Local Plan for the Education of the Gifted

King George County Public Schools

2023-2028

LEA#	**048**		
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Date Approved by School Board	**August 21, 2023**		

Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in King George County

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

Area of Giftedness Identified by the Division	**Grades Served**
General Intellectual Aptitude (GIA)	NA
Specific Academic Aptitude (SAA) - Mathematics	3-12
Specific Academic Aptitude (SAA) - English	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

King George County Public Schools is committed to the identification of gifted and talented students in kindergarten through grade twelve. We recognize that students of exceptional ability have the need for differentiated educational opportunities that will further affirm and develop their potential. Gifted students in King George County Public Schools are those students whose abilities and potential require special educational programs to meet their educational needs. The division is committed to the use of multiple criteria for identifying gifted students from all cultural and socio-economic backgrounds.

B. Division Operational Definition of Giftedness

Specific Academic Aptitude:

Gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more domains, whose talents and abilities significantly differ from their peers to such a degree that differentiated educational opportunities must be provided to further affirm and develop their abilities (NAGC). The division seeks to find those individuals who demonstrate remarkable strength in English and/or mathematics through the use of nationally normed ability and achievement tests, as well as, checklists, interviews, and portfolios.

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

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

A. Identification: To provide systematic identification procedures based on research-based practices that align with the delivery of services.

a. Consistent procedures and instruments will be developed and implemented to ensure the identification of gifted students is based on appropriate assessment of the students.
b. To ensure equal access to gifted services, all students will be screened for gifted services with a nationally-normed test in the winter of second grade.
c. Continue to provide professional development for teachers and administrators in referral and identification of gifted and talented students

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

a. Provide varying programs and activities to meet the identified students' needs. K-2 services are pull out. Services in grades 3-5 are center-based. Secondary services offer availability of dual enrollment, AP, and two governor's school programs.
b. Maintain appropriate service delivery for students identified as gifted.

C. Curriculum and Instruction: To research and pilot curriculum materials designed for gifted.

a. Ensure opportunities exist for advancement and enrichment.

D. Professional Development: To provide local professional development opportunities to support the referral and identification of gifted students, differentiation strategies, and gifted issues.

a. Provide professional development on the identification procedures and the educational needs of gifted and talented students.
b. Offer professional development opportunities in differentiation strategies.
c. Increase awareness related to the social and emotional needs of the gifted students.

E. Equitable Representation of Students: To research and implement effective identification procedures that encourage the referral and identification of underrepresented populations.

a. Ensure that all eligible students are afforded opportunities for participation in gifted programs, advanced classes, governor's schools, and any other event associated with gifted education.
b. Implement a "thinking skills" push in program in all the second grade classrooms, allowing gifted resource teachers to engage with all second graders in the school division.

F. Parent and Community Involvement: To communicate and provide opportunities for all gifted learners, their parents, and others in the educational and general community to become better informed regarding the education of the gifted.

a. Provide information about gifted programs, opportunities, and resources through a Gifted Services webpage.
b. Produce materials to inform parents, community leaders, and others in the community about the efforts of the Gifted Education Program.
c. Share information about secondary programming options; to include regional and Governor's School programming.

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 Specific Academic Aptitude - English

Screening students for gifted services is completed on an on-going basis in grades K-12 through the review of student data. There is no limit on the number of times students can be referred for gifted services; however, a student can only be assessed once a year. Students identified in subgroups are administered tests in their native language.

In addition to the continuous review of student data, all students in second grade are given a nationally-normed achievement test. Based on the results from this test and teacher input, students are recommended for further assessment in gifted services.

Screening Procedures for Specific Academic Aptitude - Mathematics

Screening students for gifted services is completed on and on-going basis in grades 3-12 through the review of student data. There is no limit on the number of times students can be referred for gifted services; however, a student can only be assessed once a year. Students identified in subgroups are administered tests in their native language.

In addition to the continuous review of student data, all students in second grade are given a nationally-normed achievement test. Based on the results from this test and teacher input, students are recommended for further assessment in gifted services.

