

# New Kent County Public Schools

## Local Plan for the Education of the Gifted

2021-2026

<b>LEA#</b>	<b>063</b>		
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<b>Date Approved by School Board</b>			

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### Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions,

working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

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

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

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

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

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General Information regarding the Gifted Program in Insert School Division Name

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

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

(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**

New Kent County Schools are dedicated to meeting the needs of every student. The mission of the Gifted Program is to identify and meet the needs of the students, who due to their exceptionalities, have special requirements created by their social-emotional needs, wide range of interests, advanced verbal and academic skills, rapid rate of learning, and greater capability for higher-level thinking. Gifted and talented students are found among all ethnic, racial, and socioeconomic groups. These students with exceptional abilities require differentiated instruction in order to accommodate their unique capabilities and to foster their full potential. Therefore, New Kent County Public Schools offers a continuum of differentiated instructional programs and services designed to meet the academic, social, and emotional needs of gifted learners from kindergarten through twelfth grade which allow students to develop more fully and to utilize their abilities and talents.

### **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.

It is New Kent County School's philosophy to ensure that multiple criteria are used to identify gifted students and to further ensure that failure to meet the minimum requirements of one of the criteria does not preclude identification. A New Kent County Public School student is eligible for gifted education services tailored to General Intellectual Aptitude if the student demonstrates readiness for gifted programming using the following criteria:

- Evidence of superior intellectual aptitude as measured on an individually administered or group administered standardized test of ability or aptitude (such as WASI or OLSAT). For example, the student would need to score at or above the 94<sup>th</sup> percentile in one or more of the following:
  - Verbal Intellectual Ability
  - Non-verbal Intellectual Ability
  - Overall Intellectual Ability
- Evidence of superior academic achievement as measured on an individually administered or group administered standardized test of achievement (such as the Woodcock Johnson). For example, the student would need to score at or above the 94th percentile in one or more of the following:

- Written Language
  - Reading
  - Math
- Evidence of the majority of gifted characteristics and behaviors as determined by the Gifted Evaluation Scales questionnaire filled out by the student's teacher(s). · Evidence of academic performance as measured by classroom grades at or above a 92 average.

A New Kent County Public School student is eligible for gifted education services tailored to Specific Academic Aptitude if the student demonstrates a distinct strength in one or more academic areas that is discrepant to their abilities in the other academic areas. The evidence for a child to be determined as eligible under specific academic aptitude is the same as those used for General Intellectual Aptitude. The child's profile must have a cognitive score and achievement score at or above the 94<sup>th</sup> percentile within the same content area and there must be discrepancy with the student's scores in the other content areas.

**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:**

- A. Goal: Consistently utilize multiple criteria to identify students in grades K-12 from all cultural and socioeconomic backgrounds who are in need of special services in the areas of General Intellectual Aptitude and Specific Academic Aptitude
- B. Goal: Review the identification procedures to ensure English Language Learners are being given equal opportunity.

**B. Delivery of Services:**

- A. Provide a continuum of services that builds upon and extends the instruction occurring in the regular classroom through the use of collaborative lesson planning and delivery along with pull out enrichment. Students will be provided services through push in and pull out opportunities in every grade level to work with age level and ability level peers.
- B. This will be documented through gifted progress reports sent home and differentiated activities in the curriculum guides.

**C. Curriculum and Instruction:**

- A. Work with teachers and committees to develop enhanced curriculum that challenges our students with appropriate levels of rigor and extension opportunities.

**D. Professional Development:**

- A. Provide teachers and staff members professional development in the following areas:
  - i. Differentiation of instruction that is appropriate for a diverse population of students
  - ii. The academic and social needs of identified students, especially those that are from traditionally underserved populations

- iii. The process that is used to find students eligible for gifted services
- B. Provide professional development for gifted resources teachers to ensure that they remain knowledgeable in the current strategies for educating students identified as gifted.
- C. Gifted resource teachers and general education staff are provided professional development through attendance at national gifted conferences, state gifted conferences, local professional development sessions provided by gifted staff, and modeling of differentiated instruction through collaborative lessons. The division will encourage participation in graduate level courses through local universities to pursue gifted endorsement.

**E. Equitable Representation of Students:**

- A. Ensure that the identification process is equitable on the basis of gender, race, socioeconomic status, disability, ESL status, and any other populations that are traditionally underserved.
- B. The division analyzes representation of all subgroups annually to determine areas of focus for identification and ensure equitable representation.

**F. Parent and Community Involvement:**

- A. Capitalize on the works of the parent advisory council to provide our parents with a strong knowledge of the intellectual and social needs of their students
- B. Identify new ways to provide enhanced services for our identified students through the utilization of parental and community assistance
- C. Information will be disseminated on the gifted program website and flyers of any events and email updates of ways to be involved with their child's education and gifted program activities.

