

Amelia county Public Schools

Local Plan for the Education of the Gifted

2015- 2018

LEA#	004		
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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.

General Information regarding the Gifted Program in Amelia County Public Schools

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

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

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 Education of the Gifted

- All students will reach their maximum potential when they are taught in a way that encourages the use of 21st Century Skills in an environment of increased challenges and rigor.
- Once identified the division is totally committed to providing continuous services and opportunities that will encourage these students to reach their highest academic potential.
- The division will devise instruction and services that will address the unique abilities of all students.
- This will be accomplished through differentiated instruction designed specifically for the identified students.

Policy: IGBB

B. Division Operational Definition of Giftedness

Amelia County Public Schools recognizes “giftedness” as a definable set of learning characteristics found in the student population. Students who are identified as gifted learners have specific instructional needs that are met through appropriate instructional planning, including in-class differentiation, advanced curricular offerings, and enrichment.

We believe that gifted students constitute a valuable resource for the community and should be guided and provided opportunities to develop their potential. Being

responsive to the individual needs of gifted students and to the issues they commonly encounter is a responsibility of the school system. We believe that these students should be identified and provided differentiated programs and service in kindergarten through twelfth grades to help them further develop their aptitude and to prepare them to assume responsible positions in society.

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 more effectively identify all eligible students in Grades K-12. Special emphasis will be placed on the identification of disadvantaged students.

B. Delivery of Services:

To provide appropriate differentiated instructional services for identified gifted students as in need of gifted education services.

C. Curriculum and Instruction:

To provide differentiated curriculum (which is based on the Renzulli Model of Differentiated Instruction) for those in need of gifted education services.

D. Professional Development:

To provide training to effectively prepare staff to deliver gifted services, training will be delivered through gifted conferences on state and local levels. The Gifted Teachers and/or the School Counselor will provide staff development on characteristics and identification of gifted students to instructional staff to create awareness and to familiarize staff with the procedures for identifying students for gifted services.

E. Equitable Representation of Students

Ensure equitable representation of student in gifted program to include but not limited to exceptional, socio-economic, race, gender, disability, and limited English proficiency.

F. Parent and Community Involvement:

As part of the screening procedure to create a pool of candidates, School Personnel conduct informational meetings such as Brown Bag Lunches, Morning Donuts and Coffee for parents/guardians, PTA presentations, and/or speak at PTA meetings on characteristics of gifted students and the referral process.

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 (area of giftedness)

Area of Giftedness: X General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Area(s) of Giftedness/Grade Levels Served in the Division

[8 VAC 20-40-60. A. 3]

Area of Giftedness	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	

1. Screening Procedures [8 VAC 20-40-40]

All students in grades 2 and 5 (except those who are intellectually disabled (ID) are screened annually using the *Naglieri Nonverbal Ability, 2nd or latest Edition Test* to determine a possible need for gifted referral. Students who score in the 80th percentile or above on the screening tool are referred for full evaluation to determine if they are in need of gifted services.

Students in special populations, including those from economically disadvantaged backgrounds, culturally diverse, handicapped or limited English proficient (LEP) groups, are screened as well. Parents of all second and fifth graders are notified in writing of the grade-wide screening, and they may opt not to have their child screened. They are told of the referral process at the same time.

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

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pertaining to each area of giftedness identified by the division should be clearly indicated.

Any teacher, parent, peer, stakeholder or the student him/herself may refer students at any time during the year. Review and analysis is established using a matrix which is a multi-criteria rubric used to determine eligibility by a schools identification placement committee for services. Referrals are also solicited through parent newsletters, faculty meetings and teacher/parent communication. The search for gifted students in all populations is a continuous process.

Referral forms for the gifted program may be obtained from the School Counseling Office in any of the three schools in the County or from the Gifted Coordinator in the Central Office for persons desiring to make a request.

Referral forms must be returned to the School Counselor in the school the child attends. Parents must complete a "Permission for Evaluation" form for any student recommended for gifted evaluation. Within 90 instructional days of receipt of parent/guardian consent the identification/placement committee for each school will determine the child's eligibility status and notify the parent/guardian of its decision.

Transfer students who have been previously identified for gifted services are automatically referred by the guidance counselor. Once permission for evaluation is received, the process begins. Parents are notified within 60 school days of the decision of the Identification/Placement Committee.

