

Colonial Heights Public Schools

Local Plan for the Education of the Gifted 2011-2016

LEA#	106	
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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

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 Gifted Programs in the Colonial Heights Public Schools Division

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

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

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

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

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

Colonial Heights Public Schools is committed to an educational program that promotes the social, emotional, and academic growth of all students by recognizing their unique needs and abilities. The Colonial Heights school division believes it has a responsibility to seek and identify gifted students from a variety of social, economic, and cultural backgrounds who demonstrate high performance capabilities in **general intellectual aptitude**. Flexible programs respond to unique student needs and help to develop productive, complex, abstract and higher level thinking skills.

The CREATE (Creating Resources for Exceptional Academic and Talented Endeavors) program seeks to increase students' enthusiasm for learning by exposing them to rigorous and differentiated curriculum that is firmly grounded in relevant learning experiences. Teaching students how to apply knowledge in areas they are interested in allows them to master and retain academic rigor while instilling a love for learning—in and out of the classroom and throughout their life.

In addition to helping students to discover and develop their natural talents, the goal of the CREATE program is to develop creative and forward thinking individuals who are able to make significant contributions to society.

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.

A Colonial Heights Public School student is eligible for gifted education service options tailored to **general intellectual aptitude** if the student demonstrates readiness based on the following criteria:

- Evidence of gifted behaviors as determined by a valid and reliable teacher checklist
- Evidence of gifted behaviors as measured by performance on the Cognitive Ability Test (CogAT)
- Capability of superior academic performance on the Screening Assessment for Gifted Elementary and Middle School Students (SAGES)
- Evidence of superior classroom grades
- Completion of a sample product that demonstrates superior creativity

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- Evidence of need for a special program as determined by the identification and placement committee

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:

Utilize a student profile to identify gifted students based upon their ability, demonstrated achievement, as well as creativity

B. Delivery of Services:

Provide a continuum of service options to enhance and build on the academic skills and knowledge learned in the regular classroom

Expand student services at the middle school (6-8). Colonial Heights recently instituted an elective course for identified gifted students in grade 6. It is the goal of the program to expand the elective by offering it to identified 7th and 8th grade students in coming years. It is also the goal of the program to implement DestiNation in grade 6-8, as well as a U.S. and World Affairs course at the High School.

Increase student services throughout the division by increasing opportunities for independent research, online courses, and partnerships with local colleges and universities

C. Curriculum and Instruction:

- Adapt, modify, or replace regular classroom curriculum and instruction to meet the unique needs of gifted learners
- Collaborate with teachers, members of the community, and curriculum specialists to create a rigorous, relevant, and creative curriculum for the gifted
- Provide core and resource teachers with information to extend and enrich the curriculum

D. Professional Development:

- Support differentiation of instruction through continuous staff development in the form of local workshops, state and national conferences, as well as graduate course work
- Implement an online on-demand professional development platform that provides teachers with opportunities to participate in professional development that is current and targeted to meeting the needs of identified gifted students

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- CaseNEX offers online courses in gifted education that are aligned with the NAGC-CEC Standards for Teacher Knowledge and Skills in Gifted Education. It is the goal of Colonial Heights to partner with area division to offer discounted graduate courses in gifted education to all K-12 teachers.

E. Equitable Representation of Students:

- Utilize culturally fair assessments in response to students' economic conditions, gender, developmental differences, handicapping, and other factors so as to identify gifted students from traditionally under-represented subgroups
- Implement K-12 screening procedures that seek to identify gifted students as well as those who demonstrate the potential of being gifted continuously throughout the year

F. Parent and Community Involvement:

- Institute a Gifted Advisory Committee that consists of both parents and members of the community
- Work with the Gifted Advisory Committee to promote among parents and citizens of the community an understanding of gifted students' unique needs while providing opportunities for input into program planning
- Work with the local media to inform the public about initiatives implemented throughout the division for the gifted

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

Every year, all incoming kindergarteners are screened for participation in the division's K-2 talent pool, Providing Real Opportunities to Make Individuals Successful in Education (PROMISE). In addition, grade 1 and grade 2 transfer students and/or non-participating students may be referred for evaluation for admittance to the program. Classroom teachers, parents, peers, and other adults who are aware of students' abilities are able to refer children for testing. Furthermore, students are permitted to self-refer. Both PROMISE and non-talent pool students may be referred for formal identification at any time during the school year. At the end of grade 2, all PROMISE students will be tested for participation in the gifted program (CREATE) for the following year.

