

Pittsylvania County Schools

Local Plan for the Education of the Gifted

2012 - 2017

LEA#	071		
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Local Plan for the Education of the Gifted

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

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

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

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

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

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General Information regarding the Gifted Program in Pittsylvania County Schools

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

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

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

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

The administration of the Pittsylvania County Public School System encourages all administrators, faculty, and staff to share in the responsibility of identifying students and providing a differentiated curriculum. Gifted education is a coordinated structure of informal and formal services provided on a continuing basis. This program intends to effectively nurture and challenge gifted learners to realize their strengths and creative abilities in order to attain their highest goals.

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.

General Intellectual Aptitude students are those who possess unique talents, abilities, needs, and interests that differ profoundly from those of their peers. Recognizing that gifted students come from diverse backgrounds, the identification process is composed of multiple criteria. The data used in the identification process will include achievement test scores, ability test scores, performance data, and recommendations. A systematic and continuous program that provides individualized differentiated learning experiences is planned and implemented. A rigorous academic program is the responsibility of classroom teachers, itinerant resource teachers, administrators, and support personnel. Through staff development that emphasizes the principles and practices of a differentiated curriculum, these personnel receive the necessary training.

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:** Pittsylvania County Schools provide a comprehensive and cohesive process for student nomination.
- B. Delivery of Services:** Gifted services will be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program.
- C. Curriculum and Instruction:** Teachers will differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.
- D. Professional Development:** Teachers of gifted students will attend at least one professional development activity a year designed specifically for teaching gifted learners.
- E. Equitable Representation of Students:** Pittsylvania County Schools will review the current population of identified gifted students and compare them to the general population of students to determine equitable representation for all subgroups of students.
- F. Parent and Community Involvement:** The gifted education programming staff will facilitate the dissemination of information regarding major policies and practices in gifted education (e.g. student referral and screening, appeals, informed consent, student progress, etc.) to school personnel, parents, community members, etc. Parents and community members are encouraged to become actively involved in the education of gifted learners through written and verbal contacts. Information about the gifted program is provided to parents and the community through brochures, the division's web page, conferences, letters, newsletters, presentations at individual schools, and the media.

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

All students, including those who are learning disabled, handicapped, culturally diverse, and economically disadvantaged, may enter the pool of potential candidates by one of two methods, general screening or direct screening.

All students in grades four and six will be screened by the gifted resource teacher using two methods, SOL test results and the MAP or Stanford 10 results. If a candidate meets the criteria for either method, he/she moves to the next step of the identification process.

On the MAP or Stanford 10 results, the gifted resource teacher will examine the scores in the areas of total reading and total math. If a student scores in the 90th percentile or higher in either area, he/she will automatically move to the next step in the identification process. On the SOL test, if a student scores advanced in three areas, he/she will automatically move to the next step in the identification process.

All students in grade ten will be screened by the gifted resource teacher using two methods, the ninth grade SOL results in math, science, and social studies and the PSAT test results. If a candidate meets the criteria for either method, he/she moves to the next step of the identification process.

On the PSAT results, the gifted resource teacher will examine the scores in the areas of verbal and nonverbal. If a student scores in the 90th percentile or higher in either area, he/she will automatically move to the next step in the identification process. On the SOL tests, if a high school student scores advanced in two of the three areas, he/she will automatically move to the next step in the identification process.

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

A student may be referred in grades K–12 directly into the pool by a teacher, parent, community member, peer, or self by completing the appropriate referral form and returning it to the gifted resource teacher. This form is available upon request from the gifted resource teacher.

Referrals are accepted on an ongoing process during the regular school term. Recruitment of nominees including those from special populations of gifted learners is handled by the gifted resource teacher. Referrals are encouraged from teachers and parents of the special population of gifted learners.

Students may be referred for the gifted program at any time during their school careers by a teacher, parent, community person, peer, or by the student. Once a student is referred, the gifted resource teacher sends a written request to the parents/guardians for permission to screen the student. Forms are obtained from the gifted resource teacher and returned to the gifted resource teacher.