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

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

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

##### **Screening Procedures for General Intellectual Aptitude**

A pool of potential candidates is created twice annually through a review of available screening indicators. These screenings take place via a school level committee that consists of a teacher and administrator, and gifted staff.

These indicators may include classroom grades and performance, work samples, SOLs and other assessment results.

At all grade levels a variety of data, including SOL assessments, school assessments, outstanding academic performance, conferences with classroom teachers, teacher checklists, and/or referrals from each school's Special Education Child Study team, will be reviewed.

In Kindergarten through second grade all students are screened annually through classroom activities and observation. Particular attention is paid to special populations, including students from economically disadvantaged backgrounds, culturally diverse, handicapped, or limited English proficient groups. The gifted resource teacher provides all students with lessons that target deductive reasoning skills, creativity, and evaluative thinking. Responses are noted, evaluated, and maintained by the gifted resource teacher and shared with the classroom teacher throughout the school year..

All students in second through eighth grades are screened annually using a nationally normed aptitude or achievement assessment. If a student scores at or above the 94<sup>th</sup> percentile in at least one area of the assessment, the student will be closely monitored, and other indicators of giftedness will be assessed. The student will be referred for eligibility if appropriate.

Students who have been identified for gifted education services in other school divisions are placed in the screening pool and will continue through the identification and placement process.

No one score or other criterion is used to deny or guarantee a student access to the gifted program.

Once a child has been referred for evaluation the eligibility meeting will be helped within 90 days to determine eligibility.



**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** General Intellectual Aptitude and Specific Academic Aptitude

The nomination or referral of students for the gifted program is a continuous process and may be made at any time throughout the year by school personnel, parents or guardians, community members, peer referral or self-referral.

Students from all cultural and socio-economic groups are considered in the process of gifted identification. A student may be referred for eligibility once annually.

Referral forms are available on the website of each school or directly from the gifted resource teachers. Once completed these forms are returned to the Gifted Coordinator.

During in-service training, grade-level meetings, and department meetings at the beginning of each school year, information on the gifted program and referral process is provided. The division makes information regarding the gifted program available to parents of all K-12 students through the gifted program website, and information is also published in the parent handbook of each school.

**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.

General Intellectual Aptitude

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:

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#### 2. Additional identification information for General Intellectual Aptitude

All students who are referred for evaluation are considered for eligibility under GIA. Following the screening process, the parents are notified by letter and asked for permission to continue with the identification process. A Gifted Resource Teacher works with the psychologist, the student's teacher and the student to gather a portfolio consisting of the information from the above evaluations. The portfolio consists of four items that are presented by the Gifted Resource Teacher to the committee to review them for the eligibility.

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**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.

General Intellectual Aptitude

Classroom Teacher(s)	1
Gifted Education Resource Teacher(s)	2
Counselor(s)	0
School Psychologist(s)	1
Assessment Specialist(s)	0
Principal(s) or Designee(s)	1
Gifted Education Coordinator	1
Other(s) Specify:	0

Specific Academic Aptitude - English

Classroom Teacher(s)	1
Gifted Education Resource Teacher(s)	2
Counselor(s)	0
School Psychologist(s)	0
Assessment Specialist(s)	0
Principal(s) or Designee(s)	1
Gifted Education Coordinator	1
Other(s) Specify:	0

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Specific Academic Aptitude - Mathematics

Classroom Teacher(s)	1
Gifted Education Resource Teacher(s)	2
Counselor(s)	0
School Psychologist(s)	0
Assessment Specialist(s)	0
Principal(s) or Designee(s)	1
Gifted Education Coordinator	1
Other(s) Specify:	0

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.

General Intellectual Aptitude

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
NWEA MAP	Classroom Teacher	NWEA	Gifted Coordinator
OLSAT 8	Gifted Resource Teacher	Gifted Staff	Gifted Staff
GES-3	Classroom Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Academic Performance	Classroom Teacher	Classroom Teacher	Gifted Resource Teacher

WASI	School psychologist	School Psychologist	School psychologist
Woodcock Johnson	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Naglieri Nonverbal Ability Test	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher

In cases of cultural differences or a disability, other appropriate tests may be utilized according to the specific needs of the student.

Following the screening and referral processes, the gifted resource teacher begins the Assessment / Evaluation process. Each school establishes and maintains a Gifted Identification Team. The team meets three times per year to review information for each student referred for identification. Written parental / guardian permission is required in order to begin the eligibility process. This process will culminate in a Gifted Identification meeting, which is held within 90 school days of the parent's written permission to test the student. Parents are officially notified and encouraged to be part of the meetings. Eligibility will be determined at this time and will be made by a consensus of the Gifted Identification Team.