The screening process looks at students' classroom performance and teacher recommendations to determine a pool of potential candidates. Students who are English as a Second Language (ESL) or who have a disability are included in the screening/identification process.

Evaluation for the CREATE program is a continuous process designed to identify students from all cultural and socio-economic backgrounds. The identification process is the joint responsibility of 1) the school counselor, 2) the gifted resource teacher, and 3) the classroom teacher who will review the following:

1. Achievement test data
2. Ability test data
3. Honor roll grades
4. Superior student products (based on professional judgment)
5. Teacher Assessment Scale to indicate those students who demonstrate behaviors indicative of giftedness.

The PROMISE & CREATE Student Identification Calendar, K-5

October/November

- All kindergarten students are screened for participation in PROMISE.
- Existing transfer and first and second grade students who were referred are evaluated for participation in PROMISE.

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- All 3-5 grade transfer students who were identified gifted in another division are evaluated for participation in CREATE.

November/December

- Evaluation results and CREATE/PROMISE program placement letters are mailed home to parents/guardians.

January

- End of semester referrals/evaluations for CREATE are conducted.

April/May

- Kindergarten and students in grade 1 who were referred are evaluated for participation in PROMISE.
- All grade 2 PROMISE students and those who were referred are evaluated for participation in CREATE.
- All 3-5 grade students who were referred are evaluated for participation in CREATE.
- Test results and CREATE/PROMISE program placement letters are mailed home to parents/guardians.

Evaluation in grades 6-12 is conducted on an individual basis and may take place at any time during the school year.

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

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process.

Referral forms are available in the guidance office at each school, from the gifted resource teacher, and on the division's website. The referral process begins with the completion of the initial Student Referral Form (C100), which is submitted to the gifted resource teacher. Parents/guardians are required to submit written permission to evaluate their child (C102) to continue the identification process. Colonial Heights Public Schools will complete the evaluation process and notify parents/guardians of their child's eligibility within 90 school days of receiving permission to evaluate. A student may not be referred to receive gifted services more than once annually. Students may be referred to receive gifted services by any one of the following:

1. School personnel
2. Parents or legal guardians
3. Community leaders
4. Others with related expertise
5. Peer nomination, or
6. The student him/her self

Transfer students who were identified gifted in another school division are automatically referred for identification in Colonial Heights.

No one score or other criterion is used to deny a student access to the program. A variety of appropriate testing and evaluative materials will be used to assure identification of special populations to include students of minority ethnic composition, disadvantaged socio-economic conditions, and/or any disabling condition. These materials are:

1. neither culturally nor racially discriminating.
2. sensitive to language differences.
3. validated for the specific purposes for which they will be used, and
4. are administered and interpreted by trained personnel following the instructions of their products.

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 general intellectual programs shall be K-12 and must include a nationally norm-referenced aptitude test.

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

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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.

- Assessment of appropriate student products, performance, or portfolio
 - GPA (honor roll status)
 - Superior student products (based on professional judgment), and
 - Teacher Assessment Scales.
- Record of observation of in-class behavior
- Appropriate rating scales, checklists, or questionnaires
- Individual interview
- Individual or group-administered, nationally norm-referenced aptitude test(s)
Cognitive Ability Test (CogAT)
- Individual or group-administered, nationally norm-referenced achievement test(s) Screening Assessment for Gifted Elementary and Middle School Students (SAGES)
- Record of previous achievements (awards, honors, grades, etc.)
- Additional valid and reliable measures or procedures
Specify:
Recognizing Gifted Potential: Planned Experiences with the KOI (2007).

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.

