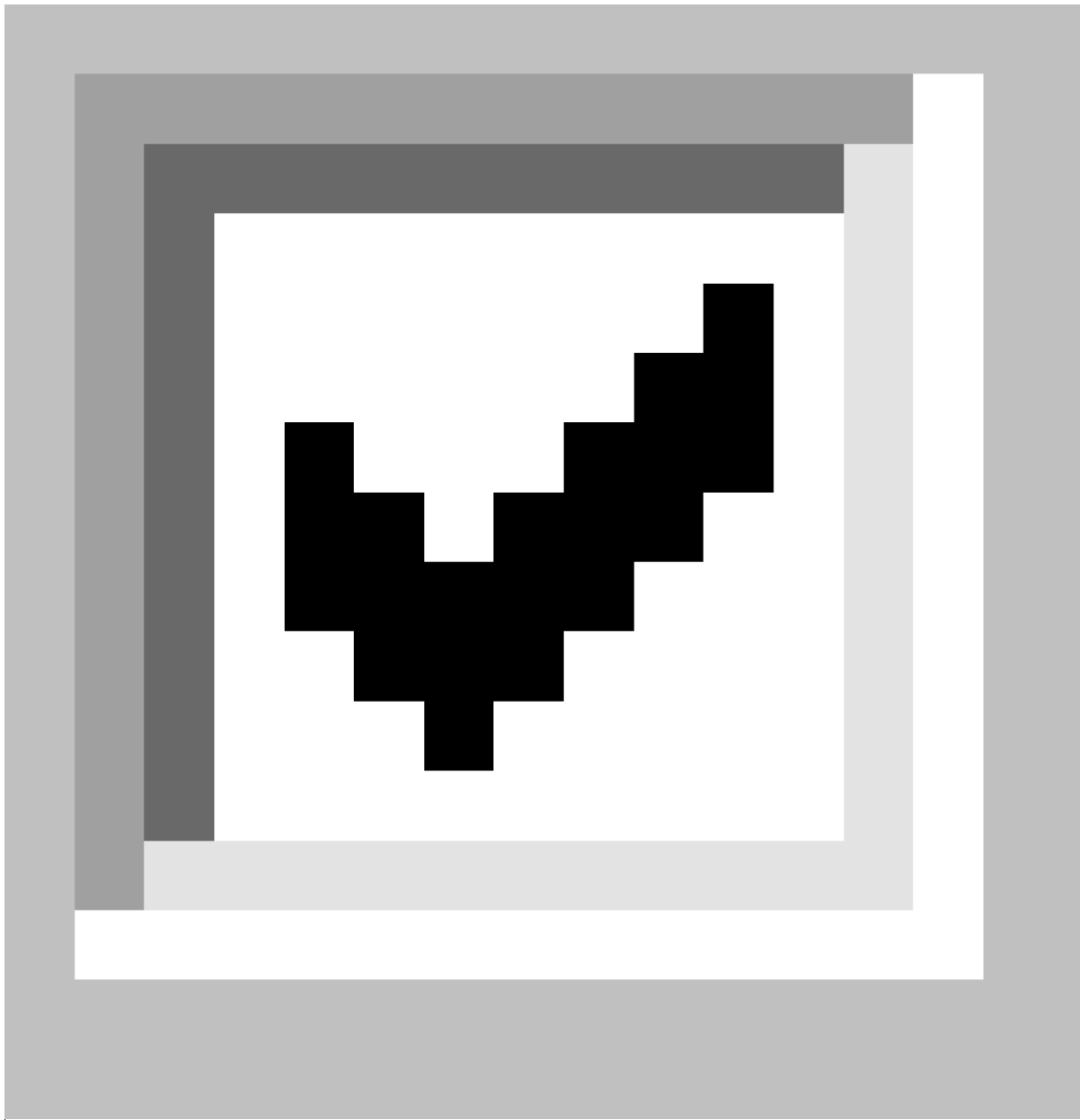
Other(s) Specify:

2. 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)

General Intellectual Aptitude- GIA

Specific Academic Aptitude – English

Specific Academic Aptitude – Mathematics

1. Eligibility determinations to the gifted education program are ongoing annually, beginning in September of each school year.
2. Students will be tested and considered for placement in the gifted and talented program within 90 instructional days.