Referrals are processed in order of receipt. The referral/identification process is carried out throughout the school year. However, referrals received after the end of the third grading period of a school year are automatically tabled until August of the following school year.

An informational session detailing the referral process is provided for the professional staff at the beginning of the school year (usually within a faculty meeting). Teachers are provided with behavioral characteristics of a gifted child and are encouraged to notify the School Counselor about students from all populations who demonstrate a pattern of behavior associated with giftedness.

C. Identification 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.

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An identification rubric for identifying intellectual ability, creativity and originality, and academic strength is used for determining qualification for gifted services.

The rubric includes the following FIVE components:

- Measure of intellectual aptitude
- Measure of academic achievement
- Grade point average
- Result of teacher and parent questionnaires
- Student product

2. **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.

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

- 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) WASI II (Wechsler Abbreviated Scale of Intelligence- Second Edition) or comparable instrument
and
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s) WIAT III (Wechsler Individual Achievement Test- Third Edition) or comparable instrument for achievement.
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures - Naglieri Nonverbal Ability Test 2nd edition or latest edition for screening only.

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.

Click here to select area of giftedness.

- Classroom Teacher(s)
 Gifted Education Resource Teacher(s)

Counselor(s)

- School Psychologist(s)
 Assessment Specialist(s)
 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

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: X General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude

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_____ Visual and Performing Arts Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Intellectual Aptitude Test</i>	<i>School Psychologist</i>	<i>School Psychologist</i>	<i>School Counselor</i>
<i>Achievement Test</i>	<i>School Counselor</i>	<i>School Counselor</i>	<i>School Counselor</i>
<i>Grade Point Average</i>	<i>School Counselor</i>	<i>School Counselor</i>	<i>School Counselor</i>
<i>Behavior/Observation Checklist</i>	<i>Classroom teacher(2)</i>	<i>School Counselor</i>	<i>School Counselor</i>
<i>Behavior/Observation Checklist</i>	<i>Parent/Guardian</i>	<i>School Counselor</i>	<i>School Counselor</i>
<i>Work Sample</i>	<i>Prompt presented by School Counselor to Student</i>	<i>Classroom Teachers (2)</i>	<i>School Counselor</i>

Within 90 instructional days from the date of receipt of the parent/guardians' consent to assess receipt of services, the schools' identification and placement committee determines the eligibility status of each referred student and notifies the parent /guardian of the committee's decision.

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

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

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

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Following the determination of eligibility, an appropriate placement is recommended by the Identification/Placement Committee(s).

The School Counselor contacts parent/guardians by letter, informing them of the decision and offers the opportunity to meet and discuss their child's profile. If a child has been found eligible for Gifted Program Services, a *Permission to Participate* form is sent with the letter. Students may begin participation when this signed form is returned.

Once a student has been identified as in need of gifted services, appropriate persons within the school (i.e. School Counselor, Principal/designee, Lead Teachers) will determine appropriate educational services.

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In addition to differentiated instruction in the classroom in grades K through 5, other services are available. Students in the Elementary School are cluster-grouped by homeroom. An after-school enrichment program is available to both elementary and middle school students during fall and spring. Students identified in first grade will be placed in an accelerated math class when entering second grade (if consistent with teacher recommendation). Beginning in second grade and continuing through sixth grade there will be a high level math and reading section at each grade level. Children identified as gifted will be placed in these groups unless academic assessment data and teacher recommendation indicate otherwise.

Students in grade 5 at the Middle School are cluster-grouped by homeroom. Students at the Middle School who have been identified as in need of gifted services are placed in accelerated classes based on areas of strength. Placement in accelerated classes will be determined by multiple factors including teacher recommendation, SOL and other assessment results and a student's previous identification as a gifted learner. Several co-curricular activities, including debate, Forensics, Scholastic Bowl, and ACE (Academic Competition for Excellence) provide options for students as well. Eighth grade students are eligible to apply for admission to the Appomattox Regional Governor's School for the Arts and Technology.

Students at the High School may be placed in pre-AP, AP and Dual enrollment classes. These students also have the option of applying to the Governor's School of Southside Virginia. Virtual Virginia courses are also an option for students in grades 7 – 12 in Language and AP subjects.