The gifted resource teacher presents to the Gifted Identification Team the Student Profile (see Appendix), including all of the available information on the student such as the score on a test of mental ability, achievement test scores, and the GES checklist score. The profile includes the grade point average of the four major academic subject areas for grades 3-12 and in Reading and Math for grade 2. A Student Profile form is completed for each student the team assesses. The information collected is reviewed and discussed by the team members. The ability test scores, achievement test scores, GES checklist score, and grades are given a point value as follows:

Ability Test - Ten points for Full Score at the 94<sup>th</sup> percentile or above; Ten points for Verbal Score at the 94<sup>th</sup> percentile or above; Ten points for Performance/Non-Verbal Score at the 94<sup>th</sup> percentile or above. (a maximum of thirty points are possible).

Achievement Test - Ten points are awarded for each area at the 94<sup>th</sup> percentile or above. (a maximum of thirty points are possible).

GES-3 - Classroom teachers are asked to complete a checklist regarding characteristics of the gifted and talented. Each area (intellectual ability, academic skills, and creativity) that receives a

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standard score of fourteen or above and a motivation quotient of 120 or above carries five points for a maximum of twenty points.

Academic Performance - Ten points for an average of core content course grades at or above 92%.

There is a possibility of having ninety points total (in grades 2-12). It is a good indicator that a student who has sixty or more of the ninety points needs additional enrichment outside of the regular classroom. If a student scores at the 94<sup>th</sup> percentile or above on any portion of the ability test the student only needs fifty points for placement. The additional enrichment can be offered through the services of the gifted program.

For kindergarten or first grade students there is a possibility of having eighty points total as



they do not receive grades. It is a good indicator that a student who has fifty or more of the eighty points needs additional enrichment outside of the regular classroom. If a student scores at the 94<sup>th</sup> percentile or above on any portion of the ability test, the student only needs forty points for placement. The additional enrichment can be offered through the services of the gifted program.

Based upon the information available, the recommendation of the Gifted Identification Team may be: the student is eligible; the student is not eligible; or more information is needed before a decision may be reached. If the student is found to be eligible, parents are notified by letter and requested to sign permission for participation in the ACE program. If the student is found to not be eligible, the parents are notified that the student was evaluated and found to not be eligible. They are advised that they may appeal the committee's decision and may request a copy of the Appeals Procedure. If more information is needed through further testing, parent permission is requested.

No one score or other criterion is used to deny or guarantee access to gifted program services.

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#### Specific Academic Aptitude - English

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
NWEA MAP	Classroom Teacher	NWEA	Gifted Coordinator
OLSAT 8	Gifted Resource Teacher	Gifted Staff	Gifted Staff
GES-3	Classroom Teacher	Gifted Resource Teacher	Gifted Resource Teacher

Academic Performance	Classroom Teacher	Classroom Teacher	Gifted Resource Teacher
WASI	School psychologist	School Psychologist	School psychologist
Woodcock Johnson	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Naglieri Nonverbal Ability Test	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher

In cases of cultural differences or a disability, other appropriate tests may be utilized according to the specific needs of the student.

For a student to be placed for Specific Academic Aptitude (English), the student profile should demonstrate a distinct strength in English that is discrepant to their abilities in the other academic areas. Following the screening and referral processes, the gifted resource teacher begins the Assessment / Evaluation process. Each school establishes and maintains a Gifted Identification Team. The team meets three times per year to review information for each student referred for identification. Written parental / guardian permission is required in order to begin the eligibility process. This process will culminate in a Gifted Identification meeting, which is held within ninety school days of the parent's written permission to test the student. Parents are officially notified and encouraged to be part of the meetings. Eligibility will be determined at this time and will be made by a consensus of the Gifted Identification Team.

The gifted resource teacher presents to the Gifted Identification Team the Student Profile (see Appendix), including all of the available information on the student such as the score on a test of mental ability, achievement test scores, and the GES checklist score. The profile includes the grade point average of the four major academic subject areas for grades 3-12 and in Reading and Math for grade 2. A Student Profile form is completed for each student the team assesses. The information collected is reviewed and discussed by the team members. The ability test scores, achievement test scores, GES checklist score, and grades are given a point value as follows:

Ability Test - Ten points for Full Score at the 94<sup>th</sup> percentile or above; Ten points for Verbal Score at the 94<sup>th</sup> percentile or above for a maximum of twenty possible points. Achievement Test - Ten points are awarded for each area at the 94<sup>th</sup> percentile or above. (a maximum of twenty points are possible).

GES-3 - Classroom teachers are asked to complete a checklist regarding characteristics of the gifted and talented. Each area (intellectual ability, academic skills, and creativity) that receives a standard score of fourteen or above and a motivation quotient of 120 or above carries five points for a maximum of twenty points.

Academic Performance - Ten points for an average of core content course grades at or above 92%.

If the student accumulates fifty points that include an achievement score and cognitive score greater than 94% within the same category (i.e. verbal and reading/written language then the committee can consider the child for SAA in the area of English.