3. The gifted education teacher at each school, (the guidance counselor at the high school) collects, organizes, and summarizes all information for each student being considered for eligibility.
4. A date for the convening of the Identification/Placement Eligibility Committee is scheduled and parents will be notified in writing.
5. The parent may attend the eligibility meeting, but is not a required participant.
6. The Identification/Placement Eligibility Committee is composed of a minimum of three people. The composition may include any three or more of the following people:
 - The gifted education teacher,
 - The principal and/or designee,
 - The referring teacher
 - School psychologist
 - ESL teacher
 - The special education teacher
 - The guidance counselor
 - Director of Special Programs
7. The committee discusses all data collected.
8. Eligibility determination:

Measure	Administered By	Scored By/Presented By	Required Performance
Achievement: WJ-IV	Gifted Teacher	Gifted Teacher	Confidence Interval of 120 or higher
Cognitive: WNV, or C-Toni -2, or DAS-II	School Psychologist	School Psychologist	Confidence Interval of 120 or higher
Universal Screening Assessment	Computer Based Assessment	Gifted Teacher (presents)	Minimum of 90% (national norm)
Checklist of Gifted Characteristics	Classroom Teachers	Gifted Teacher	Minimum of 15/23
Renzulli-Hartman Checklist	Classroom Teachers	Gifted Teacher	Minimum of 85%

Standards of Learning	Computer Based Assessment	Gifted Teacher (presents)	Minimum of 500
CogAT (Otis Lennon)	Computer Based Assessment	Gifted Teacher (presents)	Minimum of 90%

General Eligibility Guidelines:

1. **All students meeting criteria for both the achievement and cognitive assessments are automatically eligible for the gifted program**
2. **Students who meet neither the achievement nor the cognitive assessment criteria are automatically ineligible for the gifted program.**
3. **For students who meet one of the achievement or cognitive criteria the following data points will also be utilized for eligibility determination:**

Kindergarten through Second grade:

Universal Screening (10%)

1. FAST or equivalent assessment measure: Reading and/or Math

-National norm must be at or above 90% on at least one administration per school year

2. PALS- Above Grade Level (*Fall or Spring*)
3. YCAT Assessment (*For K-1 referrals only*)

-Percentile rank for Reading and/or Math subtests must be 90% or higher

*Criteria met for at least one of the screeners

Checklist of Gifted Characteristics (10%)

- 15 out of 23 on Checklist

Achievement Measure: e.g. Woodcock Johnson Test of Achievement-4th edition Form A/B (20%)

- Minimum of 120 Standard Score on the upper end of the Confidence Interval in Reading and/or Math

Cognitive Measure: e.g. Wechsler Nonverbal Scale of Ability , C-Toni-2, DAS-II. (20%)

- Minimum of 120 Standard Score on the upper end of the Confidence Interval

Note: The student must earn a total of 40 percent from criteria percentage available.

Third Grade:

Universal Screening (10%)

1. FAST or equivalent assessment measure: Reading and/or Math

-National norm must be at or above 90% on at least one administration per school year

2. PALS- Above Grade Level (*Fall or Spring*)

*Criteria met for at least one of the screeners

Checklist of Gifted Characteristics (10%)

- 15 out of 23 on Checklist

Achievement Measure: e.g. Woodcock Johnson Test of Achievement-4th edition Form A/B (20%)

- Minimum of 120 Standard Score on the upper end of the Confidence Interval in Reading and/or Math

Cognitive Measure: e.g. Wechsler Nonverbal Scale of Ability , C-Toni-2, DAS-II (20%)

- Minimum of 120 Standard Score on the upper end of the Confidence Interval

Renzulli-Hartman Checklist (10%)

- 85% minimal for reading and math

CogAT (10%)

- Percentile rank for verbal/nonverbal or overall = 90% or higher

Note: The student must earn a total of 50 percent from criteria percentage available.