Educational services are provided during the summer for students who have been identified as in need of gifted services. Rising fourth, fifth, sixth and seventh graders may apply to Longwood University's Summer TAG Program. (The school division pays full tuition for students IF funds are available.) Eighth, ninth and tenth graders may apply to the Southside Virginia Summer Residential Governor's School. High school students may also apply to one of other Virginia Summer Residential Governor's School programs. In addition, The College of William and Mary offers a Saturday and summer enrichment program in the city of Richmond. The summer program is offered to students in K-9.

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: X General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

When a student is referred for evaluation for Gifted Program Services by any person other than a parent, a letter is sent to the parent to inform him/her of the referral and eligibility criteria. Parents are asked to give permission for Evaluation for Gifted Program services and complete a checklist.

If the parent does not wish to have the child evaluated, the process is complete.

If parents do grant permission, they are again contacted by letter at the completion of the evaluation process. They are informed of the Identification/Placement Committee’s decision and invited to meet to discuss their child’s profile. If a child has been found eligible for Gifted Program services, a *Permission to Participate* form is sent with the letter. Students may begin participation when this form is returned.

If the student has been determined ineligible, parents are notified by letter of the Committee’s decision. Parents are also told that the child’s progress will be monitored and they may refer the child again for evaluation for program services after one academic year. Parents are also notified concerning the appeals process.

Parents who wish to appeal an identification placement decision must make the request in writing within 10 days of notification to the principal of the school where the child is enrolled. Parents may request a change in placement at any time. A parent or guardian may withdraw their child from a part of his/her differentiated program at any time by notifying the principal in writing. A parent or guardian may also request that their child no longer participate in the gifted program.

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
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

The student, parents, school counselor, classroom teacher or gifted program resource teacher may initiate reevaluation procedures. Each student’s placement and performance are evaluated annually by teachers and administrators. Parents are notified of potential problems and a conference is held.

Parents may request a change in placement at any time. A parent/guardian may withdraw their child from a part of his/her differentiated program at any time by notifying the principal in writing. A parent or guardian may also request that their child no longer participate in the gifted program. Students 18 years or older may request withdrawal from their program. A teacher may petition the school principal in writing to request a consideration of change in a student’s program. A change in placement is recommended when the instructional results indicate that the student’s placement is inappropriate. A student’s placement may be changed if it demonstrated that the program does not meet the child’s present needs, the child is unable or unwilling to perform required learning tasks, or the child’s behavior causes severe problems that prevent other participating children from learning. The Identification/Placement Committee will hear all pertinent information concerning the child’s needs and performance and then reach a decision concerning possible exit from the program.

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

Amelia County Public Schools offer services to gifted students in grades K-12. In addition to differentiated instruction in the classroom in grades K through 5, other services are available. Students in the Elementary School are cluster-grouped by homeroom. An after-school enrichment program is available to both elementary and middle school students during fall and spring. Students identified in first grade will be placed in an accelerated math class when entering second grade (if consistent with teacher recommendation). Beginning in second grade and continuing through sixth grade there will be a high level math and reading section at each grade level. Children identified as gifted will be placed in these groups unless academic assessment data and teacher recommendation indicate otherwise.

Students in grade 5 at the Middle School are cluster-grouped by homeroom. Students at the Middle School who have been identified as in need of gifted services are placed in accelerated classes based on areas of strength. Placement in accelerated classes will be determined by multiple factors including teacher recommendation, SOL and other assessment results and a student's previous identification as a gifted learner. Several co-curricular activities, including debate, Forensics, Scholastic Bowl, and ACE (Academic Competition for Excellence) provide options for students as well. Eighth grade students are eligible to apply for admission to the Appomattox Regional Governor's School for the Arts and Technology.

Students at the High School may be placed in pre-AP, AP and Dual enrollment classes. These students also have the option of applying to the Governor's School of Southside Virginia. Virtual Virginia courses are also an option for students in grades 7 – 12 in Language and AP subjects.