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
Specific Academic Aptitude - Mathematics

Referrals can be submitted by parents/guardians, students, teachers, or other persons who may have knowledge or expertise to make such a referral including community members, or any other appropriate school personnel. A student must be currently enrolled in King George County Schools and may not be referred for gifted services more than once during a twelve-month period. The twelve-month period begins from the date of the decision letter. There is no limit to the number of times a student may be referred for gifted services.

Referral forms may be obtained from the counseling office in the school, a gifted education teacher, or via the King George County Schools webpage. Completed referral forms are returned to a gifted education teacher who then places the student on a list for further assessments.

Students who transfer into the division with an identification of giftedness from a previous school division, either in Virginia or outside the state, must complete identification procedures in accordance with the King George County Schools' Local Plan for the Gifted. Participation in another locality's gifted program does not guarantee placement in the King George County Schools Gifted Program. Direct referrals are accepted throughout the school year. The deadline for a referral to be received by a school will be 90 instructional days prior to the last day of school. The final due date will be printed on the referral form for ease of understanding.

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.

Specific Academic Aptitude - English

- [x] 1. Assessment of appropriate student products, performance, or portfolio
- [ ] 2. Record of observation of in-class behavior
- [x] 3. Appropriate rating scales, checklists, or questionnaires
- [x] 4. Individual interview
- [x] 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)

  and/or
- [x] 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:

Specific Academic Aptitude - Mathematics

- [x] 1. Assessment of appropriate student products, performance, or portfolio
- [ ] 2. Record of observation of in-class behavior
- [x] 3. Appropriate rating scales, checklists, or questionnaires
- [x] 4. Individual interview
- [x] 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)

  and/or
- [x] 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- [ ] 6. Record of previous achievements (awards, honors, grades, etc.)
- [ ] 7. Additional valid and reliable measures or procedures

Specify:

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

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

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

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

Specific Academic Aptitude - English

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

Specific Academic Aptitude - Mathematics

1 Classroom Teacher(s)

2 Gifted Education Resource Teacher(s)

1 Counselor(s)

0 School Psychologist(s)

0 Assessment Specialist(s)

1 Principal(s) or Designee(s)

1 Gifted Education Coordinator

0 Other(s) Specify:

c. Type of Identification/Placement Committee

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

☐ School-level ☑ Division-level

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

   Specific Academic Aptitude - English
   Specific Academic Aptitude - Mathematics

Measure	**Administered/ Completed by**	**Scored by**	**Provided to the committee by**
Teacher observation checklist	Current classroom teacher	Gifted education teacher	Gifted education teacher
Aptitude Testing	School counselor or School psychologist	School counselor or School psychologist	School counselor or School psychologist
Achievement Testing	Classroom teacher or Gifted education teacher	Gifted education teacher or online assessment program	Gifted education teacher
Student interview	Gifted education teacher	Interview Assessment Committee	Gifted education teacher
Student portfolio	Gifted education teacher	Portfolio Assessment Committee	Gifted education teacher

- Each referred students' profile is presented to the committee by the gifted education teacher. The presentation reviews the subtest scores from the norm-referenced aptitude and achievement testing, teacher observation checklist, portfolio and interview scores indicated by the assessment committee.

- The committee considers all the data presented. Eligibility decisions are based on the data on the division profile for gifted education services. A student is considered eligible for gifted services if he or she meets the criteria on 3 of the 5 criteria. Parents will be notified in writing of the eligibility committee's decision within 90 days of receiving parent permission to evaluate.

- Eligibility for gifted services is not based on any single criterion. A single criterion on the student profile is not used to guarantee or deny access to gifted services

- King George County Schools reserves the right to administer all relevant instruments needed for accurate identification of students. Parents/guardians are not charge for any facet of the testing and identification of students for the gifted/talented process.

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Services for each student will be determined based on eligibility data. After reviewing all data on each candidate, the Identification and Placement Committee recommends appropriate placement. Eligibility decisions are based on criteria on the Division Eligibility Profile. These services will be communicated to the parent/guardian in writing. Parents/guardians will indicate their agreement to the recommended services by signing and giving permission for the candidate to receive gifted services.

