

# Cumberland County Public Schools

## Local Plan for the Education of the Gifted

2019-2024

<b>LEA#</b>	<b>025</b>		
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## Local Plan for the Education of the Gifted

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

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

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

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

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

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General Information regarding the Gifted Program in Cumberland County

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

**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**

To provide acceptable programs for gifted students, educational opportunities appropriate to exceptional abilities must be provided. The responsibility of providing each student with the opportunity to realize his/her potential is recognized by the Cumberland County School Board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. Cumberland County Public Schools is committed to addressing students' educational needs by requiring a differentiated academic program that considers individual learning styles and encourages creative and critical thinking abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Board of Education. The School Board shall submit an annual report on its program of Gifted Education to the Department of Education as prescribed by the Board of Education.

**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)** - Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. General intellectual ability is measured by tests of general aptitude with scores in the 95%-tile and above. We also use achievement test data in all core subjects, grades, student work samples and teacher/parent rating scales.

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

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

**A. Identification:** To provide a systematic identification process based upon research-based best practices that align with the delivery of services.

1. Monitor our established uniform procedures with common criteria for screening and identification of students K-12 in the area of general intellectual ability.
2. Provide staff development for teachers and administrators in the referral and identification of gifted and talented learners.
3. Collect data and analyze current identification practices to determine level of effectiveness.
4. Administer a universal screening instrument (Naglieri Nonverbal Ability Test) to all 2<sup>nd</sup> and 6<sup>th</sup> grade students in order to determine who may be eligible for additional testing.

**B. Delivery of Services:** To provide a continuum of services in grades K-12 which address the needs of identified gifted students.

1. Provide appropriate and differentiated instruction to meet the individual learning needs of identified students with a balance of classroom differentiation, independent research, and small-group activities in a variety of settings.
2. Research and expand enrichment opportunities for gifted students, as well as increase enrollment in current off campus programs offered.
3. Continue to differentiate instruction to enable identified students to develop their fullest potential in an environment conducive to their advanced aptitude.
4. Use clustering when appropriate.

**C. Curriculum and Instruction:** To provide differentiated curriculum and instructional opportunities which reflect the unique needs of gifted students.

1. Provide regular classroom teachers with information on gifted students' learning profile to assist in differentiation in the regular classroom setting.
2. Differentiate curriculum in order to promote critical thinking/problem solving, creative thinking, independent research, and social/emotional skills to advance and enrich the curriculum offerings for identified students grades K-12.
3. Implement CLEAR curriculum model for identified gifted third grade students with a focus on reading and writing. The curriculum will continue with the same students in fourth grade. CLEAR is an acronym for Challenge Leading to Local Plan for the Education of the Gifted

Engagement, Achievement and Results. The CLEAR Curriculum model is a framework for designing high-quality, authentic curriculum appropriate for diverse learners, including students identified as gifted and those capable of advanced work.

**D. Professional Development:** To provide professional development for all school staff on identification and educational needs of gifted and talented students.

1. To provide professional development to assist staff in acquiring the skills needed to work with the gifted student.
2. To provide professional development to all staff on differentiation of instruction and student centered learning.
3. Focus on the need for differentiation within the general education classroom for instructional, curricular, and resource modifications.

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

1. Collect and analyze data on current identification practices to determine level of effectiveness in identifying students from underrepresented populations.
2. Revise current identification procedures, as necessary, based on data and research.
3. Provide staff development to teachers in the characteristics and needs of students from underrepresented populations.
4. Ensure equitable representation of students in gifted program to include, but not limited to, twice- exceptional, socio-economic, race, gender, disability, and limited English proficiency.

**F. Parent and Community Involvement:** To promote the awareness of the unique needs of gifted student among parents, school staff, and the community.

1. To continue to investigate methods and activities to encourage parents and community members to become and remain involved in the education of the gifted learners.
  - a. Recruit community members for local advisory committee.
2. Increase awareness of programs and opportunities for gifted students through multiple forms of communication, such as social media, newsletters, school display boards, etc.