0 Classroom Teacher(s)

2 Gifted Education Resource Teacher(s)

1 Counselor(s)

0 School Psychologist(s)

0 Assessment Specialist(s)

1 Principal(s) or Designee(s)

0 Gifted Education Coordinator

- 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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1. 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 school days of the school division’s receipt of the parent’s(s’) or legal guardian’s(s’) consent for assessment.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Behaviors checklist/rating scales or portfolio	Classroom Teacher Gifted Resource Teacher	Guidance Counselor	Guidance Counselor
Student Classroom Performance	Classroom teacher	Classroom Teacher	Classroom Teacher
Achievement Testing (CogAT)	Guidance Counselor	Guidance Counselor	Guidance Counselor
Ability Testing (SAGES)	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Interview (K-2)	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Creative Product Development	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher

The division does not allow any one single criteria to deny or guarantee access to the gifted program.

Written permission from the parent or guardian must be obtained in order to begin the eligibility process for any student. Once permission is received, the time frame for the eligibility process begins and must be concluded within 90 school days. The Identification/Placement Committee will make one of the following decisions:

1. The student is identified based on the placement committee’s report and is eligible for services.
2. The student is not identified and is not eligible for services at the current time but may be referred during the next academic year.
3. The student will be monitored for future eligibility.

It will be the responsibility of the school-based committee to handle all referral, screening, and selection procedures for the identification of students for the CREATE program.

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

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

Once the Identification/Placement Committee has determined the student's eligibility, they will determine an appropriate program placement for that student in accordance with his/her unique needs. Written parental/guardian permission is required for students to receive gifted services.

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.

Parents/guardians are notified through a written letter when their child is referred for gifted services (C 101). This letter will be accompanied with several documents parents/guardians are required to complete to continue the identification process. These documents include Permission to Evaluate (C 102), and the Explanation of Procedural Safe Guards (C 103). If a student is identified based on the Identification/Placement Committee Report (C 104), the Coordinator of Programs for the Gifted will send a letter home stating the child's eligibility (C 105). Parents/guardians must sign the Permission for Program Placement (C 106) before their child to can participate in the program.

A letter (C 107) is used to notify parents/guardians that their child does not qualify for the CREATE program. Furthermore, the letter notifies parents/guardians that they have the right to appeal the committee's decision. Appeals must be made to the Coordinator of Programs for the Gifted within fifteen (15) school days of being notified their child was found ineligible.

The following procedure must be followed for all appeals:

1. The Coordinator of Programs for the Gifted must be contacted by the parent/guardian.
2. The parent/guardian will complete the *Appeal of Placement Decision* form (C 300).
3. Upon receiving the form from the parent/guardian, the Coordinator of Programs for the Gifted schedules a hearing within fifteen (15) schools days.
4. The Coordinator of Programs for the Gifted calls a meeting of the Appeals Committee which consists of himself/herself, the Assistant Superintendent of Instruction, and the building principal.
5. The Appeals Committee may request other individuals attend a hearing, or that additional information deemed necessary such as additional testing, student products, etc. be collected.
6. The parent/guardian must attend the hearing and may present the Appeals Committee with any supporting information if so desired.
7. The decision of the Appeals Committee must be rendered within fifteen (15) school days of the hearing and reported in writing to the parent/guardian. All decisions made by the Appeals Committee are final.

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.

Placement for any student identified gifted may be subject to annual review during the academic school year if deemed appropriate. The student, parent/guardian, counselor, classroom teacher, or the gifted resource teacher may initiate re-evaluation procedures. Each student's current record of performance, work samples, and test scores will be used for this review. The Identification/Placement Committee will evaluate the data and make one of four recommendations:

- Continuation of current program/services
- Change in current program/services
- Develop a plan for improvement
- Exit from the program

Students who have been identified for gifted services maintain this status while enrolled in Colonial Heights Public Schools. If a change in services or exit from the program is considered, parents/guardians will be notified in writing by the Coordinator of Gifted Programs of the re-evaluation processes (C120). Parents/guardians are able to terminate their child's placement in gifted programs at any time by submitting written notification (C 108) to the Coordinator of Gifted Programs.

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. General intellectual aptitude programs need to provide evidence from kindergarten through twelfth grade.

Grades K-2

The goal of the **PROMISE (Providing Real Opportunities to Make Individuals Successful in Education)** program is to identify students in grades K-2 who demonstrate high academic ability and, thus, have the potential of being identified gifted. The PROMISE program focuses on nurturing and further developing these students' cognitive abilities.