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

1. Permission for Evaluation – Parents of students who have been referred for gifted evaluation receive a copy of the gifted referral from which requires a signature for permission to evaluate the student. In addition to parent signature, the gifted evaluation referral form includes a section for nominators to indicate which specific academic aptitude(s) the student is being referred for, a section for the nominator to include the student's characteristics and behaviors which have prompted the referral, and the eligibility assessment process timeline, which can take up to 90 days.

2. Placement in Gifted Services – After the eligibility meeting, parents/guardians are contacted by letter informing them of the decision of the committee and inviting them to meet to discuss their child's profile. If the child is found eligible for gifted services, a permission to participate form is sent with the decision letter. Parents must return the signed permission for placement before the gifted services begin.

3. Appeals Process- Parents/guardians of students found ineligible for gifted services may appeal the decision of the Gifted Identification and Placement Committee. Decisions regarding identification of placement in gifted services may be appealed in writing to the Coordinator of Gifted Services, no later than 10 school days from the date of the eligibility letter. The appeal must include a detailed rationale and reason for the appeal.

   Upon receipt of the appeal, the division Gifted Appeals Committee will be provided with the original eligibility documents for review. The Gifted Appeals Committee will meet within 15 school days of the written request. The Gifted Appeals Committee will be comprised of county administrators and may include school principals, and additional instructional staff when appropriate. The majority of this committee will not have served on the original eligibility committee. The appeals committee can request specific, additional information be collected to assist in its decision. The division does not accept data that is not administered by its own personnel. The appeals committee will review the data and determine to uphold the original decision or recommend placement in gifted services. The Gifted Appeals Committee's decision is final. The Coordinator of Gifted Services will notify the parents/guardians in writing within 6 school days of the decision of the committee.

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Students receiving services may be recommended for a change in placement, at the request of the parents, the gifted resource teacher, the principal, or the Coordinator of Gifted Services. Such requests must be made in writing. Parents will also be notified in writing when a change of services is recommended by school staff and the Coordinator of Gifted Services will request written parental permission to update student assessment data. The Gifted Identification and Placement Committee will convene to review new, pertinent information and data.

Students who move out of the division and return to the division within one school year will continue to be eligible to receive gifted education services. Students returning to the division after more than one year will have transcripts reviewed prior to enrollment to ensure continued eligibility.

Parents may withdraw a student temporarily from participation in Gifted Program services for a period of less than two academic years by contacting the Gifted Coordinator and submitting a written request to suspend gifted services. Resumption of services shall require written parental permission. Services shall resume upon receipt of parental permission and approval of the Coordinator of Gifted Services.

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.

Specific Academic Aptitude - English

When possible, identified students are clustered in the elementary school. The gifted resource teacher meets to collaborate with these teachers in ways to differentiate and accelerate instruction. In addition, identified students in grades K-2 receive 2 weekly pull-out sessions for 40 minutes with the gifted resource teacher. Identified students in grades 3-5 attend King George Elementary for center-based instruction in the identified gifted area with gifted personnel. At the middle school level, identified students participate in an identified gifted language arts class.

At the high school level, students are counseled into classes that provide the appropriate strength-specific acceleration they require. Students who qualify can participate in Honors, Advanced Placement, or Dual Enrollment classes in which teachers provide an appropriately differentiated curriculum. Students may also participate in the Virtual Virginia program, allowing for further opportunities in advanced and accelerated coursework. Additionally, students may also apply to participate in the Commonwealth Governor's School, with a site at King George High School, or Chesapeake Bay Governor's School.

Specific Academic Aptitude - Mathematics

When possible, identified students are clustered in the elementary school. Identified students in grades 3-5 attend King George Elementary School center-based for instruction in the identified gifted area with gifted personnel. Beginning in fifth grade, identified gifted students participate in an accelerated advanced math course. At the middle school level, identified students participate in accelerated and advanced coursework that is appropriately differentiated.