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

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

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

#### Screening Procedures for General Intellectual Aptitude

Screening students for gifted services occurs annually and is completed on an on-going basis in grades K-12 through review of student data. There is no limit to the number of times a student may be referred for gifted services; however, a student can only be tested once a year. Referrals can be submitted by parents/guardians, students, teachers, or other persons who may have knowledge or expertise to make such a referral including community members, or by any other appropriate school personnel.

School psychologist who routinely assist with the identification of students for Special Education programs may refer students they find who should be considered for identification as twice-exceptional gifted. Students who are evaluated for inclusion in certain Special Education programs are sometimes found to be potential candidates for the gifted program. This is especially true of physically handicapped students and students identified as ADHD. Increased attention will be focused on students who represent traditionally under-served populations, such as minorities, those of low socio-economic status and those receiving services from Special Education. No child is excluded from consideration for identification as gifted based on race, ethnic background, or for any cultural reason

Annual administration of the Naglieri Nonverbal Ability Test-2 (NNAT) will be given to all students in grades 2 and 6. Test results are reviewed by the school level gifted coordinators and select staff as a committee. Based on results from this test and teacher input, students are recommended for further testing.

#### **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

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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**

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

<u>Completed Referral Due</u>	<u>Eligibility Notification</u>
<b>October 1</b>	<b>February 12</b>
<b>December 1</b>	<b>April 15</b>

Parents of students referred must provide written consent for formal testing. Parents, teachers, administrators, students and school staff may refer students. Referral forms are available from the following sources:

- the guidance office in each school
- gifted education contacts
- the Gifted and Talented Education Coordinator

Referral forms may be returned to classroom teachers, the gifted education teachers or contacts, guidance counselors, or the Gifted and Talented Education Coordinator within two (2) weeks of receiving the referral form.

Parents/guardians are notified within 90 instructional days, beginning with the receipt of a parent's or legal guardian's consent for assessment, of the student's eligibility for the program by the Division Gifted Coordinator.

Additional information on the referral process can be obtained through the gifted education contact at each school.

Transfer students who have documentation of participation in another instructional gifted program will have their records reviewed by the Gifted and Talented Education Coordinator. Placement or testing in the Cumberland County Gifted and Talented Education Program will be made upon the recommendation of the Gifted and Talented Education Coordinator. Retesting, when necessary, will occur within 45 instructional days of confirmation of previous participation with the gifted program in the previous school.



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Students who have been referred and found ineligible by the Identification Committee or through the appeals process must wait one calendar year from the date of ineligibility before retesting may occur.

Rising 11<sup>th</sup> and 12<sup>th</sup> grade students found eligible to attend The Governor's School of Southside Virginia will be considered by Cumberland County Public Schools as gifted, and will be eligible for gifted services. Eligibility for The Governor's School of Southside Virginia requires an application and evaluation process.

Concerns regarding the identification and/or placement in the program should first be discussed with the appropriate personnel, including the Site Coordinator, the teacher and the principal. Parents/guardians may request a review of an Identification/Placement by contacting the Site Coordinator. When a resolution of a problem is not possible, a written appeal will be filed with the Supervisor of Special Education, no later than fifteen (15) instructional days after being informed of the committee's decision. Within ten (10) school days, the Supervisor of Special Education will convene an Appeals Committee consisting of a:

- School principal (or designee)
- Guidance counselor
- Teacher knowledgeable in gifted education
- Teacher experienced in the grade range of the student, and
- Person nominated by the parent

The Supervisor of Special Education will moderate the meeting of the appeals Committee, but shall not vote. A majority of committee members must NOT have served on the original Identification/Placement Committee.

During an appeal, the reason for the appeal and the Identification/Placement Committee's decision will be clearly stated and all pertinent data will be reviewed. The Appeals Committee shall review all relevant data and may request additional relevant material, with parent permission. Decisions shall be based upon criteria established for identification as gifted and the services under appeal.

The Appeals Committee shall render a decision to the parent in writing within fourteen (14) instructional days of convening. The Superintendent shall be notified of the appeal and the findings within ten (10) school days of the Committee's action.

