

Caroline County Public Schools

Local Plan for the Education of the Gifted

2021-2026

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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.

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 Website. 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 Caroline 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.

Area of Giftedness Identified by Caroline County	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	K-12

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Specific Academic Aptitude (SAA) - Mathematics	K-12
Visual and/or Performing Arts Aptitude (VPA) - Vocal Music Instrumental Music	6-12
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	6-12

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

Gifted students in Caroline County Schools are those students whose abilities and potential require special programs to meet their educational needs. The county is committed to the use of multiple criteria for identifying gifted students from all cultural and socio-economic backgrounds.

Differentiated instruction from classroom teachers will benefit students at all levels, including the gifted. In addition, enriched, accelerated, and expanded learning activities will be available through collaboration, special sessions, independent projects, and opportunities directed by gifted education specialists. Critical thinking, problem solving and creativity are integral components of differentiated instruction.

The county also recognizes that gifted learners:

- *possess natural cognitive abilities that enable them to advance knowledge acquisition and production of new concepts at a faster pace than grade level peers;*
- *are endowed with creative thinking abilities that exercise fluency, flexibility, elaboration and the formation of original ideas;*
- *thrive with support, encouragement and learning opportunities with other gifted students who naturally challenge one another and maintain similar interests;*
- *flourish developmentally with social and emotional supports from specialists who understand the gifted and talented mind.*

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.

- ***General Intellectual Aptitude (GIA)***—*Caroline County Public Schools seeks to identify students with a significantly higher than average innate aptitude for intellectual activities that cannot be acquired through personal effort. Eligible students demonstrate strength in*

both verbal and mathematical domains. Indicators of exceptional ability include (but are not limited to) teacher observation forms, student questionnaires, work samples, testing records and a norm-referenced test that indicates abilities in the top 90th percentile ranking.

- ***Specific Academic Aptitude (SAA) English / Mathematics*** – Caroline County Public Schools seeks to identify students who demonstrate exceptional aptitude, or the potential for exceptional aptitude, in a single core content area. Indicators of exceptional ability include (but are not limited to) teacher observation forms, student questionnaires, work samples, testing records and a norm-referenced test that indicates abilities in the top 96th percentile ranking.
- ***Visual and Performing Arts*** – Caroline County Public Schools seeks to identify students who demonstrate exceptional aptitude, or the potential for exceptional aptitude, in the visual and performing arts. Indicators of exceptional ability include (but are not limited to) student portfolio or work samples, student performance, and teacher rating scales.

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:

Goal: Caroline County Public Schools seeks to identify students who are gifted in Kindergarten through 12th grades for general intellectual and specific academic aptitude, and visual and performing arts aptitude from 6th-12th grades. The division's ongoing goal is to establish, implement and refine an identification process which focuses on students from historically underrepresented populations.

- *Students in grades K-12 will be formally tested based on teacher and parent referrals. Student profiles will be utilized. Testing will include the Cognitive Abilities Test (CogAT), Scales for Identifying Gifted Students (SIGS), Student Referral, Data Sheet, and a Student Questionnaire.*
- *All students will be screened using the full battery at the primary level in second grade to create a student pool for gifted referrals. This will also establish local norms for the second grade population in each elementary school.*
- *All students will be screened at the secondary level in sixth grade*
- *An eligibility team consisting of the gifted specialist, school administrators, guidance counselors, and classroom teachers will meet to review student data and determine eligibility.*
- *For students demonstrating visual and performing art tendencies, a screening process will be implemented.*

*Responsible Parties: Gifted specialists
General education classroom teachers*

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Art and music teachers

- *Transfer students will be evaluated in the fall or spring semesters using the criteria developed for identification of gifted students.*
- *Student reevaluation may be indicated if there is a change in academic performance.*

*Responsible Parties: School Counselors
General education classroom teachers
Gifted specialists
Art and music teachers*