Fourth – Twelfth Grades:

Universal Screening (10%)

1. FAST or equivalent assessment measure: Reading and/or Math

--National norm must be at or above 90% on at least one administration per school year

Checklist of Gifted Characteristics (10%)

- 15 out of 23 on Checklist

Achievement Measure: e.g. Woodcock Johnson Test of Achievement-4th edition Form A/B (20%)

- Minimum of 120 Standard Score on the upper end of the Confidence Interval in Reading and/or Math

Cognitive Measure: e.g. Wechsler Nonverbal Scale of Ability , C-Toni-2, DAS-II (20%)

- Minimum of 120 Standard Score on the upper end of the Confidence Interval

Renzulli-Hartman Checklist (10%)

- 85% minimal for reading and math

SOL Advanced Score (10%)
Otis Lennon and/or CogAT (10%)

- Percentile rank for verbal/nonverbal or overall = 90% or higher

Note: Thus, the student must earn a total of 60 percent from each criteria percentage available.

9. Eligibility is determined based on meeting the criteria percentage for each grade level.
10. The committee may, if unanimously agreed, find a student eligible for services even though the student does not meet the specific criteria. If this occurs, the committee must attach documentation of supporting data.
11. **Determination of Services (8VAC20-40-60A.3):** Based on identified strengths noted in data reviewed during the eligibility process in each subject area, the Identification/Placement Eligibility Committee determines placement based on the following:
 - Student is ineligible
 - Student is eligible for General Intellectual Aptitude
 - Student is eligible for specific subject areas in the gifted and talented program:
 1. Language Arts
 2. Mathematics
 - Student is eligible through reciprocity
 - More data is needed before determination
12. The gifted education teacher shall notify the parent within 3 days after the conclusion of the Identification/Placement Eligibility meeting of the student's eligibility status. Parents/guardians are notified by mail of the eligibility committee's decision.
13. If found ineligible, parents may appeal the decision (see appeal process in Section IV) or students may be referred again one calendar year from the eligibility date.

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

General Intellectual Aptitude- GIA
Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Notification Procedure

1. The gifted education teacher in each school is responsible for all forms and letters mailed to the parent. The gifted education teacher is the contact person for the entire identification process.
2. Once the gifted education teacher receives the completed referral form, he or she notifies the parent within 10 business days of the referral and request their written permission to initiate the records review, assessment and eligibility determination process.
3. Upon receiving parental permission to initiate a review of the records, or to conduct an assessment of the student, the gifted education teacher compiles the student data for review, completes an individual student profile and/or refers the student for an assessment with the school's psychologist.
4. An eligibility meeting will be conducted within 90 days from initial referral.
5. The parent is mailed an Eligibility Notification letter within three (3) school days of the meeting.
6. If a student is found eligible, the parent is required to sign a permission form to place the child in the program.
7. Upon receipt of written parental permission, an eligible student enters the gifted and talented program within 10 school days or the first day of the next nine weeks or unit.
8. If a student is found ineligible, the parent is informed of the appeals process and the deadlines associated with the process.
9. Transfer students who were found eligible for gifted program services in other school divisions will automatically be placed in the gifted program in Northampton County Public Schools. Parents will be forwarded notification of this placement and required to sign a permission to participate form.
10. Documentation of identification and placement decision forms are then forwarded to the Director of Special Programs.
11. A record of each decision is placed in the student's division level record.

12. The gifted and talented teacher monitors the gifted and talented student's overall progress in the program and will as warranted request conferences with the child and the parent to address educational concerns.