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

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must

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

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

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

[Click here to select area of giftedness.](#)

- 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:

**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.

Click here to select area of giftedness.

- 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: The Gifted Site Coordinator is the guidance counselor at each school or staff designated by building administrator.

- b. Type of Identification/Placement Committee

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

- School-level                       Division-level

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

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

General Intellectual Aptitude

<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>
NNAT/CogAT	School Psychologist	School Psychologist	Site Coordinator
Student Portfolio	Site Coordinator	Identification/Placement Committee	Site Coordinator
Observations	Classroom Teachers	Identification/Placement Committee	Site Coordinator
Individual/Parent Interviews	Student/ Parent	Identification/Placement Committee	Site Coordinator
Teacher Behavior Checklist	Regular Education Teacher(s)	Identification/Placement Committee	Site Coordinator
Parent Behavior Checklist	Parent	Identification/Placement Committee	Site Coordinator
Record of Previous Achievement	Student/Site Coordinator	Identification/Placement Committee	Site Coordinator
Grade Point Average	Guidance Counselor	N/A	Site Coordinator
Achievement Scores	School Psychologist	School Psychologist	Site Coordinator

A multi-disciplinary committee will review assessment information of students referred for consideration for the gifted program. This committee will be comprised of the following:

- Gifted and Talented Education Coordinator
- Site Coordinator
- Gifted Education Teacher
- Classroom Teacher(s)
- Guidance Counselor

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- School Psychologist
- Administrator or designee from the child's school who serves as an advocate for the child
- Additionally, building contacts or general education teachers who know the child may be asked to serve as an advocate for the child on a case-by-case basis.

Data will be compiled by the GATE contact. Once eligibility data collection is completed, an eligibility meeting date will be scheduled. The gifted coordinator at the building level is responsible for all relevant data and forms which are considered and summarized on the Eligibility Matrix by the Eligibility Committee. The timeline for an eligibility decision on each case is 90 instructional days beginning with the receipt of a parent's or legal guardian's consent for assessment by the Gifted Coordinator.

Eligibility decisions are based on attainment of a set cut-off score on the Matrix for gifted services. The committee reserves the right to determine a child eligible even if the score is below the cut-off as determined by the consensus of the committee. Cumberland County Public Schools will not place or deny gifted services based on any one component.

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

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

**General Intellectual Aptitude**

Once a student has been referred for formal assessment, the referral is recorded at the school. A letter that provides information about the division's gifted programs is sent to the parent, explaining the formal assessment and identification process, and request written permission for testing and data collection. No action is taken until permission has been received. If there is no response, at least two additional attempts to obtain permission (by letter or by phone) will be made.

The Eligibility Committee takes into consideration the demonstrated ability and intellectual aptitude for acceptance into the General Intellectual program. After reviewing all data on each candidate, the Identification Placement Committee recommends the appropriate placement based on the Student Eligibility form.

Upon review of the data collected the Eligibility Committee decides on the following options:

- a. The student is eligible for gifted services.
- b. The student is not eligible for gifted services.
- c. The student will be reviewed in one year from the date of the eligibility decision.

Eligibility decisions are based on attainment of a set cut-off score on the Division's Matrix for gifted education service. The committee reserves the right to determine a child eligible even if the score is below the cut-off as determined by consensus of the committee. Cumberland County Public Schools will not place nor deny gifted services based on any one component.

Students will not be served until permission has been granted by the parent/guardian. Included in the identification notification is information regarding right to appeal the identification decision.

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

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

### General Intellectual Aptitude

The Gifted Coordinator contacts parents by letter informing them of the referral, requesting permission to test, outlining eligibility criteria, and requesting the completion of a checklist for gifted program services.

The Gifted Coordinator contacts parents by letter, informing them of the decision of the committee and inviting them to meet to discuss their child's matrix. If a child is found eligible for Gifted Program services, a *Permission to Participate* form is sent with the decision letter. Students may begin to participate once this form is returned.