B. Delivery of Services:

Goal: *To provide a comprehensive program which meets the intellectual and social/emotional needs of the gifted child in general intellectual aptitude, specific academic aptitude in English/mathematics, and/or visual and performing arts.*

- *Implement lessons on problem-solving and critical thinking skills for grades K-12.*
- *Collaborate with classroom teachers of grades K-12 whose classes include gifted students.*
- *Continue with gifted pullout sessions with a focus on conceptual curriculum units.*
- *Assist with special independent projects for students in grades K-12.*
- *Students in grades 6, 7, and 8 who are identified as gifted are provided with the opportunity to participate in advanced cluster classes and the opportunity to participate in the Eagle Scholars Program focusing on individualized projects, citizenship, and leadership.*
- *Elementary and secondary students will receive a Performance Report to track educational progress in the classroom and as a means of tracking critical thinking development.*

C. Curriculum and Instruction:

Goal: *To provide differentiated instruction that exercises and enhances critical thinking, creativity, and problem-solving skills while maintaining challenge and rigor pertaining to general intellectual aptitude, specific academic aptitude in English/mathematics, and/or visual and performing arts.*

- *Gifted specialists will collaborate with teachers to appropriately differentiate curriculum and instruction in terms of content, process, and product for gifted learners.*
- *Gifted specialists will provide lesson modeling and co-teaching support for classroom teachers working with gifted students.*
- *Gifted specialists will implement STEM through engineering challenges to encourage problem based learning.*

- *Gifted specialists will implement high-quality, research-based curriculum that exercises the 5Cs (Critical Thinking, Creative Thinking, Collaboration, Communication, Citizenship) in gifted instruction.*

D. Professional Development:

Goal: *To provide professional development opportunities for all teachers and administrators in grades Kindergarten through 12th on a variety of topics related to gifted education and best practices.*

- *Offer training of differentiation strategies, instructional methods, curriculum compacting, and acceleration to educators who teach gifted students.*
- *Provide training in the characteristics of gifted children to assist with a more accurate identification of students.*
- *The gifted specialists will attend annual conferences pertaining to most current and best practices in gifted education.*

E. Equitable Representation of Students:

Goal: *To ensure that all eligible students are afforded opportunities for participation in gifted programs in the regular classroom, advanced classes, governor's schools, and any other events associated with gifted education.*

- *The division will implement and support a comprehensive 5 C's program, Young Explorers, to engage all second grade learners in critical thinking, creative thinking, collaboration, communication and citizenship.*
- *The division will screen all second grade students at the conclusion of the Young Explorers program in an effort to increase equitable representation from historically underrepresented student populations.*
 - *The division will administer the Cognitive Ability Test to all second grade students. The full battery test will be administered.*
- *The division will collect trend data of gifted behaviors from teacher screening forms in grades Kindergarten and first grades.*
- *The division will implement a series of critical thinking games with Kindergarten and first grade students within the classroom to expose students to critical thinking skills. Gifted specialists, kindergarten, and first grade teachers will keep anecdotal records as part of the data collection to monitor potential gifted behaviors.*
- *The division will screen all sixth grade students at the beginning of the school year in an effort to increase equitable representation from historically underrepresented populations.*
 - *The division will administer the Cognitive Abilities Test screener to all second grade students.*

- *The gifted identification process includes a ‘monitor’ status. This will be utilized to identify and nurture potential in students who show strong aptitude but do not yet meet identification criteria.*
- *Gifted resource teachers will promote equity by providing teachers with information about equitable representation, current demographics and gifted characteristics.*

F. Parent and Community Involvement:

Goal: *To promote awareness of the needs of gifted learners among school staff, parents, and the community.*

- *The division will employ multiple forms of communication including traditional print media (letters, newsletters, etc.) and electronic media (website, blogs, emails, text alerts, etc.).*
- *Hold annual events (Family Challenge Nights, Family Game Nights, Governor’s School Information Night, etc.) to provide information about gifted programming and opportunities.*
- *Disseminate information about enrichment opportunities via the gifted specialists to students and parents.*

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.

