

Poquoson City Public Schools

Local Plan for the Education of the Gifted

2020-2021 through 2024-2025

LEA#	142		
Superintendent	Dr. Jennifer Parish		
Mailing Address	500 City Hall Ave., Suite 219, Poquoson, VA 23662		
Gifted Education Coordinator/ Designee	Dr. Brandon Ratliff	Title Address Telephone E-mail	Director of Accountability, Student Achievement, and Technology 500 City Hall Ave., Suite 219, Poquoson, VA 23662 brandon.ratliff@poquoson.k12.va.us
Local School Board Chairperson	Dr. Garry Carter		
Date Approved by School Board	05/19/2020		

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 [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

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

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, 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.

General Information regarding the Gifted Program in Poquoson City Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	NA
Specific Academic Aptitude (SAA) - English	1-12
Specific Academic Aptitude (SAA) - Mathematics	1-12
Career and Technical Aptitude (CTA)	NA
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	NA

(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

The Poquoson City School Division is committed to the belief that every student has the right to optimal development. Each is unique from all others, and we must not only acknowledge this, but also base our educational programs upon methods of developing and utilizing that uniqueness. We are committed to an educational program that recognizes the special value and needs of the individual student. Providing programs and materials for gifted students who demonstrate the potential for superior talents in academics is an integral part of this commitment.

Gifted students need a qualitatively differentiated program that takes into consideration individual learning styles and special abilities. The program should help develop self-esteem, skills in independent study, research, creative thinking, and critical thinking. It should maximize individual strengths while strengthening weaknesses. Strands of the program should provide continuous development, grades 1-12.

The purpose of the Talented and Gifted Program is to identify gifted students and enhance their educational experiences. Gifted students should be challenged to develop their abilities for both personal fulfillment and the benefit of society.

B. Division Operational Definition of Giftedness

Students in the Poquoson City Public School Division who are identified as gifted are designated as such by their demonstrated accomplishments and high levels of accomplishment in reading and mathematics areas. Multiple measures are utilized to determine a student's eligibility into the gifted program. Gifted students score at or above the 96% percentile on standardized ability tests, score in the high advanced area (550 and above) on SOL achievement tests (when applicable), receive high ratings on teacher and parent questionnaires, and perform above grade level when compared to their same-aged peers. Gifted students need a qualitatively differentiated program that takes into consideration individual learning styles and special abilities. The program should help develop self-esteem, skills in independent study, research, creative thinking, and critical thinking.

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

- A. Identification:** The school division will continue to identify students with a high specific academic aptitude in reading and mathematics areas in grades 1-5. Identification procedures come from evaluations of student achievement, teacher recommendations, and parent requests. The goal of the identification process that is followed is to identify all of those students that qualify for and will benefit from the gifted program.
- B. Delivery of Services:** The school division offers an enriched pull out time for reading and mathematics students in grades 1 and 2. Students in grades 3-5, in both reading and mathematics, have the opportunity to participate in reading and mathematics classes taught through the talented and gifted (TAG) program. Students in grades 6-8 have the opportunity to participate in honors level reading and mathematics classes. Finally, students in grades 9-12 have the opportunity to participate in honors, dual enrollment, AP courses, New Horizons Regional Governor's School, and the summer residential Governor's School programs. The goal of the delivery of services model is to provide the most challenging and appropriate level of services to the students in order to meet their individual needs.
- C. Curriculum and Instruction:** The school division has enriched curricula available for all students participating in the TAG program in grades 1-12. The goal of having this curricula in place is to meet the needs of those students performing at an accelerated rate.
- D. Professional Development:** The school division investigates and implements, as appropriate, new and additional training and professional development opportunities for staff members. The goal of investigating and implementing these opportunities is to expand existing services offered to students.
- E. Equitable Representation of Students:** At each of the eligibility review meetings the representation of the students identified and referred is reviewed. Principals review the identification process with teachers yearly to ensure all students have the opportunity for identification. The goal of the identification process is to identify all students that would benefit from TAG services.
- F. Parent and Community Involvement:** Parents are encouraged to volunteer both at the school and within the TAG program. Teachers send out written communication at least on a weekly basis. Parents and community members are encouraged to attend, and invited to, Gifted Advisory Board meetings when they are held throughout the year. The goal regarding parent and community involvement is to elicit as much parent and community involvement as possible within the TAG program.