Parents of students found ineligible will have the right to appeal a decision in writing to the Cumberland County GATE Coordinator, no later than fifteen (15) instructional days after being informed of the committee's decision. Parents/Guardians who plan to seek outside testing in order to provide additional information for an appeal must include this information in the written request. Repetition of the same test(s) within one calendar year will not be accepted for consideration. A licensed psychologist or accredited assessment agency must administer the additional testing at the parents' expense.

The Gifted Appeal Committee is responsible for reviewing and deciding any appeals. The Appeal Committee (the majority of which have not served on the school's Identification/Placement Committee) will include the Division Gifted Coordinator, the school's principal, and any additional instructional or administrative staff, when appropriate.

During an appeal, the reason for the appeal and the Identification/Placement Committee's decision will be clearly stated and all pertinent data will be reviewed. The Appeal Committee will meet within ten (10) instructional days of the written request by the parents. The Appeals Committee will review criteria consistent with the Identification/Placement Committee criteria to maintain continuity of placement standards. Additional testing may be required by the Appeals Committee. It is the responsibility of the parents to ensure that the results from outside testing are received by the GATE Coordinator by the meeting date. A licensed psychologist or accredited assessment agency must administer the additional testing. Parents will be notified in writing by the GATE Coordinator within fourteen (14) working days of the decision of the Appeals Committee.

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

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

General Intellectual Aptitude

Students receiving the services of the gifted program may be recommended for a change in placement, including exit from or suspension of services at the request/recommendation of the parent, Site Coordinator(s), administration, or the classroom teacher. The Identification/Placement Committee must certify all changes in service. Any member of the professional staff may request a review of the Identification/Placement Committee decision by contacting the Supervisor of Special Education. A meeting of the Identification/Placement Committee will be held to consider the appropriateness of the current placement and alternative placement/service options.

Monitoring of a student's placement is conducted continuously by the classroom teacher on an informal basis through observation of performance and conferences with student and staff. Parents are notified of any apparent or potential difficulties and conferences are encouraged. The conferences are to determine whether a change of placement might be necessary. Parents may request a change of placement at any time.



**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

At the elementary and middle school levels, Site Coordinator meets with teachers of identified students to determine areas of strength in all academic areas. It is the responsibility of the teacher, who has received training, to appropriately differentiate the student's curricula within the classroom. In addition to school based services, elementary, middle and high students have various opportunities to participate in activities outside of the natural school day.

In order to expand talented and gifted opportunities, the division has added two stipend gifted facilitator positions. Gifted facilitators, at both the elementary and middle school, will assist schools in developing a TAG program that will connect students with opportunities for extracurricular activities. They will also facilitate the coordination of District events and contests for TAG students, as well as, develop and coordinate after-school and in-school programs.

In the high school, students can participate in Honors or DE classes beginning in ninth grade. Differentiation is provided by Honors or DE teachers. Qualified students can enroll in the Associate's Degree program, which allows them to get their Associate's Degree when they finish high school.

In the spring of their sophomore year, students may apply through a competitive process to attend The Governor's School of Southside Virginia and the Governor's Summer Enrichment Programs focusing on academic, fine arts, foreign languages, and agriculture. Students at Southside Virginia Governor's School engage in an innovative and dynamic curriculum which explores the connections between mathematics, science, and technology. The mission is to

develop leaders who possess the research and technical skills, the global perspective, and the vision needed to address the challenges of a rapidly changing society. For additional information on this program, please refer to their website at <http://gssv.southside.edu/>.

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

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

Students at the elementary level spend the majority of their time in heterogeneous groups. Their instruction is differentiated in the regular classroom setting.

At the middle school levels, students are grouped in Advanced or Honors classes for the four core areas. Electives are heterogeneously grouped.

At the high school level, students are grouped heterogeneously in elective courses. In addition, participation in Honors, DE, and/or Governor's School provides students with time with their intellectual and academic peers.

