

# Poquoson City Public Schools

## Local Plan for the Education of the Gifted

2025-2030

<b>LEA#</b>	<b>142</b>		
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<b>Local School Board Chairperson</b>	<b>Christopher Burbage</b>		
<b>Date Approved by School Board</b>	<b>5/20/2025</b>		

## **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.

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 Office of Advanced Learning at 804-418-4693.

**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.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	NA
Specific Academic Aptitude (SAA) - Choose an item.	K-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 K-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**

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.

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

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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.

PCPS adheres to the definition of gifted students for Specific Academic Aptitude as put forth in the Regulations Governing Educational Services for Gifted Students (8VAC20-40-20.):

"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in the following areas:

**Specific Academic Aptitude:** Advanced ability in one or more subject areas, such as mathematics and/or language arts. Such students exhibit, or have the potential to exhibit, exceptional ability in a specific academic area as demonstrated by superior performance on at least one nationally norm-referenced achievement, along with additional criteria such as teacher and parent rating scales, grades, interviews, work samples, or other relevant assessments. These students display advanced reasoning, problem-solving skills, and mastery of concepts within a particular subject, demonstrating a deep understanding, rapid acquisition of knowledge, and the ability to apply learning in complex and creative ways beyond their same-age peers.

**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:** Goal Statement: Poquoson City Public Schools (PCPS) will implement a **comprehensive, equitable, and research-based identification process** to ensure that all students with exceptional academic potential are recognized and provided with appropriate gifted services.

NOTE: Equity in gifted education means ensuring that all students have access to high-quality opportunities for gifted identification and services, regardless of their background or circumstances. This involves removing barriers that may prevent students from being recognized for their potential, such as language differences, socioeconomic status, disability, or limited early educational opportunities. Equity is not about equal outcomes for all students, but rather about providing the support and access each student needs to fully demonstrate and develop their abilities.

Inclusion refers to the intentional practice of identifying and serving gifted learners from all demographic, cultural, and linguistic groups within a school community. Inclusive gifted education ensures that students with advanced potential are recognized across diverse populations and that programming is designed to reflect and respond to the varied strengths, needs, and experiences of those students.

Together, equity and inclusion guide the development of gifted identification processes and services that are fair, comprehensive, and responsive — so that all students with exceptional potential have the opportunity to thrive.

**Objectives:**

1. Utilize multiple criteria for identification, including nationally norm-referenced assessments, classroom performance, teacher and parent referrals, student portfolios, and observational checklists to ensure a holistic evaluation of student ability.
2. Ensure equitable access to identification by using universal screening measures at key grade levels.
3. Audit all identification tools to ensure appropriateness with regard to gifted program services and equity in order to eliminate use of identification tools that are inequitable (meaning the testing tools do not equitably measure all populations of students) and do not match our gifted program services.
4. Establish a Talent Development Pool for students in K-2 to nurture students who demonstrate high potential but do not yet meet formal gifted identification criteria, ensuring that all students have opportunities to develop their abilities.

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5. Regularly review and refine identification procedures to align with best practices, Virginia Department of Education (VDOE) regulations, and the evolving needs of PCPS students.

### *PCPS Strategic Plan Alignment*

*Focus Area 1- Objective 1 Assess, enhance, and expand meaningful programs with curriculum that consists of real-world applications for all students*

### **B. Delivery of Services:**

Goal Statement: Provide a continuum of services that reflect research based best practices and standards which address the needs of all identified gifted students.

Objectives:

1. Expose K-2 students to critical thinking and problem solving skills through the Talent Development Model through push in and pull out lessons.
2. Provide differentiated and rigorous instructional services for students identified with Specific Academic Aptitude (SAA) in grades 3-5, ensuring they receive advanced learning opportunities that align with their strengths and promote continued academic growth.
3. Improve service options for students in grades 6-12 through continued offerings for honors courses, dual enrollment, AP courses, New Horizons Regional Governor's School, and summer residential Governor's School Programs.
4. Continue and expand gifted program supports for all identified gifted students including those who are underachieving, minority, English Learners, economically disadvantaged, or have a disability

### *PCPS Strategic Plan Alignment*

*Focus Area 1- Objective 1 Assess, enhance, and expand meaningful programs with curriculum that consists of real-world applications for all students*

### **C. Curriculum and Instruction:**

Goal Statement: Continue to enhance and refine the K-12 curriculum and instruction to ensure differentiation for advanced learners, aligning educational experiences with students' demonstrated academic abilities and learning needs.