The gifted resource teacher then collects the required data, administering tests when needed. The gifted resource teacher presents the information to the Identification Placement Committee for evaluation of each candidate. The committee determines the eligibility of the student based on a point system, documenting its decision on the Identification/Placement Summary Form. The process is completed within 90 working days.

Periodic dissemination of the gifted brochure explaining the division's program is handled by the gifted resource teachers. In the brochure, the referral process is explained. Recruitment from special populations of gifted learners is encouraged through the use of second language brochures, translators for the hearing impaired, and the school division's web page. Gifted resource teachers are available for presentations to community organizations.

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 criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

AREA OF GIFTEDNESS: 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:

2. Additional identification information for General Intellectual Aptitude

Ability Tests: May include / Otis Lennon 8th Edition, 2003; Stanford Binet Ability Test; & UNIT

Achievement Tests: May include / Peabody Individual Achievement Test (PIAT-R/NU), 1998; MAP; Stanford 10; & PSAT

Rating Scale: Adapted Renzulli-Hartman Scale (Behaviors Checklist)

Questionnaire: Kindergarten (Behaviors Checklist)

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

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

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

AREA OF GIFTEDNESS: General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Behaviors checklist	Current classroom teachers for grades K-12 & parents for grade K	School Gifted Resource Teacher	School Gifted Resource Teacher
MAP, Stanford 10 & PIAT Achievement Tests	Classroom teacher – MAP & Stanford 10; Gifted resource teacher - PIAT	Company – MAP & Stanford 10; Gifted resource teacher - PIAT	Gifted Resource Teacher
Stanford Binet Ability Test	School Psychologist	School Psychologist	Gifted Resource Teacher
UNIT (Universal Nonverbal Intelligence Test)	School Psychologist	School Psychologist	Gifted Resource Teacher
Otis Lennon School Ability Test	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Grade Point Average	Classroom Teacher(s)	Gifted Resource Teacher	Gifted Resource Teacher

Students may be referred for the gifted program at any time during their school careers by a teacher, parent, community person, peer, or by the student. Once a student is referred, the gifted resource teacher sends a written request to the parents/guardians for permission to screen the student. Forms are obtained from the gifted resource teacher and returned to the gifted resource teacher.

The gifted resource teacher then collects the required data, administering tests when needed. The gifted resource teacher presents the information to the Identification Placement Committee for evaluation of each candidate. The committee determines the eligibility of the student based on a point system, documenting its decision on the Placement Form. Multiple criteria insure that no one single criterion will deny or guarantee access to gifted program services. Parents are notified in writing of the Identification/Placement Committee’s decision. The process is completed within 90 working days.

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GIFTED PLAN COMPONENT	Identification			
GOAL STATEMENT	To provide a comprehensive and cohesive process for student nomination			
OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	DUE DATE	EXPECTED RESULTS
To provide classroom teachers with resources to assist in recognizing academically gifted students	<ul style="list-style-type: none"> -Distribute to all personnel K-12 The Renzulli-Hartman Scales for Identification -Distribute the Kindergarten Questionnaire to kindergarten teachers -Provide an annual workshop to school staff on the characteristics of gifted learners 	Gifted program personnel	Ongoing	To increase the submission of more knowledgeable referrals
To screen potentially gifted learners to determine eligibility	<ul style="list-style-type: none"> -Screen all fourth and sixth grade students using the MAP or Stanford 10 -Screen tenth grade students using the PSAT 	Gifted Program Personnel and Guidance Counselors	Ongoing	To increase the number of gifted students, especially in underrepresented populations

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

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

AREA OF GIFTEDNESS: General Intellectual Aptitude

Upon determination of eligibility for services, the Identification Placement Committee will match the service options to the candidate's gifted needs based on the committee's review of available information.

The gifted program resource personnel work with the classroom teachers in K-12 to differentiate instruction by providing activities and resource materials appropriate for gifted students. These include learning centers, contracts, guidelines on compacting curriculum, individualized accelerated learning packets, science experiments, activities for divergent thinking through questioning, Bloom's Taxonomy flip books, model lessons, and SOL extension activities.