Screening Procedures for General Intellectual Aptitude

- 1. Students in second grade will be screened with an abilities test to create a talent pool.*
- 2. SOL test results will be reviewed annually by the gifted specialists.*
- 3. STAR results will be reviewed semi-annually by the gifted specialists.*
- 4. Benchmark assessments will be reviewed quarterly by the gifted specialists.*

Screening Procedures for Specific Academic Aptitude - English

- 1. Students in second grade will be screened with an abilities test to create a talent pool.*
- 2. SOL test results will be reviewed annually by the gifted specialists.*
- 3. STAR results will be reviewed semi-annually by the gifted specialists.*

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4. *End of unit and common assessments will be reviewed quarterly by the gifted specialists.*
5. *The Iowa Reading achievement test will be administered to students demonstrating gifted potential in English.*

Screening Procedures for Specific Academic Aptitude - Mathematics

1. *Students in second grade will be screened with an abilities test to create a talent pool.*
2. *SOL test results will be reviewed annually by the gifted specialists.*
3. *STAR results will be reviewed semi-annually by the gifted specialists.*
4. *End of unit and common assessments will be reviewed quarterly by the gifted specialists.*
5. *The Test of Mathematical Abilities for Gifted Students or the Iowa Math Achievement test will be administered to students demonstrating gifted potential in Mathematics.*

VPA - Visual Arts

1. *Art teachers review students' work annually. Each art teacher is responsible for screening students as appropriate.*

VPA - Vocal Music

1. *Music teachers review students' performance annually. Each music teacher is responsible for screening students as appropriate.*
2. *Chorus classes are offered at each school to interested and qualified students.*

VPA - Instrumental Music

1. *Music teachers review students' performance annually. Each music teacher is responsible for screening students as appropriate.*

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.

Referrals are solicited in the following ways:

- *Gifted specialists provide referral forms to all teachers each semester*
- *School newsletters promote the referral process*
- *Website*

1. Referral procedures for General Intellectual and Specific Academic Aptitude (GIA / SIA)

- a. ***Initial Referrals:*** *Students may be referred for the gifted academic program in grades 1-12 at any point during the school year. Kindergarten students may be referred*

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during the second semester. Students may be referred by members of the school staff, an administrator, parents, peers, community members, or by the student him/herself. Referral forms are available through gifted specialists, guidance counselors, and classroom teachers. Referral forms must be returned to the student's classroom teacher or the gifted specialist by the referral deadline as noted on the form. To comply with state regulations and ensure students are assessed and receive results within 90 instructional days of nomination, Fall referrals will be accepted through October and Spring referrals will be accepted through March. To comply with state regulations and ensure students are assessed within 90 instructional days of nomination, Fall referrals will be accepted through October and Spring referrals will be accepted through March.

- b. **Transfer Students:** Guidance counselors review transfer student files upon enrollment. Students who have been identified as gifted in another county will receive a referral for the nearest testing window. All previous valid and reliable assessment data will be considered during eligibility along with current evidence gathered by Caroline County gifted specialists. To comply with state regulations and ensure students are assessed and receive results within 90 instructional days of nomination, Fall referrals will be accepted through October and Spring referrals will be accepted through March.

2. Referral Procedures for Visual Arts Aptitude

- a. **Initial Referrals:** Students may be referred for the gifted visual arts program in grades 6-12 at any point during the school year. Students may be referred by members of the school staff, an administrator, parents, peers, community members, or by the student him/herself. Referral forms are available through gifted specialists, guidance counselors, and teachers. Referral forms must be returned to the student's classroom teacher or the gifted specialist by the referral deadline as noted on the form. Students will assemble a portfolio of original pieces to demonstrate quality and potential. Portfolios will be scored with rubrics and reviewed during the eligibility process. To comply with state regulations and ensure students are assessed and receive results within 90 instructional days of nomination, Fall referrals will be accepted through October and Spring referrals will be accepted through March.