Objectives:

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1. Provide critical thinking and problem solving curriculum to all students in grades 1-2, including those in the Talent Development Pool.
2. Plan, modify, and improve curriculum and instruction for gifted learners, including advanced course work.
3. Provide enriched specific academic (English and Mathematics) curriculum for students identified with Specific Academic Aptitude (SAA) in grades 3-5

### **D. Professional Development:**

Goal Statement: Provide ongoing, comprehensive professional development each year for all staff, focusing on gifted education, talent development resources, instructional strategies, and program implementation.

Objectives:

1. The school division investigates and implements, as appropriate, new and additional training and professional development opportunities for staff members.
2. Design and implement a plan for staff, to include: administrators, school counselors, teachers, and testing coordinators using multiple modalities to address topics related to gifted identification (both GIA and SAA), social-emotional needs, underrepresented populations, differentiated curriculum and instruction, talent development, testing/norming procedures, and the use of performance tasks
3. Stay abreast of current trends to create, provide, and continue professional development efforts for gifted education.

*PCPS Strategic Plan Alignment*

*Focus Area 2- Objective 1 Develop and adopt a collection of highly effective instructional practices with a multidisciplinary focus*

### **E. Equitable Representation of Students:**

Goal Statement: Establish processes and opportunities to refer and consider all students equitably.

Objectives:

1. Provide all students in grades 1-2 with exposure to critical thinking and problem-solving through a well-rounded enrichment curriculum.
2. Identify students in grade K-2 for Talent Development (TD) pull out services, offering early opportunities for advanced learning.

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3. Enhance assessment tools and screening procedures to improve the identification of underrepresented populations, ensuring alignment between the assessment tool and the gifted program to include universal screeners.
4. Create and execute a collaborative plan involving administrators, school counselors, gifted cluster teachers, and testing coordinators to address underrepresented populations through multiple modalities, including talent development strategies, testing/norming procedures, and performance task utilization.
5. Utilize available resources to effectively communicate with parents and community members about the gifted services and opportunities for students.

### *PCPS Strategic Plan Alignment*

*Focus Area 1- Objective 1: Assess, enhance, and expand meaningful programs with curriculum that consists of real-world applications for all students; 1.1h Ensure equity for all students in terms of access to curriculum, courses, and educational opportunities.*

### **F. Parent and Community Involvement:**

Goal Statement: Increase communication about and engagement with the PCPS Gifted Education and Talent Development Program.

Objectives:

1. Utilize a variety of resources and methods to effectively communicate with parents and community members about opportunities for gifted students, while keeping all PCPS families informed about the goals and processes of the gifted education program.
2. GEAC (Gifted Education Advisory Committee) members will serve as advocates for the gifted program. All parents/guardians of gifted students will be encouraged to participate in GEAC meetings to elicit family feedback and involvement

### *PCPS Strategic Plan Alignment*

*Focus Area 4- Objective 1: Enhance opportunities to increase engagement with families.*

**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 the Talent Development Pool, pull out services, grades K-2:**

- Spring of 1st Grade: Universal screener, NNAT 3
- Parent and Teacher Rating Scales (SIGS)
- Academic Performance- to include classroom grades, classroom assessments scores and state assessment scores (VKRP, VALLS)
- *Students will be screened as needed based on referrals.*

**Screening Procedures for Specific Academic Aptitude - English**

- Spring of 2nd Grade: Universal screener, IOWA CORE English
- Parent and Teacher Rating Scales (SIGS)
- Academic Performance- to include classroom grades, classroom assessments scores and state assessment scores (SOLs, Growth Assessments)
- *Students will be screened as needed based on referrals.*

**Screening Procedures for Specific Academic Aptitude - Mathematics**

- Spring of 2nd Grade: Universal screener, IOWA CORE Math
- Parent and Teacher Rating Scales (SIGS)
- Academic Performance- to include classroom grades, classroom assessments scores and state assessment scores (SOLs, Growth Assessments)
- *Students will be screened as needed based on referrals.*

**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 website.
- 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. Forms are to be returned to the Coordinator, who accepts them immediately. Information about referral, screening, and assessment procedures is Poquoson City Public Schools Local Plan for the Education of the Gifted are available to parents in all school offices.
- 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.
- In addition to referrals by a staff member or parent/guardian, all students will be screened for the Talent Development pull out services using a universal screening tool, the NNAT 3, in the spring of 1st grade. All students will be screened for gifted services through the SAA model using a universal screening tool, the IOWA CORE, in the spring of 2nd grade.

**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 website.
- 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.
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- Parents are informed of the results of the eligibility process in writing within 90 school days of the referral.
- In addition to referrals by a staff member or parent/guardian, all students will be screened for the Talent Development pull out services using a universal screening tool, the NNAT 3, in the spring of 1st grade. All students will be screened for gifted services through the SAA model using a universal screening tool, the IOWA CORE, in the spring of 2nd grade.

