Charlotte County Public Schools   
  
**Local Plan for the Education of the Gifted**

2023-2028

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| **LEA#** | **Charlotte County Public Schools (020)** | | |
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| **Local School Board Chairperson** | **Mr. Scotty Hamlett** | | |
| **Date Approved by School Board** | **August 13, 2023** | | |

## Local Plan for the Education of the Gifted

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

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

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

1. **Division Statement of Philosophy for the Education of Gifted Students**

Charlotte County Public Schools recognizes that within its population, each student is a unique individual who has the right to be provided with educational opportunities geared toward their individual differences, exceptional abilities, interests, and needs. We are committed to providing Gifted/Talented learners an educational program that provides opportunities for enhanced, differentiated academic instruction and enrichment across a board range of disciplines.

1. **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.

Charlotte County Public Schools identifies students who demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a board range of intellectual disciplines beyond their age-level peers. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

Identification of students for the Gifted and Talented program shall be based on multiple research-based criteria established by Charlotte County Public Schools and designed to seek out those students with superior aptitudes, especially those who may be affected because they are economically disadvantaged, have limited English proficiency, or have a disability. The following components are considered when determining eligibility: standardized aptitude and/or achievement test data, grades, student developed portfolio, instructor rating scales/ checklists, and parent rating scales/checklists.

**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.

1. **Identification:**

Charlotte County Public Schools will provide a systematic identification process based upon research based best practices:

1. To identify a diverse group of gifted students in grades K-12 representing all economic status and ethnicities.
2. To eliminate any bias due to low socio-economic status, limited English, ethnicity, or disability.
3. To provide professional development opportunities for teachers and administrators on the identification of gifted learners.
4. **Delivery of Services:**

Charlotte County Public Schools will provide a continuum of services in grades K-12 which address the needs of identified gifted students. The variety of services offered provides many opportunities to meet the individual instructional needs of each student.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Elementary** | | **Middle School** | **High School** |
| Grades | K-2 | 3-5 | 6-8 | 9-12 |
| Services Offered | * In-class differentiation | * In-class differentiation * Enrichment opportunities provided through the Gifted/Talented program which emphasize abstract thinking, research skills, superior reasoning, creative reasoning and imaginative expression, and independent learning * Summer gifted programs | * In-class differentiation * Advanced Math courses offered in grade 8 * Pull-out differentiation during enrichment periods for 7th grade. * Enrichment opportunities provided through the Gifted/Talented program which emphasize abstract thinking, research skills, superior reasoning, creative reasoning and imaginative expression, and independent learning * Summer gifted programs | * In-class differentiation * Advanced classes in specific content areas * Advanced Placement classes * Dual Enrollment * Governor’s School for grades 11-12 * Online classes * Independent study * Mentorships * Summer gifted programs |

1. **Curriculum and Instruction:**

Charlotte County Public Schools will provide teachers with information on the gifted learners’ learning profile to assist in differentiation in the classroom setting. This information will be provided annually and through-out the year as students are identified.

1. **Professional Development:**

Charlotte County Public Schools will provide professional development opportunities for teachers and administrators on characteristics of gifted learners, differentiation of instruction, and student-centered learning with regards to the general curriculum.

1. **Equitable Representation of Students:**

Charlotte County Public Schools will provide professional development opportunities for teachers and administrators on the characteristics and needs of students from underrepresented populations.

Charlotte County Public Schools will research best practices for identification of students from all backgrounds.

Charlotte County Public Schools will revise current identification procedures, as necessary, based on data and research.

1. **Parent and Community Involvement:**

Charlotte County Public Schools will increase awareness of programs and opportunities for gifted learners through the school division’s website, brochures, and participation through the Local Advisory Committee.

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

1. **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

Charlotte County Public Schools will screen all students in grades K and 1 during the spring of the school year using current classroom achievement/ performance documentation and rating scale. Upon review of all documentation students who perform above their same aged peers, demonstrate complex thinking abilities, and obtain a score of 95% or higher on the rating scale will be recommended for further evaluation.

Charlotte County Public Schools will screen all 2nd graders using the Cogat 8 Screener. Students who score 90 percent or above will go through the full identification process. Additionally, all referred students in grades 2 through 5, as well as any identified in the K-1 screening process will go through the full identification process. The full identification process outlined in Part III, Section C.