The PROMISE program consists of four components: cluster grouping, in-class activities, pull-out services, and differentiated classroom programs which are designed by the classroom and gifted resource teachers.

- **Cluster Grouping:** PROMISE students are grouped in clusters of 3-6 students with age-level peers in the heterogeneously grouped classroom. Push-in services take place primarily within the classrooms in which PROMISE students are cluster grouped. Cluster grouping maximizes the time resource teachers are able to meet with gifted students individually and/or in small groups. The gifted and classroom teachers work together to provide differentiated lessons and units of study in the regular classroom. Weekly collaborative classroom teaching between the resource and classroom teachers takes place as scheduling permits.
- **Differentiation and Collaboration:** The PROMISE resource teacher will collaborate with classroom teachers to create lessons and units of study that meet the needs of high ability students. Push-in services take place primarily within the classrooms in which PROMISE students are cluster grouped. Classroom teachers will provide appropriate and differentiated educational opportunities that will enable each student to develop and enhance his/her abilities, a healthy self-concept, and an eagerness to maximize his/her potential.
- **Pull-Out Services:** The clustered groups of PROMISE students are pulled out of the regular classroom to meet with the PROMISE resource teacher at least one time per week

for about 30-45 minutes. In addition to teaching and developing critical, creative and logical thinking skills, the focus of the pull-out program is to provide PROMISE students with opportunities to work with their intellectual and academic peers.

- **In Class Activities:** The PROMISE resource teacher will visit K-2 classrooms to teach critical thinking or creativity lessons as time and scheduling permits. In class activities expose more students to higher level thinking activities.

Grades 3-5

The emphasis of the **CREATE** (Creative Resources for Exceptional Academic and Talented Endeavors) program in grades 3-5 is on the learning processes which will enable each gifted student to reach their academic potential and to become contributing members of the larger society later in life.

The CREATE program consists of four components: cluster grouping, in-class activities, pull-out services, and differentiated classroom programs which are designed by the classroom and resource teacher.

- **Cluster Grouping:** CREATE students are grouped in clusters of 3-6 students with age level peers in the heterogeneously grouped classrooms. Push-in services take place primarily within the classrooms in which identified gifted students are cluster grouped. Cluster grouping maximizes the time resource teachers are able to meet with gifted students individually and/or in small groups. The gifted and classroom teachers work together to provide differentiated lessons and units of study in the regular classroom. Weekly collaborative classroom teaching between the resource and classroom teachers takes place as scheduling permits.
- **Pull-Out Services:** The clustered groups of CREATE students are pulled out of the regular classroom to meet with the gifted resource teacher on a weekly basis. In addition to teaching creative and critical thinking skills, the goal of the pull-out program is to help students set personal and academic goals. Resource teachers work with students at the end of each semester to help them think about their learning and to assess how well they believe they have achieved their goals. Student input is incorporated in their individualized Differentiated Education Plan Report which is sent home at the beginning of the year. The program also focuses on teaching advanced content in a number of academic areas.
- **In Class Activities:** The CREATE teacher will visit regular classrooms in grades 3-5 to teach critical thinking/creativity lessons and/or to enrich SOL objectives during the school year as scheduling permits.

Grades 6-8

Identified gifted students are cluster grouped in middle school honors classes. Two CREATE resource teachers work with students and honors teachers to ensure courses are firmly grounded in instructional practice best for the gifted learner. The gifted resource teachers use push-in and pull-out models to differentiate instruction for regular education and identified gifted students.

The CREATE resource teachers also work with identified gifted students to ensure their individual needs are met.

Grades 9-12

At the high school level, the gifted resource teacher advises identified gifted students in grade 9 on issues surrounding career planning, academic coursework, and personal counseling. While gifted students in grades 10-12 receive counseling services from other high school counselors, they meet with the gifted resource teacher frequently throughout the year. In addition to providing counseling services to students in grade 9, the gifted resource teacher collaborates with 9-12 classroom instructors to ensure that differentiated instruction is used to meet the needs of identified gifted students.