### Specific Academic Aptitude - Mathematics

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
NWEA MAP	Classroom Teacher	NWEA	Gifted Coordinator
OLSAT 8	Gifted Resource Teacher	Gifted Staff	Gifted Staff
GES-3	Classroom Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Academic Performance	Classroom Teacher	Classroom Teacher	Gifted Resource Teacher
WASI	School psychologist	School Psychologist	School psychologist
Woodcock Johnson	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Naglieri Nonverbal Ability Test	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher

In cases of cultural differences or a disability, other appropriate tests may be utilized according to the specific needs of the student.

For a student to be placed for Specific Academic Aptitude (Mathematics), the student profile should demonstrate a distinct strength in Mathematics that is discrepant to their abilities in the other academic areas. Following the screening and referral processes, the gifted resource teacher begins the Assessment / Evaluation process. Each school establishes and maintains a Gifted Identification Team. The team meets three times per year to review information for each student referred for identification. Written parental / guardian permission is required in order to begin the eligibility process. This process will culminate in a Gifted Identification meeting, which is held within ninety school days of the parent's written permission to test the student. Parents are officially notified and encouraged to be part of the meetings. Eligibility will be determined at this time and will be made by a consensus of the Gifted Identification Team.

The gifted resource teacher presents to the Gifted Identification Team the Student Profile (see Appendix), including all of the available information on the student such as the score on a test of mental ability, achievement test scores, and the GES checklist score. The profile includes the grade point average of the four major academic subject areas for grades 3-12 and in Reading and Math for grade 2. A Student Profile form is completed for each student the team assesses. The information collected is reviewed and discussed by the team members. The ability test scores, achievement test scores, GES checklist score, and grades are given a point value as follows:

Ability Test - Ten points for Full Score at the 94<sup>th</sup> percentile or above; Ten points for Performance/Non-Verbal Score at the 94<sup>th</sup> percentile or above for a maximum of twenty possible points.

Achievement Test - Ten points are awarded for each area at the 94<sup>th</sup> percentile or above. (a maximum of ten points are possible).

GES-3 - Classroom teachers are asked to complete a checklist regarding characteristics of the gifted and talented. Each area (intellectual ability, academic skills, and creativity) that receives a

standard score of fourteen or above and a motivation quotient of 120 or above carries five points for a maximum of twenty points.

Academic Performance - Ten points for an average of core content course grades at or above 92%.

If the student accumulates forty points that include an achievement score and cognitive score greater than 94% within the same category (i.e. visual reasoning and math) then the committee can consider the child for SAA in the area of Mathematics.

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

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

#### General Intellectual Aptitude and Specific Academic Aptitude

If the Gifted Identification Team determines a student to be eligible, the committee will determine an appropriate program placement that matches the student's strengths and area of identification if identified as Specific Academic Aptitude and available options. This placement may be designated at the beginning of a unit of study, a grading period, or a semester. A letter of the committee's recommendation notifies the parents. Parents are required to give written permission before any student may participate in the program.

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

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

General Intellectual Aptitude

- A. Notifying Parents/Guardians when the individual identification process is initiated and requesting permission to proceed with information gathering.
  - A. Upon the screening committee determining that the student should be evaluated for gifted eligibility and placement into gifted services, the parents are notified by letter from the gifted resource teacher within 14 days of the screening committee's decision.
  - B. The parent is asked to complete a permission form that grants the committee permission to continue with the process and to assess their child using cognitive tests, achievement tests, and any additional information.
  - C. Parents are notified of the date and time of the eligibility meeting and are encouraged to attend the meeting.
- B. Requesting Permission for Provision of Appropriate Service Options
  - A. Once a child has been found eligible for services and a program of services has been determined, the parents are notified by phone call or letter of the decision within 10 school days by the gifted resource teacher detailing the available services and requesting permission to place the child in the appropriate services.
- C. Notifying parents of the appeal process for the identification outcome, change in placement, and/or exit decisions.
  - A. When a child is determined to be not eligible or there is a service change that the parent does not agree with, they are advised that they may appeal the committee's decision and may request a copy of the Appeals Procedure.
  - B. Appeal Procedures
    - i. The county maintains an appeals committee that hears all appeals that are brought forth by parents concerning gifted eligibility.
    - ii. The committee consists of the following individuals:
      - 1. Director of Special Education
      - 2. School psychologist
      - 3. Building Administrator
      - 4. Classroom teacher
      - 5. Gifted Resource Teacher
    - iii. An appeal request must be made in writing to the Gifted Program Coordinator within ten days of notification of the eligibility committee's decision.
    - iv. The appeal committee will meet within ten days of receiving the appeal to review the original committee's decision. Parents are asked to attend the appeal meeting and efforts are made to schedule the meeting at a time that the parents are available to attend.
    - v. The appeals committee reviews the information that was presented to the original eligibility committee.
    - vi. The individual initiating the appeal is asked to present any information that they deem to be pertinent to the committee making an appropriate decision.
    - vii. The appeal committee may decide to find the student eligible, find them not eligible, or ask for more information on which to base their decision.