**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

Identified gifted students are generally cluster grouped at the elementary level, giving them opportunities to work with academic peers. At the middle school level, identified students have the opportunity to work with their academic peers during the Advanced or Honors classes in each core area. At the high school level, participation in Honors, DE, and/or Governor's School provides students time with their intellectual and academic peers.

**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

Gifted students are given the opportunity to work independently in regular classes, Honors and DE classes.

**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

The curriculum for gifted students will be differentiated in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available.

**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

Pre- and post-assessments will be used to document the growth of gifted students. However, measuring student growth in gifted students involves looking beyond just the use of test scores. The use of nontraditional assessment tools such as rubrics, portfolios, and performance based assessments will also be utilized to document student growth.

**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**

The gifted curriculum will be differentiated in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation. Differentiated instruction characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available. The framework of the curriculum for gifted emphasizes originality of thought and production, fluency of ideas, intellectual curiosity, independence of thought, and conceptual elaboration.

The curriculum for gifted is designed to be different from the general educational program in Cumberland County Public Schools. While it rests within the regular curriculum, it is focused to provide not "more of the same" activities, but qualitatively different learning opportunities. The educational experiences offered are intended to help gifted students develop their potential.

At the elementary level, differentiation of assignments and student choice are woven throughout the elementary curriculum. Instructional materials such as concept maps, 'jigsaw' activities and learning menus provide differing student perspectives and collaborative building of schema.

The middle school gifted program consists of Advanced or Honors classes in each of the four core areas. These classes focus on application of content and critical thinking and

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problem solving skills. Differentiation of instruction will be provided to eligible students based on their learning profile and areas of strength.

At the high school level, a full range of challenging courses is provided, including honors and dual enrollment classes. Differentiation of instruction will be provided to identified students. Qualified students can enroll in the Associate's Degree program starting in the ninth grade. This program will allow students the opportunity to earn an Associate's Degree when they finish high school. Academically motivated students can also apply to attend the Governor's School of Southside Virginia in the spring of their sophomore year. This program offers a rigorous curriculum and the opportunity to earn an Associate's Degree.

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

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude

According to Cumberland County Public Schools School Board policy IGBB:

PROGRAMS FOR GIFTED STUDENTS

The Cumberland County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

The curriculum for gifted is designed to be different from the general educational program in Cumberland County Public Schools. While it rests within the regular curriculum, it is focused to provide not "more of the same" activities, but qualitatively different learning opportunities. The educational experiences offered are intended to help gifted students develop their potential.

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August 9, 2004

August 5, 2008

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

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
  - e. The evaluation of data collected from student records such as grades, honors, and awards;
  - f. The use of case study reports providing information concerning exceptional conditions; and
  - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and



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- c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.

The Division Gifted Administrator will provide staff development to the faculty of each school on the identification process or gifted education. This will include providing information on the characteristics of gifted students, with an emphasis on the underserved population.

The Department of Instruction will provide staff development each year. Staff development will include differentiation, project-based learning, and open-ended problem solving techniques which require creative and critical thinking skills. A Professional Development calendar will be shared with all teachers. Teachers will be required to attend a certain number of sessions each year.

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

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

The Gifted Advisory Committee will assess the effectiveness of the school division's gifted education program each year through the review of student, parent, and teacher surveys, as well as identification and student data. This committee will decide which aspect of the gifted program to evaluate each year and determine tools that would best provide the information needed for evaluation. Identification and data will automatically be included in each review. The comments and recommendations of the committee shall be provided in writing to: (1) the Superintendent and (2) the School Board. The program shall be in compliance with the code of Virginia and the Board of Education Regulations.

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

Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program.

Parent members shall be nominated from each school in the division through the parent-teacher-student organizations or the building administration in consultation with the Division Gifted Administrator. Nomination of community member(s) shall be made by the division administration. The ethnic and geographic composition of the representation will be taken into account. The teacher members shall be nominated by the Division Administrator in consultation with school administration. The Division Gifted Administrator shall be ex officio member of the committee. This committee will meet a minimum of three times each year. The two main responsibilities of this committee are to annually review the Local Plan and determine the extent to which it is implemented.