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

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

Screening Procedures for Specific Academic Aptitude - English

Poquoson City Schools makes information about the gifted identification process available to parents and teachers of students in grades 1-12 through hand-outs, newsletters and school division web site. Three times throughout the school year, in grades 3-5, and two times throughout the school year in grades 1-2, the gifted, school counseling, and administrative staff at each school request referrals for the screening of students that could potentially qualify for the TAG program. A pool of candidates is developed at each timeframe from any students who are referred from any source for any aspect of the program. Student achievement data is also utilized when developing this pool of students that are identified for screening. Additional students may be added to the pool of students upon review of transfer records (new students) or standardized test results.

Special consideration is given in the identification process to the following groups:

- economically disadvantaged background
- culturally diverse (e.g., non-white)
- physically disabled
- learning disabled
- emotionally disabled
- limited English proficient

The above factors are considered when the Identification Placement Committee meets to consider all components in deciding eligibility.

Testing and evaluative materials selected and administered

- are neither culturally nor racially discriminatory
- are sensitive to language deficiencies
- have been validated for the specific purpose for which they are used

are administered and interpreted by trained personnel in conformance with the instruction of the publisher

Screening Procedures for Specific Academic Aptitude - Mathematics

Poquoson City Schools makes information about the gifted identification process available to parents and teachers of students in grades 1-12 through hand-outs, newsletters and school division web site. Three times throughout the school year, in grades 3-5, and two times throughout the school year in grades 1-2, the gifted, school counseling, and administrative staff at each school request referrals for the screening of students that could potentially qualify for the TAG program. A pool of candidates is developed at each timeframe from any students who are referred from any source

Poquoson City Public Schools

for any aspect of the program. Student achievement data is also utilized when developing this pool of students that are identified for screening. Additional students may be added to the pool of students upon review of transfer records (new students) or standardized test results.

Special consideration is given in the identification process to the following groups:

- economically disadvantaged background
- culturally diverse (e.g., non-white)
- physically disabled
- learning disabled
- emotionally disabled
- limited English proficient

The above factors are considered when the Identification Placement Committee meets to consider all components in deciding eligibility.

Testing and evaluative materials selected and administered

- are neither culturally nor racially discriminatory
- are sensitive to language deficiencies
- have been validated for the specific purpose for which they are used

are administered and interpreted by trained personnel in conformance with the instruction of the publisher

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

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

Referral procedures for Specific Academic Aptitude - English

Information on the referral process is made available to parents and teachers through informational memos, newsletters and the school division web site. Students may be referred for any aspect of the gifted program by any professional staff member (teacher, principal, psychologist, school counselor, Child Study Team, etc.), by parents or guardians, or by self. Referrals may be accomplished either orally or in writing to the Coordinator, the principal, or to any teacher. Referrals are sought and accepted at any time throughout the year, but testing occurs in October, December, and April of each year. Teachers are provided with referral forms and extra copies are available in each school office. Forms are to be returned to the Coordinator, who accepts them immediately. Information about referral, screening, and assessment procedures is

Poquoson City Public Schools

available to parents in all school offices, at school “Open Houses,” and through school counselors.

Special populations (low income, culturally diverse, and disabled) are addressed through regular channels, by the Child Study teams at each school, and in conjunction with the Special Education department. Referrals are accepted from all at any time, as outlined above.

Parents are informed of the results of the eligibility process in writing within 90 school days of the referral.

Referral procedures for Specific Academic Aptitude - Mathematics

Information on the referral process is made available to parents and teachers through informational memos, newsletters and the school division web site. Students may be referred for any aspect of the gifted program by any professional staff member (teacher, principal, psychologist, school counselor, Child Study Team, etc.), by parents or guardians, or by self. Referrals may be accomplished either orally or in writing to the Coordinator, the principal, or to any teacher. Referrals are sought and accepted at any time throughout the year, but testing occurs in October, December, and April of each year. Teachers are provided with referral forms and extra copies are available in each school office. Forms are to be returned to the Coordinator, who accepts them immediately. Information about referral, screening, and assessment procedures is available to parents in all school offices, at school “Open Houses,” and through school counselors.