Any student referred for Gifted and Talented screening at any other point during the year will be evaluated at that time.

Students will only be screened once a year.

1. **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

Referrals can be submitted by parents, students, teachers, or other persons who may have knowledge to make such a referral. Referrals are accepted throughout the school year. Charlotte County Public Schools will adhere to the regulations governing educational services for gifted students and will determine eligibility within 90 instructional days.

Additional information regarding referral procedures:

* Referral packets are available at each local school or through the Student Services Department located at the School Board Office.
* All referrals should be submitted to the Director of Student Services located at the School Board Office.
* Students who have been referred and found ineligible by the Identification/Placement Committee or through the appeals process must wait one calendar year from the eligibility date before a reevaluation may occur.
* Rising 11th and 12th grade students found eligible to attend The Governor’s School of Southside Virginia will be considered by Charlotte County Public Schools as gifted and will be eligible for gifted program services. Eligibility for The Governor’s School of Southside Virginia requires an application and evaluation process.
* Transfer students who have documentation of participation in another instructional gifted program will have their records reviewed by the Director of Student Services. Placement and retesting will be made upon the recommendation of the Director. Retesting, when necessary, will occur within 90 instructional days upon receipt of parental consent for a formal evaluation. Participation in another city or county’s instructional program does not automatically guarantee placement in Charlotte County Public Schools Gifted/Talented program.

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

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

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

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

General Intellectual Aptitude

 1. Assessment of appropriate student products, performance, or portfolio

 2. Record of observation of in-class behavior

 3. Appropriate rating scales, checklists, or questionnaires

 4. Individual interview

 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)

and/or

 5b. Individual or group-administered, nationally norm-referenced achievement test(s)

 6. Record of previous achievements (awards, honors, grades, etc.)

 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for General Intellectual Aptitude

None**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)

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

General Intellectual Aptitude



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:

1. Type of Identification/Placement Committee

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

 School-level  Division-level

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

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

General Intellectual Aptitude

| **Measure** | **Administered/**  **Completed by** | **Scored by** | **Provided to the committee by** |
| --- | --- | --- | --- |
| Student Portfolio | Student | Identification/ Placement Committee | General Education Teacher |
| Student Achievement/ Performance Documentation | General Education Teacher (s) | Identification/ Placement Committee | General Education Teacher |
| Teacher Rating Scale | General Education Teacher (s) | Director of Student Services | Director of Student Services |
| Parent Rating Scale | Parent | Director of Student Services | Director of Student Services |
| Cognitive Abilities Test 8 | General Education Teacher, Director of Student Services | Director of Student Services | Director of Student Services |
| Grade Point Average | General Education Teacher | N/A | Director of Student Services |

The Director of Student Services will assign each applicant with an identification number and will collect all components of the Gifted/Talented assessments. Upon completion of all assessment components, an eligibility meeting will be schedule at which time the Charlotte County Public Schools’ Identification/Placement Committee will review all assessment information of students referred for consideration for the gifted program. All relevant data will be summarized on an eligibility matrix by the Identification/Placement Committee. The *Regulations Governing the Educational Services for Gifted Students* specifies that all eligibility decision must occur within 90 instructional days, beginning with the school division’s receipt of the parents’ consent for assessment.

Eligibility decisions are based on attainment of set cut-off scores on the Division Matrix.

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

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

General Intellectual Aptitude

The Charlotte County Public School Identification/Placement team considers all assessments of the child’s demonstrated ability and intellectual aptitude, achievement, and student products for acceptance into the Gifted/Talented Program

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

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

General Intellectual Aptitude

The point of contact person at each school will be responsible for accepting referrals, ensuring that all gifted referral paper work is complete, and once complete will send information to the Office of Student Services. The school will then contact the parent requesting permission to evaluate, outlining eligibility criteria, and requesting the completion of parent rating scales.

Parents will be notified by letter, informing them of the decision of the committee and notifying them of the option to meet to discuss their child’s matrix. If a child is found eligible for Gifted/Talented Program, the parent must return the letter with permission to participate. Students will participate, as outlined in Part III, Section B, once the form is returned.

Parents of students found ineligible have the right to appeal the decision in writing to the Director of Student Services, PO Box 790, Charlotte Court House, Virginia 23923, no later than fifteen (15) instructional days after being informed of the decision. Parents who plan to seek outside testing in order to provide additional information for an appeal must indicate this information in the written request. A licensed psychologist or accredited assessment agency must administer the additional testing at the parents’ expense.