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

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

### **General Intellectual Aptitude**

- A. Once a child has been found to be eligible for services and a program has been decided upon and agreed to by the parents, the child's access to the services and/or program will not be changed without prior notification to the parent. The parent will also be afforded the opportunity to discuss the changes.
- B. The determination to a change in services may be initiated by the gifted resource staff, classroom teacher, building administrator, student, and parent.
- C. If the parent determines that they would like for their child to exit the program then they may submit such request in writing to the Gifted Program Coordinator.
- D. If at any time the parent wishes for the child to re-enter the program then they may submit another letter in writing to the Gifted Program Coordinator.
- E. All changes to a child's services will be documented in that child's file by the gifted resource teacher.

### **Specific Academic Aptitude - English and Mathematics**

- A. Once a child has been found to be eligible for services and a program has been decided upon and agreed to by the parents, the child's access to the services and/or program will not be changed without prior notification to the parent. The parent will also be afforded the opportunity to discuss the changes.
- B. The determination to a change in services may be initiated by the gifted resource staff, classroom teacher, building administrator, student, and parent.
- C. If the parent determines that they no longer wish for their child to take part in gifted services they may submit such a request in writing to the Gifted Program Coordinator. If at any time the parent wishes for the child to again receive services then they may submit another letter in writing to the Gifted Program Coordinator.
- D. All changes to a child's services will be documented in that child's file by the gifted resource teacher.

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

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

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

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

#### **General Intellectual Aptitude and Specific Academic Aptitude**

##### **A. Elementary School – Grades K-5**

- i. The elementary school teachers provide differentiation in the classroom and opportunities for the identified students to work at an accelerated rate in their areas of strength. The students work with the age level peers in the classroom as well as during resource classes.
- ii. These students will also receive pull-out services during which they will work directly with gifted resource teachers weekly. This provides them with time to work with their intellectual peers and independently on a curriculum that extends the classroom instruction in both depths of study and application.
- iii. Throughout the year, teachers may collaborate with the gifted resource teachers on the development and implementation of differentiated lessons.
- iv. Students in grades 3-5 have the opportunity to attend summer regional governor's school that provides problem based instruction.

##### **B. Middle School – Grades 6-8**

- i. All students in middle school are taught in a team format. The teachers provide differentiated instruction that accommodates the students' needs. Throughout the year, teachers may collaborate with the gifted resource teachers on the development and implementation of differentiated lessons.
- ii. Identified students in grades 6 and 7 have resource classes that are taught by gifted resource teachers. These classes allow for a more in depth study of language arts and/or math. All units are taught in a cross-curricular problem based format that requires a high level of application on the part of the student.
- iii. Identified students in grades 6-8 receive pull-out services during which they will work directly with gifted resource teachers weekly. This provides them



with time to work with their intellectual peers and independently on a curriculum that extends the classroom instruction in both depths of study and application.

- iv. Students in grades 6-7 have the opportunity to attend summer regional governor's school that provides problem based instruction.

**C. High School – Grade 9-12**

- i. All students in high school are able to select a course path that is appropriate for their needs and ability levels. Identified students are counseled to pursue advanced courses that lead to enrolling in advanced placement and dual enrollment courses that allow for the attainment of college credit prior to high school graduation.
- ii. In eighth grade, students may apply to attend Maggie L. Walker Regional Governor's School for their 9<sup>th</sup>-12<sup>th</sup> grades.
- iii. In ninth grade, students may apply to attend the Chesapeake Bay Regional Governor's School for their 10<sup>th</sup>-12<sup>th</sup> grades.
- iv. Students have the opportunity to participate in academic teams and clubs that provide them with opportunities to apply and extend their knowledge.

**B. Service Options Provide Instructional Time with Age-level Peers** This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude and Specific Academic Aptitude

- A. Students at all levels are provided instruction within classrooms that contain both intellectual and age-level peers. Classroom teachers regroup students during instructional activities to ensure that identified students interact and learn with both students who are of the same intellectual aptitude as well as those that are primarily age-level peers.
- B. Identified students receive resource course instruction with their age level peers and are provided opportunities to learn together in these settings.

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

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude and Specific Academic Aptitude

Elementary School – Grades K-5

- A. Identified students in elementary school are placed in classrooms that allow for differentiation of the common curriculum that all students are learning. The teachers provide opportunities for the identified students to work at an accelerated rate in their areas of strength. The teachers re-group students frequently in the classroom based upon interest and intellectual aptitude with a specific topic/skill which allows students the opportunity work with intellectual peers.