Special populations (low income, culturally diverse, and disabled) are addressed through regular channels, by the Child Study teams at each school, and in conjunction with the Special Education department. Referrals are accepted from all at any time, as outlined above.

Parents are informed of the results of the eligibility process in writing within 90 school days of the referral.

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

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

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

Specific Academic Aptitude - English

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

Specify: Privately administered valid tests and evaluations administered by documented reliable sources.

2. Additional identification information for Specific Academic Aptitude - English

The Division does not permit a single specific criterion to deny or guarantee access to gifted education services. The KBIT-2, OLSAT, SOL (when applicable), SGA, and DRA are all utilized for identification purposes.

Specific Academic Aptitude - Mathematics

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior

Poquoson City Public Schools

- 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: Privately administered valid tests and evaluations administered by documented reliable sources.

2. Additional identification information for Specific Academic Aptitude - English

The Division does not permit a single specific criterion to deny or guarantee access to gifted education services. The KBIT-2, OLSAT, TOMAGS, SOL (when applicable), and SGA are all utilized for identification purposes.

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

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

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

Specific Academic Aptitude - English

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

- b. Type of Identification/Placement Committee

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

- School-level Division-level

Poquoson City Public Schools

Specific Academic Aptitude - Mathematics

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

c. Type of Identification/Placement Committee

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

- School-level
- Division-level

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

Specific Academic Aptitude - English

Measure	Administered/ Completed by	Scored by	Provided to the committee by
OLSAT, KBIT-2	School gifted education teacher	School gifted education teacher	School gifted education teacher
SOL (when applicable)	School STC	VDOE/Pearson	School gifted education teacher
SGA, DRA	Current classroom teacher	Current classroom teacher	School gifted education teacher
Current Grades	Current classroom teacher	Current classroom teacher	School gifted education teacher
Teacher Rating Scale	Current classroom teacher	School gifted education teacher	School gifted education teacher
Parent Rating Scale	Parent	School gifted education teacher	School gifted education teacher

Testing of referred students is conducted by the gifted coordinator, the school psychologist, and/or the gifted education teachers. Classroom teachers collect the

Poquoson City Public Schools

parent permission slip, parent rating scale, the teacher referral, and the teacher rating scale and forward all to the school gifted teacher. The classroom teacher also sends current grades, SOL scores (when applicable), SGA scores, and DRA scores to the gifted education teacher. The school gifted teacher is responsible for assembling and summarizing all pertinent information used to lead to an eligibility decision.

Information from the gathered data is compiled so an overall profile of the student may be derived. If over-riding conditions exist (i.e., socio-economic, English as a second language, learning disabilities, etc.), the impact of those factors on the profile are discussed. The Identification/Placement Committee requires the pieces of evidence collected to be in the “Superior” to “Very High” range for identification.

Eligibility decisions will be made within 90 school days of direct referral. If the Committee cannot reach a consensus agreement, a vote will be taken. The majority decision will hold.

The Identification/Placement Committee makes one of the following decisions:

1. The student is identified as gifted and is eligible for services.
2. The student does not meet the criteria for identification and is not eligible for services.
3. The committee is unable to make a decision based on the available data and will monitor the student for a stated period of time or collect additional stated data.

Poquoson City Public Schools

Specific Academic Aptitude - Mathematics

Measure	Administered/ Completed by	Scored by	Provided to the committee by
TOMAGS, KBIT-2	School gifted education teacher	School gifted education teacher	School gifted education teacher
SOL (when applicable)	School STC	VDOE/Pearson	School gifted education teacher
SGA	Current classroom teacher	Current classroom teacher	School gifted education teacher
Current Grades	Current classroom teacher	Current classroom teacher	School gifted education teacher
Teacher Rating Scale	Current classroom teacher	School gifted education teacher	School gifted education teacher
Parent Rating Scale	Parent	School gifted education teacher	School gifted education teacher

Testing of referred students is conducted by the gifted coordinator, the school psychologist, and/or the gifted education teachers. Classroom teachers collect the parent permission slip, parent rating scale, the teacher referral, and the teacher rating scale and forward all to the school gifted teacher. The classroom teacher also sends current grades, SOL scores (when applicable), and SGA scores to the gifted education teacher. The school gifted teacher is responsible for assembling and summarizing all pertinent information used to lead to an eligibility decision.