The Gifted Appeals Committee is responsible for reviewing and deciding any appeals. The Appeals Committee (the majority of which did not serve on the original Identification/Placement Committee) will include the Director of Student Services, the Director of Instruction, the school’s principal, and additional instructional or administrative staff when appropriate.

During an appeal, the reason for the appeal and the Identification/Placement Committee’s decision will be clearly stated and all pertinent data will be reviewed. The Appeals Committee will:

1. meet within thirty (30) instructional days from the receipt of the parent’s written request.

2. review criteria consistent with the Identification/Placement Committee criteria to maintain continuity of placement standards.

3. request additional evaluation criteria be obtained if needed. If the parents choose to obtain outside testing rather than that of Charlotte County Public Schools, it is their responsibility to ensure that the results from the testing are received by the Director of Student Services prior to the Appeals Committee meeting date.

Parents will be notified in writing by the Director of Student Services within ten (10) instructional days of the decision of the Appeals 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.

General Intellectual Aptitude

Charlotte County Public Schools students receiving Gifted/Talented Program Services may be recommended for a change in placement, including exit from or suspension of gifted program services at the request/recommendation of the parents, the Director of Student Services, or the Identification/Placement Committee. Parents will be notified by letter of the decision for placement of their child, as well as their right to written appeal to the Director of Student Services within ten (10) days of notification.

Parents desiring to initiate exit procedures must contact the Director of Student Services and submit a written request to exit Gifted/Talented Program. Non-participating students will remain eligible for Gifted/Talented Program Services for one school year, but must participate within one year to remain eligible. Failure to participate for more than one school year will result in the student being removed from eligibility and will require the student to be treated as a new referral in the future.

Students who move out of the county and return to the county within one school year may continue to be eligible to receive Gifted/Talented Program Services. Students returning to the county after more than one year will be treated as new referrals.

### 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.

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

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

General Intellectual Aptitude

At the elementary and middle school, gifted services will be provided by the classroom teacher. The range of services includes in-class differentiation, content selection in core content areas for advanced students, and other increased enrichment opportunities. Additionally, middle school students beginning in grade 8 may enroll in advanced classes and may participate in enrichment through their daily Discovery block. Students are eligible to participate in summer enrichment opportunities such as the Longwood Summer TAG program and the Summer Residential Governor’s School.

At the high school, students can participate in Honors/Advanced and Dual Enrollment classes. Differentiation is provided by the Honors and Dual Enrollment teachers. Rising 11th and 12th grade students may apply to attend The Governor’s School of Southside Virginia. Students may also augment instructional rigor by taking available virtual courses through a variety of programs. Students are eligible to participate in a variety of enrichment activities such as Summer Residential Governor’s School and Summer Regional Governor’s School.

All students in grades K-12 are provided the opportunity to participate in electives such as art, music, and physical education. Students in grades 8-12 may participate in foreign language classes, as well.

1. **Service Options Provide Instructional Time with Age-level Peers**

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

When possible, students who are identified as gifted learners will be grouped with their high achieving age-level peers. These students are also provided opportunities to work with Age-Level peers of like ability through ongoing enrichment activities provided by the division.

At the middle school level, identified students have the opportunity to work with their academic peers during advanced classes as well as during their daily Discovery enrichment block.

At the high school, students can participate in Advanced courses, Dual Enrollment courses, Governor’s School, and elective classes where differentiation is provided by the teacher.

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

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

General Intellectual Aptitude

Gifted students at the elementary and middle school will receive instruction with other gifted and high achieving students. These students are also provided additional enrichment that allows them to work with their academic peers. At the middle school level, 78th grade students may enroll in advanced classes, as well as elective classes, and participate in a daily Discovery enrichment block. At the high school level, students may take Honors/Advanced and Dual Enrollment courses, as well as elective courses. They may also participate in the Southside Virginia Governor’s School.

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

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

General Intellectual Aptitude

Gifted/Talented learners are given opportunities to work independently at each school level. This includes inclusion sessions within the regular education classroom, accelerated learning opportunities within core subjects for advanced students, and ongoing enrichment opportunities.