Appeals Process

1. The parent and/or guardian may initiate a request for an appeal on the following two issues:
 - Identification; and
 - Change in placement.
2. The parent and/or guardian must submit in writing to the Director of Special Programs their request for a review of the decision of the Identification/Placement Committee and their reasons for challenging the decision. Supporting data must be submitted with the request.
3. All appeals must be made within ten (10) school days following the notification of the Identification/Placement Committee's decision regarding a student.
4. An appeals meeting must be held within thirty (30) calendar days from official receipt of an appeals request.
5. The majority of the members composing the appeals committee may not consist of persons who served as a member of the Identification/Placement Committee whose decision is being contested. Personnel from other schools are recommended.
6. The following people may be invited to participate and attend the appeals meeting:
 - Principal/Designee
 - Gifted Education Teacher
 - Assistant Superintendent
 - Referring personnel
 - Classroom teacher
 - Other appropriate personnel (school psychologist, school counselor)
 - Parent may attend appeals committee meeting and provide input, but parents do not participate in the actual appeal decision-making process.
7. The appeals committee may consider new information from any source.

8. After hearing the information presented at the appeals meeting, the committee decides the student's eligibility.
9. The Director of Special Programs notifies the parent of the committee's decision by letter within 10 days of the appeals meeting.
10. This decision rendered by the appeals committee is final and there is no other recourse for parents for one calendar year.

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

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Change in Instructional Placement

The progress of students identified as gifted and talented is monitored on a continuous basis throughout the school year. In June of each year the Identification/Placement Committee will review the student's academic performance for the year to determine the need for a change in placement and/or service delivery.

If the student, while in the gifted and talented program, begins to experience academic difficulty,

1. The student may be placed on inactive status.
2. Inactive status may not exceed a time period of one school year.
3. At the end of the school year in June, the student's progress shall be reviewed and the student may either re-enter the Gifted and Talented Program, or be removed from the program.
4. An inactive student may be reconsidered for active status at any time during the current school year.
5. A student may be placed on inactive status only twice during their entire school history in Northampton County.

Teacher Initiated Request for Removal of a Student from the Gifted & Talented Program

6. When a teacher needs to request the removal of a child from the Gifted & Talented program due to poor academic performance, the parent is notified immediately of the student's performance and the concerns of the teacher.
7. The parent is asked to meet with the gifted educator(s) to discuss the teacher's concerns about the student's progress and to assist in the development of a plan to improve the student's academic performance. The parent must agree to actively participate in the development of this plan to improve the student's academic performance.
8. Once the plan of improvement has been developed, the student's progress with the strategies implemented will be monitored.
9. If the student fails to make progress with the plan and is not being recommended for continuation in the program, a decision to place the student on inactive status is made.
10. The parent is notified in writing of the team's decision to place the student on inactive status and the intent of the team to change the student's placement.
11. The parent is informed of their right to appeal the placement decision.

Parent Initiated Request for Removal from the Gifted & Talented Program

12. Parents or guardians who wish to remove their child from active participation in the gifted and talented program shall contact one of the following:
 - The gifted and talented teacher,
 - The classroom teacher,
 - The guidance counselor, or
 - The principal
13. The gifted education teacher or the principal will schedule a meeting with the parent to discuss the reasons for the parent request.
14. Immediately following the meeting with the gifted and talented teacher or the principal, the parent must provide a written statement indicating the reasons for requesting the withdrawal of the student from the gifted and talented program.

15. Upon receipt of this request in writing, the school personnel will honor the parent's request and will place the student on inactive status.

Student Initiated Self Request for Removal From Program

16. A student who wishes to remove him/herself from active participation in the gifted education program shall contact one of the following:

- The gifted education teacher,
- The classroom teacher or
- The principal of the school

17. After a conference with the gifted teacher, and the principal, the gifted educator and the principal will discuss the student's request with the student's parent. The group, along with input from the parent, will make the final decision about the student's continued participation.

18. If the student's request is granted and the student is moved to an inactive status, the parent must submit written acknowledgement of this action.

19. Upon receipt of this acknowledgment in writing, the school personnel will honor the student's request.

Moving from Inactive to Active Status

20. The parent, administrator, teacher, or the student may initiate a change in status request for consideration of moving the student from inactive to active status. This request must be submitted in writing.

21. The committee will consider the reason for the initial request to move the student to inactive status. If this reason is no longer a presenting factor, the student's status may be changed.