3. Referral Procedures for Performing Arts Aptitude (Instrumental / Vocal Music)

- a. **Initial Referrals:** Students may be referred for the gifted visual arts program in grades 6-12 at any point during the school year. Students may be referred by members of the school staff, an administrator, parents, peers, community members, or by the student him/herself. Referral forms are available through gifted specialists, guidance counselors, and teachers. Referral forms must be returned to the student's classroom teacher or the gifted specialist by the referral deadline as noted on the form. Students will prepare pieces for an audition with guidance of the music teacher.

All auditions will be scored with performance rubrics. Audition rubrics will be reviewed during the eligibility process. To comply with state regulations and ensure students are assessed and receive results within 90 instructional days of nomination, Fall referrals will be accepted through October and Spring referrals will be accepted through March.

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.

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. 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.

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

Specific Academic Aptitude - English

- ☒ 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

Specific Academic Aptitude - Mathematics

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- ☒ 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

VPA - Instrumental Music

- ☒ 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

VPA - Visual Arts

- ☒ 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

VPA - Vocal Music

- ☒ 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

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- ☐ 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

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

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

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

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

General Intellectual Aptitude

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

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

- ☒ School-level
- ☐ Division-level

Specific Academic Aptitude - English

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
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School Psychologist(s)

- ☐ Assessment Specialist(s)
- ☐ Principal(s) or Designee(s)
- ☐ Gifted Education Coordinator
- ☐ Other(s) Specify: PSYCHOLOGIST, AS NEEDED

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

- ☒ School-level ☐ Division-level

Specific Academic Aptitude - Mathematics

- ☐ 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: PSYCHOLOGIST, AS NEEDED

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

- ☒ School-level ☐ Division-level

VPA - Instrumental Music

- ☐ Classroom Teacher(s)
- ☐ Gifted Education Resource Teacher(s)
- ☐ Counselor(s)
- ☐ School Psychologist(s)
- ☐ Assessment Specialist(s)
- Local Plan for the Education of the Gifted

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- Principal(s) or Designee(s)
 Gifted Education Coordinator
 Other(s) Specify: Music teacher

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

- ☒ School-level ☐ Division-level

VPA - Visual Arts

- 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: Art teacher

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

- ☒ School-level ☐ Division-level

VPA - Vocal Music

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

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Other(s) Specify: Music teacher

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.

General Intellectual Aptitude

Measure	Administered/Completed by	Scored by	Provided to the committee by
<i>Cognitive Abilities Test</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Scales for Identifying Gifted Students</i>	<i>Classroom Teacher</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Parent statement</i>	<i>Parent</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Student questionnaire</i>	<i>Student</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Portfolio of classwork</i>	<i>Student Classroom Teacher Parent</i>	<i>Gifted Specialist</i>	<i>Classroom Teacher Parent Gifted Specialist</i>
<i>Creativity Measure</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Student Profile Sheet</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>

The eligibility committee meets within 90 instructional days of receipt of the parents'/guardians consent for assessment and reviews the information contained in the referral packet and the test scores:

- a) Parent statement and behavior checklist*
- b) Student questionnaire*
- c) Cognitive Abilities Test scores*
- d) Scales for Identifying Gifted Students scores*
- e) Current performance data*
- f) Portfolio of student work (when available)*
- g) Creativity measure*

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The eligibility committee reviews each student's profile and compares it to program requirements. Students found eligible in General Intellectual Aptitude demonstrate superior abilities in both verbal/language and mathematics aptitude.