Students' academic needs are met through honors, Advanced Placement (AP), and dual-enrollment classes. Dual-enrollment classes are organized through local colleges and universities. AP courses are college-level classes for which most colleges and universities grant transcript credit, provided the student receives a passing score on the AP final exam. Any student who meets the school's criteria for enrollment may participate in these courses without formal gifted identification. The highest quality of student performance is expected in all honors and AP classes.

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.

Elementary: At the elementary level, gifted students are cluster grouped with age-level peers in the regular, and heterogeneously grouped, classroom. The gifted resource teacher and the classroom teacher collaborate to deliver differentiated instruction to the entire class. In-class activities afford identified gifted students opportunities to work with their age-level peers.

Middle: At the middle school level, gifted students are cluster grouped with age-level peers in the regular, and heterogeneously grouped, classroom. The gifted resource teacher and the classroom teacher collaborate to deliver differentiated instruction to the entire class. In-class activities afford identified gifted students opportunities to work with their age-level peers.

High School: At the high school level, identified gifted students may participate in academic year Governor's School, honors courses, and Advanced Placement courses. These courses offer advanced learning opportunities for identified gifted students with their age-level 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.

- **Content Acceleration**

- **Elementary:** Groups of 3-6 identified gifted students are grouped together in classes where proportionally possible. Identified gifted students leave the regular classroom each week to participate in instruction geared for high-level thinking. Pull-out services provide identified gifted students with opportunities to work with their intellectual and academic peers. In addition, highly gifted children may participate in content-area acceleration based upon individual needs. The need for content-area acceleration is based on significantly advanced achievement levels.

- **Middle School:** Identified gifted students are grouped together in classes. Pull-out services and the availability of elective courses for the gifted provide students with opportunities to work with their intellectual and academic peers. Academically gifted students are encouraged to enroll in the most challenging core and elective courses available with opportunities to travel to the high school to participate in subject course acceleration.

- **High School:** Opportunities for acceleration and advanced coursework are available. Academically gifted students are encouraged to enroll in the most challenging courses available. Dual enrollment courses allow high school students to meet the requirements for high school graduation while simultaneously earning college credit on the high school campus. Colonial Heights Public Schools currently offers dual enrollment options through Richard Bland College and John Tyler Community College.

- **Enrichment Services:**

- Through a partnership with the Math Science Innovation Center, K-12 students are afforded opportunities to participate in Saturday Enrichment Programs and Summer Enrichment Programs. These programs are designed to complement the regular curriculum and provide extension in the areas of math and science.

- Elementary and Middle school students can apply to participate in Saturday and summer enrichment programs at the University of Virginia and the College of William and Mary.

- Middle school gifted students may elect to apply to the Summer Regional Governor's School, which offers opportunities in math and science.

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- The Richmond Area Program for Minorities in Engineering (RAPME) is an academic program for middle and high school *minority students* in the Richmond/Petersburg metropolitan area. The program provides students with information about various fields of engineering in order to acquaint them with the requirements for pursuing a career in engineering. Middle school students participate in engineering related classroom projects, while high school students blend engineering and computer classes with robotics-based projects. In addition to visiting local firms to witness the work of engineers firsthand, participating students attend lectures by practicing engineers in various fields.
 - High school students may participate in the Author Visitation Program made available through a partnership with Virginia State University. Virginia State University selects a book each year related to 21st Century issues and invites the author to spend time on campus to discuss it with faculty and students. Participating Colonial Heights High School students prepare to participate in the Author Visitation Program, which is held on the university campus, by discussing the selected book with like-minded peers at regular book club meetings.
 - High school gifted students may apply to a Summer Residential Governor's School, which provide identified gifted high school juniors and seniors with intensive educational experiences in visual and performing arts; humanities; mathematics, science, and technology; life science and medicine; or through mentorships in marine science or engineering.
 - High school gifted students may elect to apply to a Summer Residential Governor's School which focus on an area of study the student finds of particular interest. Participating students live on a college or university campus for up to five weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the two mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals.
- Grade Level Acceleration
 - The opportunity is available for highly gifted children to be referred for grade-level acceleration. The need for grade-level acceleration shall be based on significantly advanced achievement and ability levels. Prior to recommending acceleration for a gifted student, the school principal meets with the Assistant Superintendent of Instruction and the Coordinator of Programs for the gifted to review information related to the student's academic profile, as well as the child's social and emotional needs. If grade acceleration seems viable, the principal, Assistant Superintendent of Instruction, and the Coordinator of Programs for the Gifted meet with the parent(s)/guardian(s) to gather further information. Parent(s)/guardian(s) will be notified of the decision for grade acceleration within fifteen (15) days of the meeting.