22. The gifted education teacher, the principal, and the parent will make the final decision concerning the student's status

23. Placement change to active status requires parental notification.

Exit Process

Students identified as gifted & talented may be exited from the Gifted & Talented program according to the following guidelines. All students who exit

the Gifted & Talented program shall be re-evaluated in order to reenter the program.

x) Request for exiting the Gifted & Talented program may be made by either of the following persons:

- The teacher,
- The parents,
- The counselors,
- An administrators, or
- The student

y) Upon receipt of an exit request, a conference shall be held with the parent, the regular education teacher, the gifted teacher, the student and others as appropriate.

z) A plan to improve the student's academic performance shall be developed, implemented, revised as needed, and monitored for a time period not less than one full nine week period and/or 45 school days (whichever comes first).

aa.) If the student does not successfully complete the plan to improve their academic performance, and/or if the student has exhausted his or her two opportunities to be placed on inactive status, a Change of Placement form to exit the student from the program is submitted to the Director of Special Programs.

bb.) The parent is notified in writing about the decision to change the participation status of the student in the gifted and talented program. Reasons for this notification may include but are not limited to:

- Lack of motivation to continue in the program
- Inability to maintain satisfactory progress in the classroom

cc.) If the student is exited from the Gifted and Talented program, he or she is no longer coded as gifted in Powerschool.

dd.) The parents may submit a request for an appeal of the committee's decision.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

1. Service Options are Continuous and Sequential

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Northampton County Public Schools provides challenging learning experiences designed to meet the unique learning needs of advanced learners from identification for gifted services through twelfth grade. Through a continuum of advanced academic services, students engage in complex subject matter that prepare them for more challenging and rigorous classes as they advance in grade level. Students identified for NCPS gifted services exhibit exceptional performance in the areas of English and/or mathematics. In order to meet their needs and develop to their potential, these learners require a differentiated

curriculum. Students who are twice exceptional are provided with accommodations or modifications through a special education Individual Education Plan (IEP) team, a 504, or accommodations and support provided by the classroom teachers in response to individual needs.

Elementary School Grades K-6: Critical and Creative Thinking

Strategies and differentiated lessons in the areas of academic strength, Eastern Shore Regional Governor's School (summer program), Odyssey of the Mind (extra-curricular). Opportunities for Saturday Enrichment Programs and After School Activities are also available contingent on funding and interest.

Middle School Grades 7-8: Accelerated learning

opportunities. Advanced and Honors courses in areas of academic strength and interest. Eastern Shore Regional Governor's School (summer program). Odyssey of the Mind (extra-curricular). Opportunities for Saturday Enrichment Programs and After School Activities are also available contingent on funding and interest.

High School Grades 9-12: Honors courses in areas of academic strength and interest; Advanced placement courses; Dual enrollment. Odyssey of the Mind (extra-curricular). Residential Governor's School

Critical and Creative Thinking Strategies and Differentiated Lessons

Teachers provide students with higher level questioning techniques based on Bloom's Taxonomy and provide differentiated lessons for students who exhibit a need for additional challenge in a core subject area.

Honors, Secondary Level

Honors courses are offered to all students who seek academic rigor. Students who demonstrate high achievement, interest, and/or potential to achieve in one or more areas of academic strength may participate in honors courses. Honors classes build on individual student

strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework.

Advanced Placement

Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. The AP program provides rigorous academic coursework in major subject fields, with course content designed at a college level. The AP program is offered in English, social studies, math, and psychology. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations. All Virtual Virginia AP courses are available.

Dual Enrollment

Dual enrollment courses are offered in conjunction with the local community college to all students who seek academic rigor. These college level courses include English 12, Government, Calculus, Psychology, and any other course that is accepted by both the Eastern Shore Community College and Northampton High School.

2. Service Options Provide Instructional Time with Age-level Peers

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Schools are organized as communities of learners and gifted students have multiple opportunities to research, investigate, and learn with age-level peers through presentations, projects, and collaboration in both the general education classroom and the gifted classroom.