Identified students in grades K-8 work with gifted resource teachers regularly on specially designed units that reflect the theoretical framework of the gifted program. Units of instruction emphasize research through the exploration of a variety of topics. The units utilize the following: student choice of topics, divergent questioning, field trips, speakers, experimentation, product design, presentation of products, communication – oral and written, and use of technology. The gifted resource teacher also works with the classroom teacher in which gifted students are clustered to determine strategies for differentiation. Eighth grade students have the opportunity to take Algebra I and a foreign language for high school credit.

Identified students in 9-12 may choose to work with the gifted resource teacher on selected topics through independent studies or mentorships. Those topics emphasize research skills. Students are exposed to primary and secondary sources and contact with professionals in the field of study through workshops. Critically evaluating sources and creating a product for a targeted audience are also part of the process. Identified gifted students are counseled by the guidance counselors on appropriate courses such as advanced, AP, and dual enrollment.

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

When a direct referral is received or a student meets the criteria on the general screening, written permission is required to continue the identification process. This written permission will include a request to allow for further testing and/or collection of additional information.

After the student has been identified and recommended for placement in the gifted program, a letter is sent to the parents/guardians notifying them that the student has qualified for the gifted program and requesting permission for placement.

If the student is not eligible for placement, the notification letter will outline the procedure for appeal. From the initial referral to the letter of notification to the parents, the process is completed within 90 working days.

Appeals Procedures

Step 1

A written request to the Assistant Superintendent for Instruction by the person appealing the Identification/Placement Committee's decision must be filed within thirty (30) calendar days of this committee's decision.

Step 2

The Review Committee meets within thirty (30) working days and checks all related data and reasons for not recommending the student for the gifted program and sets a time/date for the parent/guardian to meet and discuss their concerns with the committee. The parent may choose to meet with the total committee or the principal.

Step 3

After a review of the appropriate data and the parent/guardian interview, the committee may reaffirm the previous recommendation or change it at this point. The parent/guardian is notified by mail within fifteen (15) working days after Step 2.

Step 4

If the committee reaffirms the previous decision and the parent/guardian still requests additional information, an individual IQ test/assessment may be administered by a licensed psychologist from outside the division and to be paid for by the parent. If the results of the test/assessment are such that they make a difference in the total score of the targeting student, he/she will then be placed in the program.

Review Committee

The superintendent or his/her designee names a Review Committee composed of the administrator of programs for the gifted or designee, a teacher of the gifted, and two or more of the following: classroom teacher, school psychologist, guidance counselor, or administrator. The Review Committee will review the appealed cases. Upon completion of the review of the referred cases, the committee will determine if these students are eligible. Those students determined to be eligible will then be referred to an administrator who will initiate the proper procedures for placement. This committee's responsibility will be to meet as needed and make appropriate recommendations. The majority of the members of this committee include members not on the Identification/Placement 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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

A change in instructional services may be initiated by the student, parent, counselor, classroom teacher, or gifted resource teacher by completing the necessary forms. The Identification/Placement Committee reviews the assembled data and makes a recommendation regarding the placement. Parents are notified in writing if a change in placement is recommended.

Criteria for Exit

- A. Non-productive performance
- B. Unacceptable behavior that interferes with the education process
- C. Written request from a parent/guardian that a change in placement be made

Procedure for Exit

A. Identification of Problem

- 1. Teacher will review records and confer with student.
- 2. Teacher will initiate anecdotal recordkeeping procedure.
- 3. Teacher will refer student to principal.
 - a. Principal will confer with student.
 - b. Principal will inform parents of student if withdrawal from program is a possibility.
- 4. Teacher will continue to counsel student.
- 5. Student will be re-evaluated if deemed necessary by teacher and or principal.