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

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

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

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

Talent Development Pool: Pull Out Services Grade 2

- 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 Grades 3-12**

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

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

3. Additional identification information for Specific Academic Aptitude -  
Mathematics Grades 3-12

- 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.

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The Division does not permit a single specific criterion to deny or guarantee access to gifted education services. Determination of a student's eligibility is based on the identification committee's consensus upon review of ability tests, achievement tests, VA SOL tests, (when applicable), student academic records, parent and teacher rating scales, and student growth assessments. If found ineligible, students may be referred again the following year.

**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.

Specific Academic Aptitude - English  
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:

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

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

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

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
NNAT	School gifted education teacher or classroom teacher	School gifted education teacher	School gifted education teacher
IOWA Short Test (Reading/Math)	School gifted education teacher or classroom teacher	School gifted education teacher	School gifted education teacher
Growth assessment (as applicable)	Current classroom teacher	VDOE or Specified testing company	Principal
Current Grades	Current classroom teacher	Current classroom teacher	School gifted education teacher
Teacher Rating Scale	Current classroom teacher	School gifted education teacher	Current classroom teacher
Parent Rating Scale	Parent	School gifted education teacher	School gifted education teacher
SOL Test (as applicable)	School STC/Principal	VDOE/Pearson	Principal

Testing of referred students is conducted by the gifted coordinator, the gifted education teachers, or classroom 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), growth assessment scores, 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 overriding conditions exist (i.e., socio-economic, English as a second language,

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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.

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

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

**Talent Development Pool: Pull Out Services- Grade 2**

- Standardized/Norm-Referenced Ability Tests - Students who qualify for gifted education typically score at or above the 95th percentile on standardized, norm-referenced ability tests. If a referred student has not previously taken such a test, the Division will administer one. Eligibility for pull-out gifted services is based on scoring at or above the 95th percentile, with additional consideration given to local norms.
- Teacher Observation Reports - Students who qualify for gifted education typically demonstrate to a great extent specific behaviors associated with intellectually gifted learners. For students referred for gifted education, teachers complete a Teacher Observation Report, indicating observed examples of these characteristics.
- Parent Questionnaires - Students who qualify for gifted education typically demonstrate to a large degree specific behaviors associated with intellectually gifted learners. For students referred for gifted education, parents report examples of these behaviors on a form provided by the Division. The committee will follow normed criteria.
- Scholastic Records - Students eligible for gifted education typically perform well on academic work that is characterized as being "above grade level."
- Other Data - Teachers may also be asked to provide illustrative examples of student work
- The above data points will be scored using a PCPS Determination of Services Rubric.

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

- Standardized/Norm-Referenced Achievement Tests - Students who qualify for gifted education typically score at or above the 95th percentile on standardized achievement tests. If a referred student in grades 3–12 has not previously taken such a test, the Division will administer one. Students scoring in the 95th percentile or higher will be considered for gifted services, with additional consideration given to local norms.
- Teacher Observation Reports - Students who qualify for gifted education typically largely demonstrate specific behaviors associated with intellectually gifted learners. For students referred for gifted education, teachers complete a Teacher Observation Report, indicating observed examples of these characteristics.
- Parent Questionnaires - Students who qualify for gifted education typically demonstrate to a large degree specific behaviors associated with intellectually gifted learners. For students referred for gifted education, parents report examples of these behaviors on a form provided by the Division. The committee will follow normed criteria.

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- Scholastic Records - Students eligible for gifted education typically perform well on academic work that is characterized as being "above grade level."
- Other Data - Teachers may also be asked to provide illustrative examples of student work
- The above data points will be scored using a PCPS Determination of Services Rubric.

### **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.

#### Universal Screening

- All students will take part in universal ability screening in first grade and specific academic aptitude achievement testing in second grade. Families of students in these grade levels will receive advance notice with testing dates. Additional written communication will be provided to families of students who meet the division's criteria, outlining the next steps for further data collection.

#### Specific Academic Aptitude - English

#### Specific Academic Aptitude - Mathematics

- Parent Notification: 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.
- Notification: 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.

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- **Appeal and Reassessment:** Generally a student is not reevaluated 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 retested 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.
- **Notice of Academic Concern:** If concerns arise regarding a student's performance or placement in the TAG (Talented and Gifted) program, parents/guardians will be promptly notified. These concerns may include persistent academic struggles, difficulty meeting the program's expectations, or signs that the TAG environment may no longer be an appropriate fit for the student's needs. Specifically, students who maintain an average of a "C" or below in the TAG classroom may be considered for a change in placement. Before any change is made, a thorough review will be conducted, and parent/guardian input will be actively sought. With identified supports, students will continue in placement with a probationary status. An outcome review with the gifted teacher, administrator, and parent will determine continued placement. No student will be exited from the program without prior notification and parent permission.