Information from the gathered data is compiled so an overall profile of the student may be derived. If over-riding conditions exist (i.e., socio-economic, English as a second language, learning disabilities, etc.), the impact of those factors on the profile are discussed. The Identification/Placement Committee requires the pieces of evidence collected to be in the “Superior” to “Very High” range for identification.

Eligibility decisions will be made within 90 school days of direct referral. If the Committee cannot reach a consensus agreement, a vote will be taken. The majority decision will hold.

The Identification/Placement Committee makes one of the following decisions:

1. The student is identified as gifted and is eligible for services.
2. The student does not meet the criteria for identification and is not eligible for services.
3. The committee is unable to make a decision based on the available data and will monitor the student for a stated period of time or collect additional stated data.

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

Specific Academic Aptitude - English

Based on an evaluation of the data collected for the child, the Identification/Placement Committee makes a recommendation to either place in the TAG program or to keep the existing placement. The Identification/Placement Committee requires the pieces of evidence collected to be in the “Superior” to “Very High” range for identification. The evaluation criteria that the committee is looking for (“Superior” to “Very High”) to identify the student to participate in the TAG program is as follows: OLSAT and KBIT-2 – 96th percentile and higher, SOL (when applicable) – 550 and higher, DRA – Exceeding or Ceiling Score (Determined by the specific test on the DRA), SGA – Beginning of the year – 90%, Current Grades – All As, Teacher Rating Scale – 32-36, and Parent Rating Scale 32-36.

Specific Academic Aptitude - Mathematics

Based on an evaluation of the data collected for the child, the Identification/Placement Committee makes a recommendation to either place in the TAG program or to keep the existing placement. The Identification/Placement Committee requires the pieces of evidence collected to be in the “Superior” to “Very High” range for identification. The evaluation criteria that the committee is looking for (“Superior” to “Very High”) to identify the student to participate in the TAG program is as follows: TOMAGS and KBIT-2 – 96th percentile and higher, SOL (when applicable) – 550 and higher, SGA – Beginning of the year – 90%, Current Grades – All As, Teacher Rating Scale – 32-36, and Parent Rating Scale 32-36.

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

Specific Academic Aptitude - English

Before any individual data is gathered on a student, parents/guardians are notified by the Coordinator/designee in writing of the fact that their child has been referred for identification. Permission is requested to administer testing and collect any additional information as needed by the Identification/Placement Committee. No individual testing takes place until permission is granted in writing.

Upon completion of the identification and placement process, parents are again notified by the Coordinator/designee in writing of the decision. If the child is eligible to be placed in a gifted class, permission for that placement is obtained in writing before placement occurs. The parent initiates this change of placement by signing the bottom part of the placement letter and granting permission for the child to participate in the program. This permission page should then be turned back in to the child's teacher to initiate the change of placement. If the child is not found eligible, the notification letter includes information regarding the division's appeal process and re-evaluation policy. The student's scores/testing profile is sent home in writing attached to the decision letter that is sent to parents/guardians. The scores/testing profile is sent to the parents/guardians of both the students that were and were not admitted into the program.

Generally a student is not re-evaluated or re-tested on appeal within a calendar year. However, if sufficient extenuating circumstances exist, that policy may be waived and the student may be re-tested with a different test or a different version of the test. The school psychologist is consulted on the appropriateness and validity of such re-testing. Other pertinent data may be gathered and will be accepted at any time. Full re-evaluation may be done on any student after one calendar year has passed. The parent/guardian must submit a written appeal to the coordinator of the program to initiate the appeal for the student.