B. Parent Conferences

- 1. Parents and teachers will review progress, behavior, and anecdotal records.
- 2. Teacher will explain the following conditions governing student's withdrawal or continuance in the program.
 - a. Student must successfully complete assignments.
 - b. Student must complete required independent and group projects.
 - c. Student's behavior must be acceptable.
 - d. Student's academic performance must be in the above average range.
 - e. Student must continue to meet entrance requirements.
- 3. Teacher will explain recordkeeping procedures and set a six-week probationary period. Parents will be notified in writing at the end of three weeks of student's performance.
- 4. Teacher will keep written records of conferences which will be signed by all persons in attendance.

5. Written notification of conditions and procedures governing student's probationary status will be given to the Identification/Placement Committee for review and recommendations.

C. Identification/Placement Committee Recommendations

1. If a student meets criteria and remains in the program, the following steps will be taken:
 - a. Teacher and/or counselor will confer with principal concerning the student's status.
 - b. Principal and/or designee will communicate with parents.
2. If student does not meet criteria and is exited from the program the following steps will be taken:
 - a. Teacher and/or counselor will confer with principal.
 - b. Teacher and/or counselor and principal will confer with parents and student.
 - c. Principal will send written notification to parents and their right to appeal.

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

Within the framework of the SOL curriculum, classroom teachers in grades K–12 differentiate instruction to provide appropriately challenging learning experiences for gifted students. Through the use of flexible grouping models and other differentiation strategies such as tiered assignments, classroom teachers differentiate content, process, and product based on readiness, interest, and learning style. The SOL Instructional Framework, the Enhanced Scope and Sequence, and division Pacing Guide are utilized to ensure that service options are sequential.

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

Classroom teachers in grades K-12 use cluster, heterogeneous, and homogeneous grouping to differentiate instruction in content areas. Students in grades K-8 also participate in a pull-out program with the gifted resource teacher on a regular basis.

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

Classroom teachers in grades K-12 use cluster, homogeneous, and multi-age grouping to differentiate instruction in content areas. Students in grades K-8 also participate in a pull-out program on a regular basis.

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

Classroom teachers in grades K-12 in collaboration with the gifted resource teachers utilize a variety of differentiation strategies to allow gifted learners to work independently in content areas by incorporating the use of independent learning contracts, choice menus, and independent projects, etc., and participation in an independent study class at the high school level.

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

Classroom teachers in grades K-12 use cluster, homogeneous, and multi-age grouping to differentiate instruction in content areas. Students whose needs are best met through grade level acceleration are placed after consultation with parents, administrators, teachers, and itinerant resource teachers

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

Evaluation of student progress in the gifted program is an on-going process where there is continuous assessment of student performance through projects, presentations, exhibits, and classroom participation. The instructional staff (classroom teachers and/or gifted resource teachers) analyzes student work for evidence of effective use of critical and creative thinking, problem solving, and research skills. Rubrics, adjudication, self evaluation, checklists, grades, authentication by real world audiences and peer evaluation are strategies used.

Summary of Service Options in Grades K - 12

Elementary Grades K - 5	Middle School Grades 6 - 8	High School Grades 9 - 12
<ul style="list-style-type: none"> • Acceleration based on individual needs by content area and grade level • In-class differentiation by regular classroom teacher: cluster grouped, homogeneously grouped, heterogeneously grouped, and multi-age grouped • Resource teacher: pull-out and within regular classroom • Enrichment grade-level field trips with all 10 elementary schools (Grades 2-5) 	<ul style="list-style-type: none"> • Acceleration based on individual needs by content area and grade level • In-class differentiation by regular classroom teacher: cluster grouped, homogeneously grouped, heterogeneously grouped, and multi-age grouped • Resource teacher: pull-out and within regular classroom • Enrichment grade level field trips with all 4 middle schools • Career counseling • Saturday enrichment 	<ul style="list-style-type: none"> • Acceleration based on individual needs by content area and grade level • In-class differentiation by regular classroom teacher: cluster grouped, homogeneously grouped, heterogeneously grouped, and multi-age grouped • Advanced / Honors / Dual Enrollment & Advanced Placement classes in specific content areas • Academic-year Governor’s School (Grades 11-12)