At the high school level, students are counseled into classes that provide the appropriate strength-specific acceleration they require. Students who qualify can participate in Honors, Advanced Placement, or Dual Enrollment classes in which teachers provide an appropriately differentiated curriculum. Students may also participate in the Virtual Virginia program, allowing for further opportunities in advanced and accelerated coursework. Additionally, students may also apply to participate in the Commonwealth Governor's School, with a site at King George High School, or Chesapeake Bay Governor's School.

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
Specific Academic Aptitude - Mathematics

Students in grades K-8 are typically in heterogenous groups for science and social studies. Additionally, students are grouped with age-level peers for resource and elective courses. Students at the high school level are not restricted by age-level when enrolling in courses, but have opportunities to interact with their age-leveled peers throughout the school day.

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

When possible, identified students are clustered into classrooms at the elementary and middle school level. Students in grades K-2 work with other gifted students in a pull-out program with a gifted resource teacher. Students in grades 3-8 receive daily gifted language arts instruction with a gifted resource teacher. At the high school level, identified gifted students have opportunities to interact with their intellectual and academic peers through Dual Enrollment, Advanced Placement, Governor's School, and/or Honors classes.

Specific Academic Aptitude - Mathematics

When possible, identified students are clustered into classrooms at the elementary

and middle school level. Students in grades K-2 work with other gifted students in a pull-out program with a gifted resource teacher. Students in grades 3-8 receive daily gifted language arts instruction with a gifted resource teacher. At the high school level, identified gifted students have opportunities to interact with their intellectual and academic peers through Dual Enrollment, Advanced Placement, Governor's School, and/or Honors classes.

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

Identified gifted students in grades K-2 have the opportunity to work independently with the gifted resource teacher during pull-out sessions. Students in grades 3-8 have instructional time to work independently to pursue topics of individual interest and/or ability that is monitored by the gifted teacher. At the high school level, students can work independently in their enrolled courses or through an enrollment in independent study.

Specific Academic Aptitude - Mathematics

Students in grades 3-8 have instructional time to work independently to pursue topics of individual interest and/or ability that is monitored by the gifted teacher. At the high school level, students can work independently in their enrolled courses or through an enrollment in independent 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
Specific Academic Aptitude - Mathematics

A variety of strategies will be used to foster intellectual and academic growth in the gifted instructional settings. Instruction will be differentiated in content, product, and process as appropriate. Acceleration and curriculum compacting will be used as appropriate. Additionally, there is a focus on critical and creative thinking, and the use of Bloom's Taxonomy of Higher Order Thinking Skills.

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.

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

KGCS uses multiple assessments to measure academic growth in gifted students. Assessments include the use of pre-and post-assessments, common assessments, and non-traditional assessments. Non-traditional, qualitative assessments include: portfolios, rubrics, performance-based assessments, student reflection, and other formative and summative assessments. Identified gifted students take the Virginia Standards of Learning (SOL) test or designated alternative assessments for all courses as deemed appropriate.

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.

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

King George County Schools provides an academically demanding curriculum. Classroom activities are designed to differentiate for the academic readiness and pacing of students at all levels. The state required curriculum is modified, extended, enriched, and/or accelerated to meet the needs of identified gifted students.

In accordance with the National Association of Gifted Children's recommendation, differentiation of curriculum may include:

- acceleration of instruction
- a high degree of complexity
- in-depth study
- advanced content
- variety in content and form
- problem solving

At the elementary level, students have opportunities to accelerate learning in the specific aptitude areas through instruction with the gifted resource teachers. Extension and enrichment are provided using research-based instructional strategies.

At the middle school level, students are clustered grouped when possible to receive differentiated instruction in English and mathematics as appropriate. Instructional

personnel working with identified gifted students will receive training in gifted education. Qualifying students have the opportunity to take accelerated and advanced courses.

Fredericksburg Regional Summer Governor's School offers in-depth and problem-based learning experiences for students in grades 6-11.