Parents are also notified if at any time there is concern about a child's placement in the program. If the decision is made to exit a child or change a child's placement, parent permission is obtained. This will happen with those children that are not successful in the TAG classroom, if they maintain a "C" average and below.

Specific Academic Aptitude - Mathematics

Before any individual data is gathered on a student, parents/guardians are notified by the Coordinator/designee in writing of the fact that their child has been referred for identification. Permission is requested to administer testing and collect any additional information as needed by the Identification/Placement Committee. No individual testing takes place until permission is granted in writing.

Upon completion of the identification and placement process, parents are again notified by the Coordinator/designee in writing of the decision. If the child is eligible to be placed in a gifted class, permission for that placement is obtained in writing before placement occurs. The parent initiates this change of placement by signing the bottom part of the placement letter and granting

Poquoson City Public Schools

permission for the child to participate in the program. This permission page should then be turned back in to the child's teacher to initiate the change of placement. If the child is not found eligible, the notification letter includes information regarding the division's appeal process and re-evaluation policy. The student's scores/testing profile is sent home in writing attached to the decision letter that is sent to parents/guardians. The scores/testing profile is sent to the parents/guardians of both the students that were and were not admitted into the program.

Generally a student is not re-evaluated or re-tested on appeal within a calendar year. However, if sufficient extenuating circumstances exist, that policy may be waived and the student may be re-tested with a different test or a different version of the test. The school psychologist is consulted on the appropriateness and validity of such re-testing. Other pertinent data may be gathered and will be accepted at any time. Full re-evaluation may be done on any student after one calendar year has passed. The parent/guardian must submit a written appeal to the coordinator of the program to initiate the appeal for the student.

Parents are also notified if at any time there is concern about a child's placement in the program. If the decision is made to exit a child or change a child's placement, parent permission is obtained. This will happen with those children that are not successful in the TAG classroom, if they maintain a "C" average and below.

Poquoson City Public Schools

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

Specific Academic Aptitude - English

Parents are notified in writing by the Coordinator/designee in writing of the eligibility decision. If the child is eligible to be placed in a gifted class, permission for that placement is obtained in writing before placement occurs. The parent initiates this change of placement by signing the bottom part of the placement letter and granting permission for the child to participate in the program. This permission page should then be turned back in to the child's teacher to initiate the change of placement.

Parents are also notified if at any time there is concern about a child's placement in the program. If the decision is made to exit a child or change a child's placement, parent permission is obtained. This will happen with those children that are not successful in the TAG classroom, if they maintain a "C" average and below.

Specific Academic Aptitude - Mathematics

Parents are notified in writing by the Coordinator/designee in writing of the eligibility decision. If the child is eligible to be placed in a gifted class, permission for that placement is obtained in writing before placement occurs. The parent initiates this change of placement by signing the bottom part of the placement letter and granting permission for the child to participate in the program. This permission page should then be turned back in to the child's teacher to initiate the change of placement.

Parents are also notified if at any time there is concern about a child's placement in the program. If the decision is made to exit a child or change a child's placement, parent permission is obtained. This will happen with those children that are not successful in the TAG classroom, if they maintain a "C" average and below.

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

A. Service Options are Continuous and Sequential

Specific Academic Aptitude - English

Poquoson City Public Schools provide options for identified students that are both continuous and sequential. Identified gifted students are placed in courses where they are exposed to an enriched curriculum that is differentiated in content, process, and product. Enriched pull out time is provided for students in grades 1 and 2. Students in grades 3-5 participate in classes taught through the talented and gifted (TAG) program. Students in grades 6-8 participate in honors level classes. Finally, students in grades 9-12 participate in honors, dual enrollment, and AP courses. Eligible students may also participate in the Governor's School for Science and Technology.

Specific Academic Aptitude - Mathematics

Poquoson City Public Schools provide options for identified students that are both continuous and sequential. Identified gifted students are placed in courses where they are exposed to an enriched curriculum that is differentiated in content, process, and product. Enriched pull out time is provided for students in grades 1 and 2. Students in grades 3-5 participate in classes taught through the talented and gifted (TAG) program. Students in grades 6-8 participate in honors level classes. Finally, students in grades 9-12 participate in honors, dual enrollment, and AP courses. Eligible students may also participate in the Governor's School for Science and Technology.