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<ul style="list-style-type: none"> • Summer Regional Governor’s School (Grades 4-5) • Saturday Enrichment Opportunities 	<ul style="list-style-type: none"> • Summer Regional Governor’s School (Grades 6-7) • Danville Community College Summer Enrichment (Grade 8) 	<ul style="list-style-type: none"> • Guidance services addressing special needs (college, career, etc.) • Independent Study/ Mentorship (Grades 11-12) • Summer Residential Governor’s School (Grades 10-12) • Danville Community College Summer Enrichment (Grades 9-10) • Special seminars/ workshops
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Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students’ needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division’s appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

AREA OF GIFTEDNESS: General Intellectual Aptitude

The curriculum framework for the gifted program is based on four models of learning: *Bloom’s Taxonomy of Educational Objectives*, *The Principles of Differentiation* from the National Leadership and Training Institute, Carol Tomlinson’s *How to Differentiate*

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Instruction in Mixed-Ability Classrooms, and Susan Winebrenner's *Teaching Gifted Kids in the Regular Classroom*.

The primary focus of the gifted program is to provide differentiated instruction to identified students by utilizing the following:

- Selecting rigorous conceptually based content and/or extending revised SOLs;
- Emphasizing higher level thinking and research skills; creating opportunities for diverse student products;
- Providing accelerated or advanced content in specific academic areas; and
- Providing assistance in completing projects of interests, in acquiring investigative skills, and in finding appropriate outlets for student products.

Principles of Differentiation

Pittsylvania County has adopted the following principles as a basis for the curriculum for gifted students.

1. Present content that is related to broad-based issues, themes, or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related, and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract, and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and high level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce "new" ideas.
11. Encourage the development of products that use new techniques, materials, and forms.
12. Encourage the development of self-understanding, ie., recognizing and using one's abilities, becoming self-directed, appreciating likeness and differences between oneself and others.
13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion reference and/or standardized instruments.

The principles of differentiation are based on the works of Joseph Renzulli , Carol Tomlinson, Susan Winebrenner, and other experts in the field of gifted education.

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.

AREA OF GIFTEDNESS: General Intellectual Aptitude

- Danville Community College Summer Enrichment Classes (grades 8-10): Application and acceptance are necessary for participation. Students receive one (1) semester hour college credit earned.
- Advanced Placement Classes (grades 11-12): Courses are offered at the base high school in sciences, math, and social studies.
- Honors Classes (grade 9-12): Courses are offered at the base high school in English, sciences, math, social studies, foreign languages, and technology.
- Accelerated Classes (grade 8): Courses are offered at the middle school in foreign languages and math.
- Dual Enrollment (grades 11-12): Courses are offered at the base school that results in college credit through Danville Community College in foreign languages and math.
- Piedmont Governor's School for Mathematics, Science, and Technology (grades 11-12): An application and acceptance are necessary for participation. The two (2) year course of study is offered for a half day during the academic school year at the Institute for Advanced Learning and Research and results in 40 college credit hours earned.
- Residential Governor's Schools / Foreign Language Academies / Residential Mentorships (grades 10-11): An application and acceptance are necessary for participation in these state summer residential programs.
- Independent Study/Mentorship (grades 11-12): An application and acceptance are necessary for participation. One (1) hour of elective credit is earned through the base school.

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- ACE or SCAEL (Academic Competition Teams for grades 9-12): Try-outs are necessary at each base high school.

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.

The full-time gifted resource teachers will attend at least one professional development activity a year designed specifically for teaching gifted learners.

Teachers who are considered teachers of the gifted, whether in full or part-time positions, are required to participate in one local workshop per year. Eleventh and twelfth grade AP teachers are required to attend AP training in the specific content area.

The school division provides ongoing staff development in differentiation for all teachers. Training in differentiation will continue to utilize the Train-the-Trainer Model. PD360 will also be utilized for professional development. Teachers of gifted students will be required to participate in ongoing and continuous professional development of this nature.