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

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Acceleration and enrichment opportunities for students who are identified as gifted are offered through instructional groupings. The NCPS curriculum framework is differentiated for advanced learners and provides a structure for how their academic needs should be met through acceleration, enrichment, extensions to the NCPS standard program of studies, as well as challenges, competitions, and extracurricular activities. Specific instructional strategies include mathematics acceleration, historical analysis and research, independent research, and

persuasive writing and speaking with evidence to support an opinion, stem based or project based learning opportunities, and novel studies.

4. Service Options Provide Instructional Time to Work Independently

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude – Mathematics

Teachers provide advanced learners ongoing opportunities to investigate, research, and work independently through advanced study opportunities embedded in the differentiation lessons within the NCPS curriculum framework.

5. Service Options Foster Intellectual and Academic Growth

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude – Mathematics

The differentiated NCPS curriculum framework is the foundation of our advanced academic program and is designed to challenge and engage advanced learners. The emphasis is on critical and creative thinking and problem-solving. Students have ongoing opportunities for reflection and self-assessment that help them develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development and encourage continuous intellectual growth.

6. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

The gifted and talented program in Northampton utilizes a variety of assessment strategies to gauge its student's progress. The following are some of these strategies used to assess the students' performance in the gifted and talented program:

- Pre-assessment Instruments
- Journal Entries
- Portfolio Entries
- Pretests
- Posttests
- Oral Reports

- Teacher Generated Tests
- Writing Assignments/Rubrics
- Prediction Logs
- Homework Assignments
- Projects
- Presentations

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

General Intellectual Aptitude- GIA Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

A combination of resources and units designed and published for advanced learners in combination with critical and creative thinking units and lessons created by the gifted teachers support the differentiated curriculum framework for NCPS. Units, lessons and resources designed to challenge students in the four core subject areas include:

Language Arts

- William and Mary Language Arts units
- Vocabulary, Grammar, and Writing Lessons created by Michael Clay Thompson
- Teacher created and purchased novel units

Mathematics

- Hands-On Equations
- Edward Zaccaro: Challenge/Real-Life Math lessons
- Teacher created units

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

- Independent Study - students are allowed to pursue topics of interest at their own level and pace.
- Cooperative Learning - small teams of students work together to promote peer interaction and cooperation for studying academic subjects (Sharan, 1980).
- Flexible Grouping – students are permitted to move between groups within the classroom depending on their level of functioning with a particular task.
- Questioning & Understanding to Improve Learning & Thinking - teaches problem-solving, decision making, conceptualizing, critical thinking, creative thinking, and metaphoric thinking.

- Bloom's Taxonomy – students are engaged in higher level thinking skills. This strategy is used to move students from less to more complex hierarchical thinking and responding to questions.
- Adjusting Questioning - During large group discussion activities, teachers direct the higher level questions to the students who can handle them and adjust questions accordingly for student with greater needs. All students are answering important questions that require them to think but the questions are targeted towards the student's ability or readiness level.
- Student Interest Survey - Interest surveys are used for determining student interest at the middle level.
- Learning Centers – are used to reinforce concepts and are often used to accelerate student learning.
- Hands on Activities - these hands on activities are provided in all subject areas.
- Interdisciplinary Units of study
- Independent Research and Student led Inquiry-Based Instruction
- Problem-Based Learning
- Project Based Learning Opportunities

Honors courses use a curriculum that extends the Program of Studies in depth and complexity. Advanced placement courses have high standards and externally assessed examinations. Honors courses, Advanced Placement courses, and dual enrollment are open to all students who seek academic rigor. For AP courses, each school develops its own curriculum in conjunction with a set of curricular and resource expectations established by the College Board and secondary school faculty.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)

General Intellectual Aptitude- GIA

Specific Academic Aptitude - English

Specific Academic Aptitude – Mathematics

The NCPS Identification and Procedures for Gifted and Talented Students provides an overview of the academic services and testing, screening, and identification procedures for placement in the gifted and talented program. This information is disseminated through local school communications, news releases, the Gifted Programs website (www.ncpsk12.com) and parent meetings at the local school.