D. Service Option 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.

- Elementary: Resource consultation and collaboration is utilized at the elementary level. The gifted resource teacher and the classroom teacher plan and deliver differentiated education to gifted learners. Through diagnostic assessment and curriculum compacting, gifted resource teachers provide opportunities for students to pursue independent study in areas of interest.
- Middle and High: Gifted resource teachers collaborate with classroom teachers to plan differentiated lessons for identified gifted students. Such lessons provide students with opportunities to pursue independent study in areas of interest. Qualified students may choose to enroll in accelerated online courses without completing the requirement of 140 clock hours of instruction.
- High: Students in grades 9-12 are encouraged to earn volunteer hours toward the school's "Volunteer Award" each year. Students receive information about opportunities to volunteer in the school and/or in the community regularly throughout the year. Students may request assistance to customize opportunities to better fit with their individual interests and abilities.

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.

- Content: Curriculum guides and the Virginia Standards of Learning form the structure of course content. Specific curriculum objectives may be compacted for students who demonstrate early mastery. Curriculum objectives may also be extended through depth and complexity to provide appropriate scope and sequence for students who are advanced in a given subject. Content may also be differentiated through the use of advanced level materials, opportunity for interdisciplinary studies, appropriate pacing for ability, and use of content related to themes, issues, or problems.
- Process: Process may be differentiated through selecting questions and providing activities that stimulate higher level thinking, problem-solving, and critical thinking; in addition, process is differentiated by providing opportunities to develop and use research skills.
- Products: Products demonstrate the integration and transformation of concepts or ideas. Products may be differentiated by allowing for choice in selection of products, encouraging products that allow for in-depth study of a topic, presenting products to real audiences, and providing access to multiple resources for information.

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.

Evaluation may be differentiated through the use of a variety of assessment techniques. Goal-setting is an integral part of the evaluation process. Students, parents, and educators work together to set goals for students. Students should routinely be assessed using diagnostic assessment (pre-testing), formative assessment (on-going), and summative assessments (end-of-unit). Assessment of student products should be based upon product differentiation criteria (rubrics). Students should have opportunities for self-evaluation. Student outcomes are reported to parents through written reports and periodic conferences. Frequent communication with parents and students regarding academic growth is an expectation.

- At the elementary level, gifted students work with the resource and classroom teachers to set individual goals and to create a personalized Differentiated Education Plan (DEP). DEPs guide student learning throughout the school year. At the end of each semester, the resource and classroom teachers use a rubric to evaluate student progress toward meeting their DEP goals. DEP reports are sent home at the end of each semester. Additionally, teachers are urged to use student-led conferences and student portfolios as a communication tool with parents.
- At the middle school level, gifted students work with the resource and classroom teachers to set individual goals and to create a personalized Differentiated Education Plan (DEP). DEPs guide student learning throughout the school year. At the end of each semester, the resource and classroom teachers use a rubric to evaluate student progress toward meeting their DEP goals. DEP reports are sent home at the end of each semester. Additionally, teachers are urged to use student-led conferences and student portfolios as a communication tool with parents.
- At the high school level, students work with the guidance department to plan for college and career. Through course selection (honors, dual enrollment, and AP) students are challenged with a rigorous curriculum. High school teachers utilize formative and summative assessments, as well as rubrics to communicate student progress toward rigorous curricular goals. Students are encouraged to take advantage of specific counseling addressing their individual needs as gifted students. AP and dual enrollment classes are particularly helpful in preparing students for the demands they will face in college. Students develop habits of mind and learn strategies to help prepare them so they may properly handle rigorous college expectations.

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.