Specific Academic Aptitude - English

Measure	Administered/Completed by	Scored by	Provided to the committee by
<i>Cognitive Abilities Test</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Scales for Identifying Gifted Students</i>	<i>Classroom Teacher</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Screening Assessment for Gifted Elementary and Middle School Students</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Parent statement</i>	<i>Parent</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Student questionnaire</i>	<i>Student</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Portfolio of classwork</i>	<i>Student Classroom Teacher Parent</i>	<i>Gifted Specialist</i>	<i>Classroom Teacher Parent Gifted Specialist</i>
<i>Creativity Measure</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Student Profile Sheet</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>

The eligibility committee meets within 90 instructional days of receipt of the parents'/guardians consent for assessment and reviews the information contained in the referral packet and the test scores:

- a) Parent statement and behavior checklist*
- b) Student questionnaire*
- c) Cognitive Abilities Test scores*
- d) Screening Assessment for Gifted Elementary and Middle School Students scores*
- e) Scales for Identifying Gifted Students scores*
- f) Current performance data*
- g) Portfolio of student work (when available)*
- h) Creativity measure*

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The eligibility committee reviews each student's profile and compares it to program requirements. Students found eligible in Specific Academic Aptitude for English demonstrate superior abilities in verbal/language aptitude.

Specific Academic Aptitude - Mathematics

<i>Measure</i>	<i>Administered/Completed by</i>	<i>Scored by</i>	<i>Provided to the committee by</i>
<i>Cognitive Abilities Test</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Scales for Identifying Gifted Students</i>	<i>Classroom Teacher</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Test of Mathematical Abilities for Gifted Students</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Parent statement</i>	<i>Parent</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Student questionnaire</i>	<i>Student</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Portfolio of classwork</i>	<i>Student Classroom Teacher Parent</i>	<i>Gifted Specialist</i>	<i>Classroom Teacher Parent Gifted Specialist</i>
<i>Student Profile Sheet</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>

The eligibility committee meets within 90 instructional days of receipt of the parents'/guardians consent for assessment and reviews the information contained in the referral packet and the test scores:

- a) Parent statement and behavior checklist*
- b) Student questionnaire*
- c) Cognitive Abilities Test scores*
- d) Test of Mathematical Abilities for Gifted Students scores*
- e) Scales for Identifying Gifted Students scores*
- f) Current performance data*
- g) Portfolio of student work (when available)*
- h) Creativity measure*

The eligibility committee reviews each student's profile and compares it to program requirements. Students found eligible in Specific Academic Aptitude for Mathematics demonstrate superior abilities in mathematics aptitude.

VPA - Instrumental Music

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<i>Measure</i>	<i>Administered/Completed by</i>	<i>Scored by</i>	<i>Provided to the committee by</i>
<i>Parent statement</i>	<i>Parent</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Recording of Audition</i>	<i>Music Teacher</i>	<i>Music Teacher</i>	<i>Music Teacher</i>
<i>Scoring Rubric</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist</i>
<i>Student Interview</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist</i>

The eligibility committee meets within 90 instructional days of receipt of the parents' /guardians consent for assessment and reviews the information contained in the referral packet and the test scores:

- a) Parent statement and behaviors checklist*
- b) Portfolio of student work (audition)*
- c) Scoring rubric*
- d) Student interview*

The eligibility committee reviews each student's profile and compares it to program requirements. Students found eligible in Performing Arts Aptitude exhibit superior abilities throughout the student profile.

VPA - Vocal Music

<i>Measure</i>	<i>Administered/Completed by</i>	<i>Scored by</i>	<i>Provided to the committee by</i>
<i>Parent statement</i>	<i>Parent</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Recording of Audition</i>	<i>Music Teacher</i>	<i>Music Teacher</i>	<i>Music Teacher</i>
<i>Scoring Rubric</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist</i>
<i>Student Interview</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist Music Teacher</i>	<i>Gifted Specialist</i>

The eligibility committee meets within 90 instructional days of receipt of the parents' /guardians consent for assessment and reviews the information contained in the referral packet and the test scores:

- a) Parent statement and behaviors checklist*
- b) Portfolio of student work*
- c) Scoring rubric*
- d) Student interview*

The eligibility committee reviews each student's profile and compares it to program requirements. Students found eligible in Performing Arts Aptitude exhibit superior abilities throughout the student profile.