- B. These students will also receive pull-out services during which they will work directly with gifted resource teachers for weekly. This provides them with time to work with their intellectual peers and independently on a curriculum that extends the classroom instruction in both depths of study and application.
- C. Students in grades 6-7 have to opportunity to attend summer regional governor's school that provides problem based instruction.

#### Middle School – Grades 6-8

- A. All students in middle school are taught in a team format. The identified students are placed on a clustered team or are clustered in classes within several teams. The teachers provide differentiated instruction that accommodates the students' needs.
- B. Identified students in grades 6 and 7 have a resource class that is taught by a gifted resource teacher. These classes allow for a more in depth study of language arts and/or math and science. All units are taught in a problem-based format that requires a high level of application on the part of the student.
- C. Identified students in grade 8 are provided services through pull-out classes for one hour each week. The students are provided problem based instruction that requires an extension and application of concepts taught in the regular classroom.
- D. Students in grades 6-7 have to opportunity to attend summer regional governor's school that provides problem based instruction.

#### High School – Grade 9-12

- A. All students in high school are able to select a course path that is appropriate for their needs and ability levels. Identified students are counseled to pursue advanced courses that lead to enrolling in advanced placement and dual enrollment courses that allow for the attainment of college credit prior to high school graduation.
- B. In eighth grade, students may apply to attend Maggie L. Walker Regional Governor's School.
- C. In ninth grade, students may apply to attend the Chesapeake Bay Regional Governor's School.
- D. Students have the opportunity to participate in academic teams and clubs that provide them with opportunities to apply and extend their knowledge.

**D. Service Options Provide Instructional Time to Work Independently** This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

#### General Intellectual Aptitude and Specific Academic Aptitude

- A. Students at all levels are provided instruction within clustered classrooms that contain both intellectual and age-level peers. Classroom teachers provide opportunities for the students to work independently and pursue individual interests within the curriculum through their readings, research, and classroom assignments.
- B. All identified students will participate in an independent project annually through their

classroom activities or enrichment activities provided by the gifted resource staff.

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#### **Service Options Foster Intellectual and Academic Growth**

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

##### General Intellectual Aptitude and Specific Academic Aptitude

- A. At the elementary and middle school levels in New Kent County, gifted students are cluster grouped within the regular classroom. The classroom teachers and the gifted resource teachers work cooperatively to differentiate the curriculum in terms of content, process and product.
  - i. At the high school level, the gifted students are not clustered as a group. Students are placed into advanced and honors courses based on achievement. Secondary teachers also are required to differentiate instruction in all classes, including AP courses, to meet the needs of their students. All teachers differentiate through the use of a wide variety of instructional strategies.

#### **Procedures for Assessing Academic Growth in Gifted Students**

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

##### General Intellectual Aptitude and Specific Academic Aptitude

- A. Assessment of the gifted students' performance is critical to ensure they are meeting the curriculum goals. For the gifted learner in particular, we are interested in "authentic assessment," which is evaluation of students' products, performances, and achievements that have meaning in real life. Authentic assessment includes evidence of skill in solving real problems, writing essays on real-world issues and problems, carrying out research projects, giving prepared and extemporaneous speeches, and similar tasks that reflect operations they will later carry out in professional, research, and creative occupations. Of critical importance is the realization of all gifted students and their teachers that "authentic assessment" is not limited to testing and grading but is also a tool to help develop motivation and a desire to master the subject matter.
- B. It is important to have this authentic assessment in order to measure the student's growth and inform the student, parents, and teachers on how the student is progressing toward curricular and personal goals.
- C. This is being accomplished through the use of an annual gifted plan that will be completed by the student and a teacher or guidance counselor for all identified students in grades K-8. In the elementary and middle schools the gifted resource teachers will work with identified students to develop annual goals that the students will work toward. In grades K-2, the parents will be asked to participate in the development of goals for their child. Upon completion of the drafting of the plan, a copy will be sent to the student's parent and provided to the students' teachers.
- D. The progress of the students will be monitored throughout the year and reviewed with

- the student at the end of the semester and at the end of the year.
- E. Evidence of the student's progress will be maintained throughout the year and utilized in the final evaluation of the plan with the student at the end of the year. The student's progress will be documented on the plan and a copy will be sent to the parents with the final report card.