Differentiated instruction for gifted and advanced learners is characterized by introduction of advanced content, open-ended tasks, variations in pacing, and complexity of thought. Student choice, self-directed learning skills, peer, self, and teacher assessment are also integral parts of the program. There is a dual commitment to (1) establishing a strong foundation in the core curriculum for all grades and (2) implementing curriculum extensions. Cluster grouping is utilized in grades 1-8 to provide for flexible instructional groups to accommodate different instructional needs within the classroom.

Curriculum Differentiation

WHAT IS CURRICULUM DIFFERENTIATION?

- deleting already mastered material from existing curriculum,
- adding new content, process, or product expectations to existing curriculum,
- extending existing curriculum to provide enrichment activities,
- providing course work for able students at an earlier age than usual, and
- writing new units or courses that meet the needs of gifted students

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The following instructional strategies are used to accelerate and enrich the content for gifted learners:

Strategy	Description	Why Appropriate?
Compacting	<ol style="list-style-type: none"> 1. Gauges what a student knows about materials to be studied and what still needs to be mastered 2. Plans for learning what is not known as excuses students from what is known 3. Plans for more time to be spent in enriched or accelerated study 	<p>Recognizes knowledge</p> <p>Provides enrichment</p> <p>Provides acceleration</p>
Independent Study	Investigates a problem or topic of interest and identifies the type of product to be developed. Most often these problems have real world application.	<ul style="list-style-type: none"> • Self-directed • Allows for diverse products • Allows for in-depth study • Provides problem-based learning
Interest Groups	Provides enrichment for students who can demonstrate mastery/competence with required work	<ul style="list-style-type: none"> • Provides in-depth study • Allows for connections between fields to be drawn • Provides student choice • Provides opportunities for critical inquiry
Tiered Assignments	Various levels of activities in a heterogeneous classroom where students explore ideas at a level that builds on prior knowledge and initiates growth.	<ul style="list-style-type: none"> • Develops problem solving skills • Develops creativity • Provides complexity • Creates open-ended options
Flexible Skills Grouping	Students are matched to skills work by readiness level. The movement between groups is based on readiness	<ul style="list-style-type: none"> • Creates time block for advanced work • Provides opportunity for development of advanced skills • Provides independent work at student's pace
Learning Centers	Collection of materials used to explore and study topics in greater depth	<ul style="list-style-type: none"> • Uses advanced thinking skills • Allows for use of technology and research

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Strategy	Description	Why Appropriate?
Higher Level Questioning	Highly capable learner is presented with questions that draw on advanced level of information and challenge thinking	<ul style="list-style-type: none"> • Leads to uses of expert level problems and tasks • Draws on creativity • Uses problem-solving activities in relevant content
Socratic Method	A series of questions formulated as tests of logic intended to help a person or group discover their beliefs about the topic while helping to further their understanding of the topic	<ul style="list-style-type: none"> • Allows for working with logic • Opportunities to look from other perspectives • Higher level thinking Skills are employed
Complex Instruction	Small group setting where tasks are assigned according to strengths and interests of the student	<ul style="list-style-type: none"> • Leads to higher level thinking • Allows for self-directed Learning

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.

Referral forms are available in each school's guidance office, from the gifted teacher, and on the division's website. Students may be referred to receive gifted services/advanced courses by any one of the following:

1. School personnel
2. Parents or legal guardians
3. Community leaders
4. Others with related expertise
5. Peer nomination, or
6. The student him/her self

Screening for the CREATE program is a continuous process designed to identify students from all cultural and socio-economic backgrounds and shall be the joint responsibility of the school counselor and the classroom teacher who will review the following:

1. Ability Test Data
2. Achievement test data
3. Honor roll grades
4. Superior student products (based on professional judgment)
5. Teacher Assessment Scale to indicate those students who demonstrate behaviors indicative of giftedness.

Referral for identification under the Colonial Heights guidelines is initiated automatically for transfer students who were identified gifted in another school division.

No one score or other criterion is used to deny a student access to the program. A variety appropriate testing and evaluative materials will be used to assure identification of special populations to include students of minority ethnic composition, disadvantages socio-economic conditions and/or any disabling condition. The materials are:

1. Neither culturally nor racially discriminating.
2. Sensitive to language differences
3. Validated for the specific purposes for which they will be used.
4. Administered and interpreted by trained personnel following the instructions of their products.