VPA - Visual Arts

Measure	Administered/Completed by	Scored by	Provided to the committee by
<i>Parent statement</i>	<i>Parent</i>	<i>Gifted Specialist</i>	<i>Gifted Specialist</i>
<i>Portfolio of Student Work</i>	<i>Student Art Teacher Parent</i>	<i>Art Teacher</i>	<i>Art Teacher</i>
<i>Scoring Rubric</i>	<i>Gifted Specialist Art Teacher</i>	<i>Gifted Specialist Art Teacher</i>	<i>Gifted Specialist</i>
<i>Student Interview</i>	<i>Gifted Specialist Art Teacher</i>	<i>Gifted Specialist Art Teacher</i>	<i>Gifted Specialist</i>

The eligibility committee meets within 90 instructional days of receipt of the parents’/guardians consent for assessment and reviews the information contained in the referral packet and the test scores:

- a) Parent statement and behavior checklist*
- b) Portfolio of student work*
- c) Scoring rubric*
- d) Student interview*

The eligibility committee reviews each student’s profile and compares it to program requirements. Students found eligible in Visual Arts Aptitude exhibit superior abilities throughout the student profile.

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

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

The decision to place a student in the program is made by the Eligibility Committee after reviewing the student’s profile. If a student demonstrates a composite score in the 89th percentile range or higher, the student will be placed in the category of “General Intellectual Aptitude”. If a student demonstrates academic strength in the 96th percentile range or higher in either the verbal/language or mathematics domain with two additional pieces of supporting evidence , the student will be placed in the category of “Specific Academic Aptitude.” The committee may recommend:

- Not eligible-Student may be referred again as new information becomes available*
- Not eligible at this time / Monitor – Student growth and potential will be observed and reevaluated*
- Eligible for General Intellectual Aptitude*
- Eligible for Specific Academic Aptitude- English*
- Eligible for Specific Academic Aptitude- Mathematics*
- Eligible for Visual and Performing Arts*

General Intellectual Aptitude

Services offered (but not limited to):

- *Gifted student clusters*
- *Weekly pull-out enrichment classes*
- *Inclusive collaboration between the classroom teacher and gifted specialist*
- *Independent projects*
- *Acceleration opportunities*

Specific Academic Aptitude - English

Services offered (but not limited to):

- *Gifted student clusters*
- *Weekly pull-out enrichment classes*
- *Inclusive collaboration between the classroom teacher and gifted specialist*
- *Independent projects*
- *Acceleration opportunities*

Specific Academic Aptitude - Mathematics

Services offered (but not limited to):

- *Gifted student clusters*
- *Weekly pull-out enrichment classes*
- *Inclusive collaboration between the classroom teacher and gifted specialist*
- *Independent projects*
- *Acceleration opportunities*

VPA - Instrumental Music

Enrichment in instrumental music will be available to students admitted to the program through music departments. Differentiation will be available in various music classrooms. Most lessons and special projects can be worked on during and after regular school hours.

VPA - Vocal Music

Enrichment in vocal music will be available to students admitted to the program through music departments. Differentiation will be available in the various music classrooms. Most lessons and special projects can be worked on during and after regular school hours.

VPA - Visual Arts

Enrichment in the visual arts will be available to students admitted to the program through art departments. Differentiation will be available in the various art classrooms. Most lessons and special projects can be worked on during and after regular school hours.

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 / Specific Academic Aptitude (English / Mathematics) / Visual and Performing Arts Aptitudes:

An initial letter is sent to parents describing the testing procedures and schedule for testing. Written permission is required for evaluation and placement. The parent/guardian is informed by letter of the decision of the Eligibility Committee. If the student was found 'not eligible', the parent has the right to appeal the decision.