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Along with the plans the student's progress will be monitored through the use of more traditional methods in the classroom to ensure they are meeting the curricular objectives of the regular coursework as well. These methods may include but are not limited to:

- i. Pretest and posttest results
- ii. Discussions with students and teachers
- iii. Evaluation procedures using student-generated criteria
- iv. Evaluation by real audience/experts
- v. Results of student work entered in competitions
- vi. Classroom observation
- vii. Rubrics
- viii. Teacher Assessment
- ix. Surveys (Parent/Teacher)
- x. Portfolio assessment based on established criteria
- xi. Self-appraisal and evaluation
- xii. Peer Review
- xiii. Questioning
- xiv. Criterion referenced tests (e.g., SOL tests)
- xv. Standardized tests (e.g., SAT tests)
- xvi. Grades
- xvii. Direct classroom observations
- xviii. End of course tests

**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.

New Kent County identifies gifted students, regardless of their area of identification, experience differentiated curriculum and instruction in a variety of ways, provided by both academic classroom teacher(s), who have received professional development in working with gifted students and their gifted certified resource teacher. New Kent County's curriculum for the gifted is currently modeled after the Susan Winebrenner's Teaching Gifted Kids In The Regular Classroom, Howard Gardner's Multiple Intelligences, Robert Sternberg's Triarchic Theory of Intelligence, Benjamin Bloom's Taxonomy, and Carol Ann Tomlinson's research on differentiated instruction. However, it must be stressed that these models were chosen because of their inherent flexibility that allows the classroom teachers, the gifted resource teachers, and the gifted coordinator to respond to the ever-changing needs of our gifted students. Acceleration and enrichment opportunities are provided by New Kent County Public Schools within the learning opportunities listed below.

**A. Advanced Content and Pacing of Instruction**

- i. Gifted resource teachers assure advanced content and pacing within the gifted curriculum while developing units. Regular and advanced academic teachers utilize vertical teaming within departments and collaboration with the gifted resource teacher to accomplish this.
- ii. Students are provided the opportunity to participate in accelerated courses in math at the elementary level, math and science in middle school, and advanced English and History courses at the middle school.
- iii. Students in high school are able to accelerate through selection of appropriate coursework.

**B. Original Research or Production**

- i. Gifted resource and pull-out units are developed to incorporate opportunities for

- students to be producers rather than simply consumers of knowledge. Regular and advanced classroom teachers provide opportunities for research projects and product generation throughout the year.
- ii. All identified students will participate in an independent project annually through their classroom activities or enrichment activities provided by the gifted resource staff.;

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#### C. Problem Finding and Solving

- i. Gifted resource and pull-out units at all levels are developed to incorporate problem-based learning opportunities, as well as an environment of inquiry for students to question, explore and develop solutions to authentic problems. Regular and advanced classroom teachers are encouraged to provide opportunities for problem-based learning. Administrative staff development initiatives, as well as collaboration with the gifted resource teachers support implementation of these strategies.

#### D. Higher Level Thinking that Leads to the Generation of Products

- i. Gifted resource and pull-out units are developed to incorporate opportunities for students to be producers rather than simply consumers of knowledge. Higher order thinking skills are reinforced in the choice of activities during Gifted pull out lessons. Regular and advanced classroom teachers provide opportunities for research projects and product generation throughout the year. Recent initiatives have encouraged, modeled and supported integration of higher order thinking into the classroom for all teachers. Gifted resource teachers also integrate these strategies and skills in lessons they deliver during push-in and collaboration with regular and/or advanced classroom teachers.

#### E. Focus on Issues, Themes, and Ideas Within and Across Areas of Study

- i. Gifted resource teachers develop and execute interdisciplinary units of study for the gifted resource and pull-out classes. In addition to incorporating variety in the topics, units are developed with a focus on authenticity of tasks and career exploration. 21st Century Skills are the core of all units for both the gifted resource class and the pull-out program. Gifted resource teachers support regular and advanced classroom teachers by modeling instruction rich in these areas during push-in lessons, and while collaborating to develop enriched lessons. Administration also provides staff development training and encouragement to move toward lessons and units incorporating these strategies.

- F. All teachers differentiate curriculum and instruction through the use of a wide variety of instructional strategies. These may include, but are not limited to:
- Differentiating Content:

- Acceleration or the use of advanced level materials
- Pre-testing and Compacting when and where appropriate
- Independent Study so students can pursue personal interests
- Learning Centers to allow students to study a topic in greater depth ·
- Computer Based Instruction
- Interdisciplinary Studies
- Incorporating Multiple Intelligences and varied learning styles

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#### Differentiating Process:

- Flexible grouping (e.g., by interest or by skill) can provide for more student choice, complex task assignment and more independent work at student's pace. ·
- Tiered assignments, cubing, anchoring activities, etc.
- Authentic tasks and experiences
- Problem-Based Learning
- Appropriate pacing
- Contracts
- High level questioning
- Higher level thinking skills
- Encourage divergent rather than convergent thinking (Open-Ended) ·
- Encourage producing rather than simply consuming knowledge ·
- Inductive and deductive reasoning
- Independent study
- Incorporating Multiple Intelligences and varied learning styles
- Mentoring

#### Differentiating Product:

- Allow for choice in the selection of products. Encourage diversity. ·
- Incorporating Multiple Intelligences and varied learning styles
- Encourage products that allow in-depth study of the topic.
- Present products to real or authentic audiences in real or authentic ways. ·
- Encourage the incorporation of new and emerging technologies. · Encourage intellectual risk taking: ask for products that challenge existing ideas, focus on real-world issues and propose unique solutions.
- Provide for self-evaluation and evaluation by others.