1. **Service Options Foster Intellectual and Academic Growth**

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

General Intellectual Aptitude

The curriculum for gifted/talented learners will be differentiated in content and process based upon the strategies of Marzano and the use of Bloom’s Taxonomy of High Order Thinking Skills. Differentiated instruction is characterized by the introduction of advanced content, open-ended tasks, project based learning, advanced problem solving, logical reasoning, flexible pacing, student choice, and self-directed learning.

1. **Procedures for Assessing Academic Growth in Gifted Students**

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

General Intellectual Aptitude

In order to assess academic growth for gifted learners, Charlotte County Public Schools will use pre/post test data, SOL and other standardized test scores, and non-traditional assessment tools such as rubrics, portfolios, and performance/ project based assessments. Progress reports are documented and provided to the parent at the conclusion of the year.

### 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.

General Intellectual Aptitude

The curriculum for gifted/talented learners will be differentiated in content and process based upon the strategies of Marzano and the use of Bloom’s Taxonomy of High Order Thinking Skills. Differentiated instruction is characterized by the introduction of advanced content, open-ended tasks, project based learning, advanced problem solving, logical reasoning, flexible pacing, student choice, and self-directed learning.

At the elementary and middle school levels, a variety of strategies are used to encourage abstract thinking within the classroom and enrichment opportunities. Differentiation of instruction is interwoven throughout the regular education curriculum as well as ongoing enrichment opportunities. The focus on application of content, critical thinking, and problem solving skills is emphasized at these grade levels. At the middle school level, the same differentiation methods are utilized and are augmented by the availability of daily Discovery elective classes, elective opportunities, and advanced classes in the 8th grade.

At the high school level, a full range of challenging courses is provided, including Honors/Advanced and Dual-Enrollment classes. Academically motivated students can apply to attend The Governor’s School of Southside Virginia. This school offers a rigorous curriculum and the opportunity to earn an Associate’s Degree.

### 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.

General Intellectual Aptitude

According to the Charlotte County School Board Policy IGBB:

PROGRAMS FOR GIFTED STUDENTS

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

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

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

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division’s plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

Adopted: August 14, 2012

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

8 VAC 20-40-40.

8 VAC 20-40-55.

8 VAC 20-40-60.

Cross Refs.: BCF Advisory Committees to the School Board

IKEB Acceleration

### Part IX: Personal and Professional Development (8VAC20-40-60A.13)

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:

a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and

b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.

2. Understanding of the characteristics of gifted students, including:

a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;

b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and

c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).

3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:

a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;

b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;

c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;

d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;

e. The evaluation of data collected from student records such as grades, honors, and awards;

f. The use of case study reports providing information concerning exceptional conditions; and

g. The structure, training, and procedures used by the identification and placement committee.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:

a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;

b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and

c. The development of learning environments that guide students to become self-directed, independent learners.

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:

a. The integration of multiple disciplines into an area of study;

b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;

c. The development of analytical, organizational, critical, and creative thinking skills;

d. The development of sophisticated products using varied modes of expression;

e. The evaluation of student learning through appropriate and specific criteria; and

f. The development of advanced technological skills to enhance student performance.

6. Understanding of contemporary issues and research in gifted education, including:

a. The systematic gathering, analyzing, and reporting of formative and summative data; and

b. Current local, state, and national issues and concerns.

### Each year, the Director of Student Services will provide staff development specifically targeted towards the items listed in Part IX, 1-6, with a focus on differentiation and identification methods to serve a wide variety of students. Also within each school, principals, in collaboration with school staff, will provide additional staff development on differentiation of instruction and effective instructional strategies.

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

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

### The Gifted Advisor, along with the Gifted Advisory Committee will assess the effectiveness of the school division’s gifted education program each year through the review of student data and teacher, parent, and administrator stakeholder feedback regarding identification, programs/services offered, and participation. Modifications to the program structure will be made based on this evaluation. Any needed modifications/revisions/addendums to the Local Plan based on this evaluation will be presented to the School Board before implementation.

### 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.

### Prior to each school year, the principal from each school will recommend to the Director of Student Services the names of parents, teachers, and community members who represent the racial diversity of the school. The Charlotte County School Board will appoint the committee annually to include parents, teachers, administrators, and community members, the Gifted Resource Teacher, and the Director of Student Services or designee. The committee will meet a minimum of three times per year. The committee will annually review the division’s plan for the education of gifted/talented learners, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

### 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