Caroline County Public Schools provides procedures by which administrators, teachers, and parents/guardians may issue an appeal. This policy is invoked when there is disagreement with a decision made by the Eligibility Committee. The appeal process is outlined as follows:

- *Within 7 days of receipt of the decision, the individual appealing the decision must provide a written statement to the gifted personnel stating the reason (s) for the appeal.*
- *Within 10 working days of receipt of a letter of appeal, the gifted personnel notify the individual appealing the decision of the time and place when the appeal will be reviewed by the Appeals Committee.*

The majority of the Appeals Committee will consist of members who were not on the Eligibility Committee. The membership may include but is not limited to

- *Gifted Personnel*
- *An administrator from another school*
- *A guidance counselor from another school*
- *Teachers from the original Eligibility Committee*
- *Teachers who were not members of the original Eligibility Committee*

The Appeals Committee will meet within thirty school days of receipt of the letter of appeal. The committee may request additional testing. The Appeals Committee will not accept data obtained from outside the school division in its decision making process. The gifted personnel will provide the individual filing of the appeal as well as the building principal a written report of the committee's decision and information pertinent to that decision.

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

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

General Intellectual Aptitude / Specific Academic Aptitude (English / Mathematics) / Visual and Performing Arts Aptitudes:

Gifted placement may be subject to review during the academic school year if deemed appropriate. The student, parent/guardian, counselor, teacher, and/or gifted specialist may initiate re-evaluation procedures. An updated student profile containing current performance, work samples, and test scores will be reviewed. The Eligibility Committee evaluates the data to determine an appropriate recommendation:

- *continuation of current program / services*
- *development of a plan of improvement (when necessary)*
- *change in current program / services (which may include exit from the program)*

If a change in service or exit from the program is in consideration, parents/guardians are notified in writing by the gifted specialist. During reevaluation, the eligibility process is followed unless the student is withdrawing from the program at the request of a parent/guardian. A change in services is recommended when the evaluation indicates that the student's needs are no longer being met. Written parental/guardian notification and permission are required for a program change, including 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

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.

Elementary: *At the elementary level, students are challenged to work on their instructional level within gifted cluster classrooms. Pull-out gifted services exercise critical and creative thinking skills as well as problem-based learning through the use of Science, Technology, Engineering, and Mathematics (STEM).*

Middle: At the middle school level, students are offered the opportunity to participate in advanced and accelerated courses. In addition, students in an advanced class may choose to be part of the Eagle Scholars program which focuses on individual interest-based projects. Pull-out enrichment classes are also offered to gifted students. The gifted teacher collaborates with accelerated and advanced class teachers for differentiation and rigor.

High: Opportunities for acceleration and advanced coursework are available. Academically gifted students are encouraged to enroll in the most challenging courses available to them. These courses include Honors classes and Advanced Placement classes. Gifted students in the arts are encouraged to enroll in appropriately corresponding elective courses in their talent area. In addition, students may take dual enrollment courses, apply to Commonwealth Governor's School and Chesapeake Bay Governor's School. Rising juniors and seniors may also apply to one of Virginia's Summer Residential Governor's School programs.

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.

Elementary: At the elementary level, students are challenged to work on their instructional level within gifted cluster classrooms. Pull-out gifted services exercise critical and creative thinking skills as well as problem-based learning through the use of Science, Technology, Engineering, and Mathematics (STEM).

Middle: At the middle school level, students are offered the opportunity to participate in advanced and accelerated courses. The subject matter is more complex and abstract than that of the regular classroom, and a variety of assessment strategies are used. Pull-out enrichment classes are also offered to gifted students. Students may also explore interests through projects in the Eagle Scholar program. In this program, a teacher facilitates individual project-based learning.

High: Opportunities for acceleration and advanced coursework are available. Academically gifted students are encouraged to enroll in the most challenging courses available to them. These courses include Honors classes and Advanced Placement classes. Gifted students in the arts are encouraged to enroll in appropriately corresponding elective courses in their talent area. In addition, students may take dual enrollment courses; apply to Commonwealth Governor's School and Chesapeake Bay Governor's School. Rising juniors and seniors may also apply to one of Virginia's Summer Residential Governor's School programs.