Each NCPS elementary school is staffed with a part-time gifted teacher for services to kindergarten through third grade students and a full-time teacher for fourth through sixth grade students. Parents may refer their child for gifted services by contacting the principal of the school. Beginning in kindergarten, students who exhibit a need for additional challenge in Language Arts or Mathematics are considered for differentiated services. The gifted teacher collaborates with the classroom teachers to provide additional challenges and resources within the general education program. These 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. Direct services are provided weekly via push in and pull out model.

Advanced course options at the Secondary level include honors, advanced placement, and dual enrollment courses. Middle and 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. The high school offers advanced placement and dual enrollment courses for students seeking high levels of academic challenge and college credit.

Further information about services for gifted students provided in NCPS can be obtained by contacting the school administrator. At the high school level, parents may contact the school administrator or their child's school counselor. In addition, the Director of Special Programs can also be contacted for more information.

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

Gifted teachers must have a Virginia state endorsement in gifted education.

NCPS gifted teachers provide professional development annually to all teachers related to the gifted screening and identification process and to the characteristics of gifted learners in underrepresented and special populations.

NCPS gifted teachers attend a minimum of two professional development activities annually: the National Curriculum Network Conference sponsored by the William and Mary Center for Gifted Education and annual conference sponsored by the Virginia Association for the Gifted. All teachers are encouraged to attend professional development opportunities that focus on the needs of advanced learners. NCPS does provide workshops that focus on differentiation of instruction for all students using the Virginia Standards of Learning as a baseline.

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

The annual review of effectiveness of the NCPS gifted education program is based on the following criteria:

1. A report on the screening and selection process for gifted services that includes the
number of students referred, screened, and found eligible by ethnic group and gender.
2. The number and ethnicity of students who take Honors, Advanced Placement and
Dual Enrollment classes by subject area.
3. The number of students graduating with AP scholar recognition.

The Gifted Review Team reviews the plan each year and reports to the School

Board on the progress that is made toward achieving the goals and objectives.

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

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

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

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

Division Superintendent’s Signature Printed Name Date

Appendix A

In the event that a Gifted Advisory Committee is reestablished, the following procedures will be utilized:

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

Composition of the Local Advisory Committee

Categories	Number Represented
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Parents	3
Teachers	3
Administrators	1
K-12 Coordinator	1
Community members, civic organization representatives, higher education representatives, business and industry representatives	1
Student (optional)	1

BY-LAWS

Northampton County Gifted and Talented Advisory Board

ARTICLE I: NAME

The name of this organization shall be Gifted and Talented Advisory Board of the Northampton County Public Schools, hereinafter designated as the Advisory Board.

ARTICLE II: PURPOSE

Section 1.

The primary purpose of this organization shall be to support and monitor the Gifted and Talented program of the Northampton County Public Schools. The Advisory Board shall assist in providing information on the needs of gifted students and shall make recommendations regarding the education of these students.

Section 2.

Specific responsibilities shall include, but not be limited to the following:

1. Reviewing the Local Plan for the Gifted and making recommendations for its implementation.
2. Monitoring and reporting on legislative trends and issues which affect gifted students.
3. Promoting communication between parents of gifted students and the school administration.
4. Disseminating information to the community about gifted education and sponsoring programs of interest to parents.

ARTICLE III: MEMBERSHIP

Section 1. Membership Guidelines

1. The membership shall be composed of persons concerned with the education of gifted students. Attempts shall be made to select members who are representative of the various gifted and talented from all schools within the division (elementary, middle and high school).
2. Members should include:

1. Parents of gifted students currently enrolled in the Northampton County Public Schools, who shall comprise a majority of the committee.
 2. Individuals representing the community, civic organizations, higher education, business and industry.
 3. Teachers of the gifted and secondary teachers of accelerated students.
 4. The Director of Special Programs for the Northampton County Public Schools will serve as an advisor and ex-officio member.
1. The responsibilities of the members shall be as follows:
 1. To become knowledgeable about the Northampton's gifted and talented programs at the various schools.
 2. To attend scheduled Advisory Board meetings.
 3. To actively participate in the operation of the Advisory Board.
 4. To continually work to improve support for gifted education.