Colonial Heights Public School students and their parents shall be notified of the availability of advanced placement classes, the Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low

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income and needy students to take the advanced placement examinations. The division Superintendent may promulgate regulations to implement this policy, which shall ensure the provisions of timely and adequate notice to students and their parents.

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.

All Colonial Heights teachers who instruct identified gifted students in their classroom are required to participate in professional development specific to gifted education annually. Listed below are examples of how training is used to develop teachers' abilities specific to each competency.

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.

- All identified gifted students are cluster grouped in grades K-8. Gifted resource teachers collaborate with regular education teachers at each school on the topic of cluster grouping. Regular education teachers are also provided opportunities to attend workshops and to participate in professional development dedicated to best practice cluster grouping.

- All teachers who instruct identified gifted students in their classroom are required to participate in professional development specific to gifted education annually.

- The Colonial Heights Gifted Advisory Committee meets four times each year. During the meetings, the Coordinator of Programs for the Gifted shares program notes, including identification procedures, opportunities available to identified gifted students, as well as current staff development initiatives. Featuring student performances that highlight programs for the gifted throughout the division has increased parent and community involvement. It is the goal of Committee to feature an established guest speaker on the topic of gifted education at a meeting every two years. The public is invited to attend all meetings.

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).

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- Gifted resource and classroom teachers, attend local, state, and national conferences on the topic of gifted education.
 - Gifted resource teachers work with classroom teachers to help them better understand the characteristics of the gifted learner, including behaviors in special populations.
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.
- The gifted coordinator, gifted resource teachers, and guidance staff, participate in ongoing staff development dedicated to the topic of student identification and assessment scoring.
 - The gifted coordinator and resource teachers collaborate with guidance personnel and educational diagnosticians to evaluate assessment instruments for validity and reliability.
 - The gifted coordinator collaborates with resource staff to update instruments and measures used in the evaluation process each year.
 - Gifted resource teachers work collaboratively with classroom teachers to develop a portfolio of student work which is representative of the students' best efforts.
 - Gifted resource teachers peer coach one another through joint scoring of all items included in the profile: creativity assessments, cognitive ability assessment, achievement assessment, as well as data gained through observation. Working with a partner allows for conversations about assessment best practices.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.
- Teachers serve on curriculum development committees in math, science, language arts, and social studies. They receive staff development on best practices within the curriculum and work with resource teachers to development strategies for gifted 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.
- Through a partnership with the Math Science Innovation Center, gifted resource teachers receive staff development on integration of science, technology, and mathematics across curricular areas.
- Gifted resource teachers work with teachers on topics such as differentiated instruction, using Bloom’s Taxonomy to create questions, integrating creativity and problem solving into the school day, and thinking critically across the curriculum.
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.
- Gifted resource staff attends local, state, and national conferences to keep abreast of current issues in gifted education.
- The gifted coordinator attends the Virginia Consortium of Gifted Education Administrators annually and works with school administrators regularly throughout the

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year to keep them abreast of current research as well as state and national policy for gifted education.

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 School Board shall establish a local advisory committee for the gifted education program. The committee shall review the gifted education program annually, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the school division. The comments and recommendations of the committee shall be provided in writing to the division Superintendent and the School Board. The program shall be in compliance with the Code of Virginia and the Virginia 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.

- Proposed membership of the Colonial Heights Gifted Advisory Committee is recommended by the school division Superintendent to the Colonial Heights School Board.
- The Colonial Heights Gifted Advisory Committee consists of eleven voting members and ex-officio members.
- The voting members shall be ten parent/community representatives and the eleventh shall be a school division representative. Parent and community representatives will be approved for a three-year term and may not serve more than two consecutive terms. The school division representative will be approved for a one-year term.
- The Gifted Advisory Committee reviews the applications/recommendations for membership and makes recommendations to the School Board through the Superintendent of Schools.
- Individuals are considered for committee membership based on their dedication to gifted education.
- The committee makes every attempt to ensure the geographic and demographic attributes of the city are represented in the voting members of the Gifted Advisory Committee.
- Principals are key leaders in helping to identify persons representative of the city.

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

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

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

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

Division Superintendent’s Signature Printed Name Date