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

Specific Academic Aptitude - English

In Poquoson City Public Schools, elementary, middle, and high school level students are placed in classes with their same age-level peers.

Specific Academic Aptitude - Mathematics

In Poquoson City Public Schools, elementary, middle, and high school level students are placed in classes with their same age-level peers.

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

Specific Academic Aptitude - English

In grades 1-5, identified gifted students are placed into a TAG class, with intellectual and academic peers, where they are exposed to an enriched curriculum that is differentiated in content, process, and product. Students in grades 6 - 8 participate in honors level courses with intellectual and academic peers. Students in grades 9-12 participate in honors, dual enrollment, and AP courses with intellectual and academic peers. Eligible students may also participate in the Governor's School for Science and Technology with intellectual and academic peers.

Specific Academic Aptitude - Mathematics

In grades 1-5, identified gifted students are placed into a TAG class, with intellectual and academic peers, where they are exposed to an enriched curriculum that is differentiated in content, process, and product. Students in grades 6 - 8 participate in honors level courses with intellectual and academic peers. Students in grades 9-12 participate in honors, dual enrollment, and AP courses with intellectual and academic peers. Eligible students may also participate in the Governor's School for Science and Technology with intellectual and academic peers.

D. Service Options Provide Instructional Time to Work Independently

Specific Academic Aptitude - English

Poquoson programs are strongly focused on building independent learning capacity within students, through multiple and frequent opportunities for real world and original research, problem based learning, and inquiry learning. Students are provided time to demonstrate content mastery and may also be involved in independent research and study.

Specific Academic Aptitude - Mathematics

Poquoson programs are strongly focused on building independent learning capacity within students, through multiple and frequent opportunities for real world and original research, problem based learning, and inquiry learning. Students are provided time to demonstrate content mastery and may also be involved in independent research and study.

E. Service Options Foster Intellectual and Academic Growth

Specific Academic Aptitude - English

Teachers utilize strategies that may include: Curriculum compacting, tiered lessons, contracts, independent studies, small group instruction, student directed activities, differentiated curriculum units, integrated curriculum units, and integrated technology applications.

Poquoson City Public Schools

Specific Academic Aptitude - Mathematics

Teachers utilize strategies that may include: Curriculum compacting, tiered lessons, contracts, independent studies, small group instruction, student directed activities, differentiated curriculum units, integrated curriculum units, and integrated technology applications.

F. Procedures for Assessing Academic Growth in Gifted Students

Specific Academic Aptitude - English

A variety of formative and summative assessments are utilized within the division. The school division has developed and utilizes a balanced assessment plan. The assessments that are utilized may include, but are not limited to: teacher-made formative and summative assessments, informal assessments such as class discussions or daily performance, rubrics for independent projects and problem-based learning activities, pre- and post-assessments, self-reflection, gifted progress report, benchmark testing, SOL testing, SAT and PSAT scores, advanced placement tests, and norm-referenced assessments. Parents receive the results from these assessments in a variety of ways which include, but are not limited to: written communication, electronic communication, and personal communication.

Specific Academic Aptitude - Mathematics

A variety of formative and summative assessments are utilized within the division. The school division has developed and utilizes a balanced assessment plan. The assessments that are utilized may include, but are not limited to: teacher-made formative and summative assessments, informal assessments such as class discussions or daily performance, rubrics for independent projects and problem-based learning activities, pre- and post-assessments, self-reflection, gifted progress report, benchmark testing, SOL testing, SAT and PSAT scores, advanced placement tests, and norm-referenced assessments. Parents receive the results from these assessments in a variety of ways which include, but are not limited to: written communication, electronic communication, and personal communication.