At the high school level, students are counseled into courses that meet their specific academic needs. Gifted students have the opportunity to enroll in Honors, Advanced Placement, or Dual Enrollment Courses. Students also have the option to apply to Chesapeake Bay Governor's School or Commonwealth Governor's School. Instructional personnel in the Governor's School programs will receive training in gifted education. Fredericksburg Regional Summer Governor's School offers in-depth and problem-based learning experiences for students in grades 6-11.

A number of academic and creative competitions, contests, and enrichment experiences are offered to students at all levels.

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

King George County Schools Policy IGBI

ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS
Students and their parents are 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 Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents are also notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent promulgates regulations to implement this policy, which ensure the provision of timely and adequate notice to students and their parents.
Adopted: March 23, 2005
Revised: April 22, 2013, August 13, 2018, Sept. 9, 2024

King George County School Policy IGBI-R

ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS
The King George County School Division will notify all students and families of educational opportunities associated with Advanced Placement coursework, the Chesapeake Bay and Commonwealth Governor's School Programs and post-secondary pathways that enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. Specifically, information concerning pre-requisite coursework and/or other qualifications for accessing such opportunities will be made available via the school division website and through high and middle school guidance offices. To facilitate general interest and clear communication regarding the Governor's School Programs available to King George County students, the district will annually host at least one evening presentation to review specific qualifications, procedures and timelines for making applications to such programs.
Adopted: April 22, 2013

King George County Schools 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 the student not earn high school credit for the course. Such requests shall be made in the format and by the deadline set forth in regulations developed by the superintendent.
Adopted: June 22, 1992
Revised: November 9, 1994, March 23, 2005, April 11, 2011, February 24, 2014, August 24, 2015, February 27, 2017, August 27, 2018, August 21, 2023

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.

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.

KGCS provides multiple opportunities for ongoing professional development both during the school year and during the summer months. Opportunities for professional development in the area of gifted education will be offered to all staff members.

The Coordinator of Gifted Services will meet with gifted teachers multiple times a year to review aspects of the gifted program, review assessments, and student work samples. The gifted resource teachers will meet periodically with general education and special education teachers to collaborate and share teaching strategies that effectively meet the academic and social-emotional needs of the gifted students.

The Coordinator of Gifted Services will collaborate with administrators and gifted teachers to provide additional professional development on a variety of topics to the faculty and staff on an as -needed basis. Additionally, teachers and staff will be encouraged to attend local conferences, workshops, college courses, and participate in the Regional Education Consortium provided through Rappahannock Community College. The Coordinator of Gifted Services will receive professional development annually, including attending the Virginia Consortium of Gifted Education Administrators annual meeting, The Virginia Association for the Gifted conference or seminar and/or other conferences offered by the Center for Gifted Education at the College of William and Mary as funding is available.

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 Local Advisory Committee will assess the effectiveness of the division's Local Plan for the Education of the Gifted each year and determine to what extent it is being implemented. The committee will make recommendations for the improvement of the program. Any modifications to the Local Plan will be submitted annually to the school board for review and approval. An annual report of the extent to which the Local Plan for the Education of the Gifted is being implemented shall be submitted in writing to the superintendent and presented to the School Board.

The Coordinator of Gifted Services shall submit an annual report of gifted programs and services to the Virginia Department of Education annually.

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.

Members of the Gifted Local Advisory Committee are appointed by the King George County School Board. Membership will include parent, community, school personnel to represent the ethnic and geographical composition of the school division. All members are asked to serve a one-year term.

Parent members provide unique insight to the programmatic needs of the students. Parent members will be invited to represent each school in King George County Schools. Parent members must have a student identified for gifted services.

Community members will be invited to represent the ethnic and geographical composition of the school division.

School personnel members will be invited to represent different schools within the division, including teachers of gifted students.

All meetings are open to the public. The Gifted Local Advisory Committee shall meet a minimum of three times per year. The Coordinator of Gifted Services and the School Board Member serve as the ex-officio member. Meeting dates and times will be posted electronically and in the School Board Office.

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