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**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.

**NKCPS Policy IGBB - PROGRAMS FOR GIFTED STUDENTS**

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

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the



committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented.

The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division Superintendent and the School Board.

Adopted: July 1, 1998

Revised: September 8, 1999

Revised: September 4, 2002

Revised: August 2, 2004

Revised: November 3, 2008

Revised: May 2, 2011

Revised: August 20, 2012

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D.6.

8 VAC 20-40-40.

8 VAC 20-40-55.

8 VAC 20-40-60.

Cross Ref.: BCF Advisory Committees to the School Board.

IKEB Acceleration

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## NKCPS Policy IKEB - ACCELERATION

The curriculum and schedule of elementary, middle and high schools provides flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and may request that the student not earn high school credit for the course. Such request shall be made in writing and shall include a parent or guardian's signature. So that the student may be appropriately scheduled, such requests must be submitted to the school counseling department no later than August 1, immediately following the school year in which the course was taken.

Adopted: July 1, 1998

Revised: September 4, 2002

Revised: July 12, 2010

Revised: May 2, 2011

Revised: November 19, 2012

Revised: July 13, 2015

Legal Ref.: Code of Virginia, 1950, as amended, section 22.1-78.

8 VAC 20-131-50.

8 VAC 20-131-90.

Cross Ref.: IGBB Programs for Gifted Students

JO Student Records

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### **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.

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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.

- A. The gifted resource teachers maintain knowledge of current research, issues and strategies to use with gifted students by attending conferences and seminars put on by their professional organizations. Regular teachers are encouraged to attend conferences and workshops off-site as well in the area of differentiated instruction and gifted education.
- B. The gifted resource teachers assist teachers in the planning of differentiated lessons and units and provide professional development regarding the instructional strategies that are effective for gifted learners and the typical socio-cultural characteristics of gifted learners.
- C. At the start of the identification process each year, regular teachers are provided with guidance on the typical behavioral characteristics of gifted learners, how to identify them.
- D. The screening and identification committees review regularly the methodologies and assessments that are used to identify students. The gifted resource teachers, gifted education coordinator, and school psychologist review the diagnostic assessments that are used and ensure that they are current and reliable for use in the identification process.
- E. Gifted resource teachers and general education staff are provided professional development through attendance at national gifted conferences, state gifted conferences, local professional development sessions provided by gifted staff, and modeling of differentiated instruction through collaborative lessons. The division will encourage participation in graduate level courses through local universities to pursue gifted endorsement.

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## **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.

- A. The review of the plan will be to ensure the plan adheres to best practices and that the program follows the plan.
- B. Each year at least two areas of the local plan for the gifted will be selected to be reviewed by the gifted program staff and advisory committee throughout the year.
- C. At the start of the school year, the gifted team will identify key questions that need to be answered regarding the areas that are being reviewed that year.
- D. Multiple criteria for answering these key questions and determining the effectiveness of each area of the program will be selected and tracked throughout the year.
- E. Criteria may include student performance data, surveys, screening/eligibility records, enrollment data, meeting agendas, gifted advisory council recommendations, etc.
- F. The gifted resource teachers and gifted coordinator will meet periodically to discuss the data and research “best practices” to improve the effectiveness of that area of the program.
- G. This information will be reviewed with the gifted advisory council at meetings throughout the year and recommendations will be solicited.
- H. The gifted advisory committee will generate a report on the comments and recommendation for that year that will be presented to the school board.
- I. This report will contain any proposed amendments to the local plan so that they may be reviewed and voted on for approval.
- J. Proposed Sequence of Review:

	Year to be Reviewed			
Area to be Reviewed	2021-2022	2022-2023	2023-2024	2024-2025
Identification	X	X	X	X
Delivery of Services	X			X
Curriculum and Instruction	X			X
Professional Development			X	X
Parent and Community Involvement		X		X
Program Evaluation				X

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.

- A. At the start of each year, information regarding the activities and responsibilities of the gifted advisory council will be distributed via flyers and the school website to all gifted parents.
- B. Parents/community members may submit their names to the gifted resource teachers and/or the gifted coordinator. Special attention will be given to the socioeconomic demographic make-up of the student population to ensure that the council is an accurate representation of the student body.
- C. As community members, students may also submit their names for appointment to the gifted advisory council.
- D. Teachers and building administrators will be asked to voluntarily serve on the advisory council.
- E. A list of interested parents, community members, and staff members will be submitted to the school board for approval.
- F. Appointment to the gifted advisory council will be a one year appointment that must be renewed at the start of each school year.
- G. Once a list has been approved by the school board, the gifted advisory council will conduct its first meeting and will meet at least four times annually.

## **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