GIFTED PLAN COMPONENT	Professional Development			
GOAL STATEMENT	Teachers of gifted students will attend at least one professional development activity a year designed specifically for teaching gifted learners.			
OBJECTIVES	To provide a comprehensive and cohesive process for student nomination			
	ACTIVITIES	PERSON RESPONSIBLE	DUE DATE	EXPECTED RESULTS
To provide professional development for administrators in cluster grouping and other gifted education strategies.	Workshops based on the works of Susan Winebrenner's <i>The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement, etc.</i>	Gifted personnel administrators	End of 2 nd Semester	Students will be cluster grouped for instruction.

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To provide professional development for all teachers new to the division on the characteristics of gifted learners	Workshops based on the works of Joseph Renzulli, Carol Tomlinson, Susan Winebrenner, and other experts in the field of gifted education	Gifted resource personnel and consultants in the field of gifted education	End of 1 st Six Weeks	Teachers recognize characteristics of gifted learners in their classrooms
To provide professional development for teachers on strategies for differentiating instruction	Workshops based on Susan Winebrenner's <i>Teaching Gifted Kids in the Regular Classroom</i> , Carol Tomlinson's <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> , and other experts	Gifted resource personnel and consultants in the field of gifted education	End of 1 st Semester	Reference materials placed in school libraries to assist in incorporating differentiation strategies
To provide professional development for teachers in techniques that encourage higher level questioning and critical thinking skills using content, process, and product methodology	Workshops on Bloom's Taxonomy of educational objectives and the principles of differentiation	Gifted resource personnel and consultants in the field of gifted education	End of 1 st Semester	Reference materials in schools' libraries to assist teachers with techniques on higher level and critical thinking skills using content, process, and product
To expose all full time gifted personnel to current trends and issues in education	Participate in at least one major conference per year	Gifted resource personnel	End of 2 nd Semester	Resource personnel will maintain expertise in gifted education

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

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

Annual review of the effectiveness of the Pittsylvania County Public School gifted education program (General Intellectual Aptitude) will include ongoing assessment of screening, referral, identification, and program procedures to ensure that no student is discriminated against due to gender, cultural diversity, socioeconomic status, learning exceptionality or other factors.

Input regarding the effectiveness of the program will include dissemination and compilation of teacher, parent, and student questionnaires. There is continuous assessment of student performance through projects, presentations, exhibits, and classroom participation. The instructional staff (classroom teachers and/or gifted resource teachers) analyzes student work for evidence of effective use of critical and

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creative thinking, problem solving, and research skills. Rubrics, adjudication, self evaluation, checklists, grades, authentication by real world audiences and peer evaluation are strategies used.

Information from the Student Record Collection System (PowerSchool) will be used to ascertain the number of students who meet the qualification requirements. Student outcomes and academic growth will be assessed through the report card and Gifted Progress Reports.

Full-time and part-time teachers of the gifted are evaluated by their building administrators using the standard division-wide process. Informal and formal classroom observations are conducted.

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

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

1. Composition of Local Advisory Committee (LAC)

Categories	Number Represented
Parents	3
Teachers	6
Administrators	5
Support Staff	2
Community <ul style="list-style-type: none">▪ Representatives of business, industry, arts	2
Community <ul style="list-style-type: none">▪ Persons who are not parents of identified students	1
Students (Optional)	0

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2. **Selection of Members for the Local Advisory Committee**

This selection includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.

Pittsylvania County's Advisory Committee will be made up of parent, teacher, administrator, support staff, and community representatives. Parent members will be recruited with specific attention to representation which is balanced in respect to the geographic and ethnic composition of the division. The Gifted Program Staff is responsible for recruiting possible members. The Assistant Superintendent for Instruction is responsible for appointing the committee.

3. **Meeting Schedule of the Local Advisory Committee**

Number of times the committee is scheduled to meet annually.

Monthly 3 times 4 times 5 times

Other, specify: special meetings may be called

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