Educational services are provided during the summer for students who have been identified as in need of gifted services. Rising fourth, fifth, sixth and seventh graders may apply to Longwood University's Summer TAG Program. (The school division pays full tuition for students IF funds are available.) Eighth, ninth and tenth graders may apply to the Southside Virginia Summer Residential Governor's School. High school students may also apply to one of other Virginia Summer Residential Governor's School programs. In addition, The College of William and Mary offers a Saturday and

summer enrichment program in the city of Richmond. The summer program is offered to students in K-9.

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.

Gifted students will receive differentiated instruction in the classroom. These students will be able to work in groups with other gifted students. Strategies for differentiation will include:

- Cluster grouping
- Curriculum compacting
- Tiered assignments

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.

In order to accelerate and enrich the curriculum for gifted learners, the following instructional strategies may be implemented:

- Honors classes
- Advanced placement
- Post secondary enrollment
- Enrichment
- Field experiences
- Grade and/or subject accelerations
- Curriculum compacting
- Independent study
- Tiered lessons

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.

Gifted students may work independently under guidelines or a contract. Mentorship, apprenticeships, and field experiences are designed to meet students' performance levels and career interests.

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.

Standard curriculum is compressed into a shorter period of time, allowing the gifted student to study related material while classmates master standard content.

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.

Throughout the year, the school keeps track of how well all students are doing. Performance-based tools to assess learning are employed in classrooms. Pre-Post testing is used to monitor all students growth goal each year. Standardized testing takes place in core areas of the curriculum to attest to gifted student growth (e.g., critical thinking).

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.

Classrooms with identified gifted student clusters utilize differentiated instruction as the foundation of our K – 12 programs. A process is used to identify instructional activities that involve the higher levels of Bloom's Taxonomy (analysis, synthesis, and evaluation). These learning activities emphasize academic rigor, complexity, abstract and multifaceted concepts through integrated content experiences as appropriate for each student's mental age and areas of strength. Instructional practices emphasize the development of skills in creative and critical thinking, problem finding and solving, logic, and independent research, project development, higher level thinking skills, and divergent thinking in both group and individual work. Inquiry based processes emphasize higher order thinking skills, problem finding and solving, scientific inquiry, decision making, and research leading to original products. The use of technology as an instruction tool is stressed. Emphasis is placed on student ownership of learning. The teachers use instructional strategies that accelerate, enrich, and extend the required tasks, activities, and processes beyond the grade-level or course expectations as indicated by the Virginia Standards of Learning (SOLs).

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.

Students are provided opportunities for class selection based on prior performances and academic need. In consultation with the principal, teachers, school counselors, and the gifted resource teachers, student enrollment in appropriate and specific classes is determined by grades and scores, performance evaluations, prerequisites, and recommendations.

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.*

Amelia County Public Schools will offer professional development to address the above listed criteria by:

- Providing access to groups and information with PD360 pertaining to gifted education instruction in areas such as The Extended Classroom and Differentiated Instruction
- Providing necessary support for the participation in state and regional conferences
- Providing opportunities for staff to attend national conferences as budget allows

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.

Amelia County Public Schools will utilize a variety of methods to annually review the effectiveness of its gifted program. Some of these methods will include:

- Gifted Committee will evaluate the annual gifted plan and program
- Presentation of Local Gifted Plan to the Amelia County School Board

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.

Amelia County Public Schools' procedures for the establishment of a Gifted Local Advisory Board if they establish one are as follows:

- Members are appointed and division and school administration, along with local school personnel and administrators, and community representatives can submit names of potential members.
- Members shall reflect the ethnic and geographic composition of Amelia County Public Schools and be composed of parents, school personnel, students, and other community members.
- The School Board will approve the members.
- When a vacancy occurs, the gifted coordinate may appoint someone to fill the vacancy for the remainder of the unexpired term of two years.
- Members may resign upon submission of written notification to the Gifted Coordinator. Members are expected to:
 - Attend meetings quarterly or bi-annually as set forth in regulations
 - Become knowledgeable about gifted education requirements in the Commonwealth of Virginia
 - Become knowledgeable about the gifted program in Amelia County Public Schools
 - Assist in the annual review of the local gifted plan

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.

_____ Director of Instruction’s Signature	_____ Printed Name	_____ Date
_____ Division Superintendent’s Signature	_____ Printed Name	_____ Date
_____ School Board Chairperson’s Signature	_____ Printed Name	_____ Date

Approved by the Amelia County Public School Board on October 12, 2015