Section 2. Appointment to Membership

There shall be a standing membership committee consisting of one designated officer and two at large representatives of the Advisory Board. This committee shall appoint members of the Advisory Board in accordance with Article III, Section 1A and 1B.

Section 3. Terms of Membership

Each member is appointed for a two-year term, which will begin on July 1. Members may be reappointed for additional terms. To assure the continuity of the Advisory Board, terms of members shall be staggered.

Section 4. Resignations and Removal

1. Resignations

Resignations shall be made in writing to the Chairman of the Advisory Board. Members choosing not to renew their terms shall notify the Chairman prior to the expiration of their term.

2. Removal

Any member who will not be able to attend an Advisory Board meeting shall notify either the Gifted Services' office or the Chairman ahead of time. If a member fails to do so twice during the year, the member shall be removed from the Advisory Board. Also, the chairman shall contact any member who misses three consecutive

meetings (regardless of that member having given prior notification about being unable to attend) to ascertain the desires of that member regarding membership, unless the member has requested a leave of absence for a specific length of time. If the member does not reply, the member shall be removed from the Advisory Board.

Section 5. Vacancies

A vacancy shall be filled in accordance with Article III, Section 2, filling out the unexpired term of the resigned or removed member.

ARTICLE IV: OFFICERS

Section 1. Personnel

The officers shall consist of a Chairman, a Vice-Chairman and a Secretary. To the extent possible, the Chairman shall be the parent of an identified gifted student.

Section 2. Terms of Office

Officers shall be elected for a term of one year. No officer may hold more than one office at the same time. No member may serve more than three consecutive terms in the same office. Officers shall assume their duties at the beginning of the administrative year, July 1.

Section 4. Duties

The officers' duties shall be as outlined below.

A. The Chairman:

- Shall preside over all meetings of the Advisory Board.
- Shall prepare a meeting agenda in advance of each meeting.
- Shall appoint the chairs of any committees.
- Shall be the principal spokesperson for the Advisory Board.

2. The Vice-Chairman:

- Shall perform all duties of the Chairman during the absence of the Chairman.
- Shall be responsible for arranging programs, presentations, and other special activities related to the operation of the Advisory Board.

3. The Secretary:

Shall take minutes of all Advisory Board meetings and maintain a permanent file of all minutes.

Shall perform other duties as delegated by the Advisory Board and/or the chairperson.

Shall be responsible for maintaining a sign in sheet at each meeting.

Section 5. Vacancies

A vacancy in any office shall be elected by a majority vote of the members present. Officers so elected shall serve until the expiration of the original term of office.

ARTICLE V: MEETINGS

Section 1. Regular Meetings

Regular meetings shall be held in November, February, and April. Meetings shall take place on the first Monday of the month unless members are otherwise notified.

Section 2. Special Meetings

Special meetings shall be called by the Chairman or by a written request of three members submitted to either the Chairman or the Vice-Chairman. The chairman shall give the membership as much notice as possible concerning the time, place, and purpose of the special meeting.

Section 3. Reminder Notice

A reminder notice, along with the minutes of the previous meeting, shall be sent to all Advisory Board members approximately one week prior to each regularly scheduled meeting, posted on the Northampton County Public School website and published in the local newspaper.

Section 4. Quorum

Members present at a given meeting shall constitute a quorum.

Section 5. Attendance

Each member shall attend regularly scheduled Advisory Board meetings. Unsatisfactory attendance could result in a member being removed from the Advisory Board in accordance with Article III, Section 4 B.

ARTICLE VI: PARLIAMENTARY AUTHORITY

The rules contained in the current edition of *Robert's Rules of Order, Newly Revised* shall govern the committee in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the committee may adopt.

ARTICLE VII: AMENDMENTS

These bylaws can be amended at any regular meeting of the Advisory Board by a two-thirds vote of the members present, provided that the amendment has been submitted in writing to all members either at the previous regular meeting or by mail at least ten days prior to the date of the upcoming meeting.