**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.

Specific Academic Aptitude - English

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)**

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

**A. Service Options are Continuous and Sequential**

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

**Talent Development**

Poquoson City Public Schools provide options for identified students that are both continuous and sequential. In grades 1 and 2, all students benefit from a foundational focus on critical thinking skills through a push-in instructional model. In this approach, a gifted education specialist collaborates with classroom teachers to deliver engaging, higher-level thinking lessons directly within the general education classroom. This early exposure helps build essential cognitive skills and ensures equitable access to enriched learning experiences for all young learners.

**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**

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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**

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.

Specific Academic Aptitude - English

In Poquoson City Public Schools, primary, 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, primary, 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**

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.

Specific Academic Aptitude - English

In grades 3-5, 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 3-5, 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.

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

**D. Service Options Provide Instructional Time to Work Independently**

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

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**

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.

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.

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**

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

In addition, first-grade students who score at or above the 90th percentile on a nationally normed cognitive ability assessment and demonstrate strong

## Poquoson City Public Schools

performance on additional school-based measures will be eligible for pull-out enrichment services. These services provide differentiated, targeted instruction tailored to the needs of high-ability learners, offering opportunities for deeper exploration, advanced problem-solving, and critical thinking beyond the regular classroom curriculum.

### 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

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**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.

**Talent Development-**

All K–2 students in PCPS will receive instruction in higher-level thinking skills through monthly push-in mini-lessons delivered by the gifted teacher. These lessons will feature selected thinking routines designed to extend the core curriculum while aligning with PCPS Gifted Program goals in critical and creative thinking. Research shows that talent emerges when students are given opportunities to demonstrate potential and receive support to develop it (Siegle et al., 2016). These lessons ensure all young learners have access to rigorous, enriching experiences that allow them to explore and showcase their strengths.

Students who demonstrate high performance or creative potential through these lessons will receive targeted in-class differentiation, collaboratively planned by the gifted teacher and classroom teachers. Over time, the gifted teacher will monitor and collect student work samples to document growth and inform ongoing instructional decisions. These work products will also serve as artifacts for gifted identification, supporting efforts to recognize and nurture talent in all learners, with a focus on identifying students from underrepresented populations. This approach reflects PCPS's commitment to equitable access and early talent development.

**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 3-12. The program model is differentiated for students at each grading cluster in order to meet the needs of the students in the greatest possible way. The differentiation in the model for students in each grading cluster provides for

## Poquoson City Public Schools

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 can delve deeper into the content with a focus on issues, themes, and ideas both within and across areas of study. Insert Description of Appropriately Differentiated Curriculum and Instruction

### 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 3-12. 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)**

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.

Specific Academic Aptitude - English  
Specific Academic Aptitude - Mathematics

*PCPS Policy 6-3.10 Program for Gifted Students; Advanced Placement Classes and Special Programs*

**Program for Gifted Students**

To provide acceptable programs for gifted students, the Poquoson City School Board must provide educational opportunities appropriate for students with exceptional abilities. The School Board recognizes its responsibility to provide each student with the opportunity to realize his potential. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Virginia Board of Education. The School Board shall submit an annual report on its Program of Gifted Education to the Department of Education as prescribed by the Virginia Board of Education.

The School Board seeks to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The School Board may establish a local advisory committee for the gifted education program. If established, the committee shall annually review the gifted education program, including any revisions to the program and 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 applicable Virginia Board of Education Regulations.

**Advanced Placement Classes and Special Programs**

Poquoson City Public School students and their parents shall be notified of the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program; and the Academic Year Governor's School Programs; the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low 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.

The School Board shall implement an agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to pursue an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam

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scores of three or higher. The notification to students and their parents described above shall also include information regarding such agreements.

Adopted: November 1, 2002

Last Revised: August 1, 2018

In addition to the PCPS Policy, PCPS will follow outlined procedures for identification and instruction for talent development, subject acceleration, cluster grouping, change in placement, and exit protocols in alignment with the criteria outlined in this plan.

**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 [8VAC20-543-320](#) 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)**

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

The Gifted 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 the effectiveness of the gifted education program.

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

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

As outlined in PCPS Policy 2-3.1, 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 three 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. Two meetings are general open meetings and one meeting is a committee work session. 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 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.

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Division Superintendent’s Signature                      Printed Name                      Date