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

Specific Academic Aptitude - English

Students are exposed to an enriched curriculum that is differentiated in content, process, and product and accelerated to meet the needs of the gifted learners. The students identified and working in the TAG program work at a significantly more difficult level than their age-level peers. The program model that is in place is designed to be offered continuously and sequentially throughout the school grades 1-12. The program model is differentiated for students at each grading cluster in order to meet the needs of the students in the greatest way possible. The differentiation in the model for students in each grading cluster provides for acceleration and enrichment opportunities, advanced pacing of the content, and the opportunity for students to utilize real word skills such as research and problem solving by eliciting higher order skills. Students also have the opportunity to delve deeper into the content with a focus on issues, themes, and ideas both within and across areas of study.

Specific Academic Aptitude - Mathematics

Students are exposed to an enriched curriculum that is differentiated in content, process, and product and accelerated to meet the needs of the gifted learners. The students identified and working in the TAG program work at a significantly more difficult level than their age-level peers. The program model that is in place is designed to be offered continuously and sequentially throughout the school grades 1-12. The program model is differentiated for students at each grading cluster in order to meet the needs of the students in the greatest way possible. The differentiation in the model for students in each grading cluster provides for acceleration and enrichment opportunities, advanced pacing of the content, and the opportunity for students to utilize real word skills such as research and problem solving by eliciting higher order skills. Students also have the opportunity to delve deeper into the content with a focus on issues, themes, and ideas both within and across areas of study.

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

Specific Academic Aptitude - English

Students are exposed to an enriched curriculum that is differentiated in content, process, and product across all grade levels of service. In grades 1-5, identified gifted students are placed into a TAG class, with intellectual and academic peers. Students in grades 6 - 8 participate in honors level courses with intellectual and academic peers. Students in grades 9-12 participate in honors, dual enrollment, and AP courses with intellectual and academic peers. Eligible students may also participate in the Governor's School for Science and Technology with intellectual and academic peers.

Specific Academic Aptitude - Mathematics

Students are exposed to an enriched curriculum that is differentiated in content, process, and product across all grade levels of service. In grades 1-5, identified gifted students are placed into a TAG class, with intellectual and academic peers. Students in grades 6 - 8 participate in honors level courses with intellectual and academic peers. Students in grades 9-12 participate in honors, dual enrollment, and AP courses with intellectual and academic peers. Eligible students may also participate in the Governor's School for Science and Technology with intellectual and academic peers.

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

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

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

Poquoson City Public Schools

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 Poquoson City Public Schools gifted education coordinator attends annual conferences and training held by NAGC and the Center for Gifted Education at the College of William and Mary, attends the VCGEA annual conference, attends monthly regional coordinator meetings/training, and keeps up to date on current research and literature regarding best practices in educating gifted and talented learners. The gifted coordinator also works collaboratively with all teachers of gifted students, all teachers participate in annual staff development sessions focused on curriculum planning for student inquiry, critical thinking, and problem solving. Current elementary gifted teachers hold a gifted endorsement in their teaching licenses. Professional development is sought out in the areas of social-emotional needs and special populations in relation to gifted learners. Teachers participate in PLC meetings to discuss and plan how to work with students and plan to better meet the unique social-emotional needs for gifted learners.

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

The Gifted Education staff annually reviews its effectiveness and documents progress made toward the objectives and goals of the current five-year plan for gifted education. Data is gathered from referrals, identification, and participation for each school, and that information is also used to refine plans for improvement within the current goals and objectives. Finally, information is solicited from the Gifted Education School Contacts and administrators throughout the year to provide constructive feedback that will further enhance the gifted education program. The local Gifted Education Advisory Committee also conducts an annual review of effectiveness of the gifted education program.

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

Poquoson City Public Schools has established a Gifted Education Advisory Committee (GEAC) for Gifted Education. The purpose of the GEAC is to advise the school board through the division superintendent of the educational needs of all gifted students in the division. As a part of this goal, the committee shall review annually the local plan for the education of gifted students and determine the extent to which the plan for the previous year was implemented. The GEAC meets two times annually to discuss progress towards meeting goals set forth for identification, delivery of services, curriculum and instruction, equitable representation, and parent and community involvement. Parents, school personnel, and community members are asked to join the committee so that the committee matches the demographics of the school division. Additionally, all parents of students that are eligible for gifted services are invited to all meetings.

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