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

Elementary: At the elementary level, students are challenged to work on their instructional level within gifted cluster classrooms. Gifted specialists collaborate with classroom teachers to help

appropriately accelerate curriculum as needed. Pull-out gifted services exercise critical and creative thinking skills as well as problem-based learning through the use of Science, Technology, Engineering, and Mathematics (STEM).

Middle: *At the middle school level, students are offered the opportunity to participate in advanced and accelerated courses. The subject matter is more complex and abstract than that of the regular classroom, and a variety of assessment strategies are used. Pull-out enrichment classes are also offered to gifted students. Students may also explore interests through projects in the Eagle Scholar program. In this program, a teacher facilitates individual project-based learning.*

High: *Opportunities for acceleration and advanced coursework are available. Academically gifted students are encouraged to enroll in the most challenging courses available to them. These courses include Honors classes and Advanced Placement classes. Gifted students in the arts are encouraged to enroll in appropriately corresponding elective courses in their talent area. In addition, students may take dual enrollment courses, apply to Commonwealth Governor's School and Chesapeake Bay Governor's School. Rising juniors and seniors may also apply to one of Virginia's Summer Residential Governor's School programs.*

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.

Elementary: *Resource consultation and collaboration is utilized between the gifted specialist and classroom teacher. Independent projects are available when appropriate to meet students at their academic level of instruction.*

Middle: *Resource consultation and collaboration is utilized between the gifted specialist and classroom teacher. Independent projects are available when appropriate to meet students at their academic level of instruction.*

High: *Resource consultation and collaboration is utilized between the gifted specialist and classroom teacher. Independent projects are available when appropriate to meet students at their academic level of instruction.*

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.

General Intellectual Aptitude

Content for gifted learners is based on rigorous, challenging academic instruction at a level exceeding age and grade-level peers. Core subject matter is compacted and/or extended to

provide differentiation for students who demonstrate unique understanding and exceptional mastery of the curriculum objectives. Emphasis is on the acquisition of a conceptual understanding of subject matter and an integration of new and previously learned knowledge.

At the elementary level, the gifted specialist plans and implements alternative activities for students that provide opportunities for higher convergent and divergent thinking. Students are provided activities that develop visual and spatial skills. Differentiated instruction is provided by the classroom teacher and results are measured by student products, curriculum assessment and teacher conferences.

Objectives for advanced and accelerated courses are established in course guides. The gifted personnel collaborate with grade level teachers to determine student needs and develop strategies for providing enrichment opportunities. Curriculum enrichment in general and specific academic aptitude areas is provided through pull out classes and activities in the elementary grades.

Students at the secondary level are served through advanced and accelerated course cluster grouping, advanced placement courses, dual enrollment, governor's school participation, career counseling, enrichment opportunities, and 5Cs engagement activities.

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.

***Elementary:** Gifted specialists work with classroom teachers to appropriately differentiate curriculum. Progress is tracked formatively between lessons. Standardized Testing and Reporting (STAR) is used as a summative measure to determine student growth within the classroom setting. A Performance Report is completed each semester to track student growth in classroom behaviors, independent learning habits, creative and critical thinking, problem-solving and research strategies.*

***Middle:** Gifted specialists work with classroom teachers to appropriately differentiate curriculum.*

***High:** The gifted specialist evaluates student performance and possible class options to determine proper placement for advanced students.*

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.

Differentiated instruction for gifted and advanced learners is characterized by appropriately leveled content infused with critical thinking challenges, complexity and depth, and pacing variations. The division practices the following differentiated strategies with guidance of the gifted specialist:

Analytic Sorts: *sorting information into specific categories based upon concepts*

Anchor Activities: *enrichment activities that vary in difficulty and interest to extend learning after a lesson*

Bloom's Taxonomy: *increasing levels of thinking through complexity and assignments*

Choice Boards/Menus: *organizers that vary in interest and difficulty which reflect learning in the form of a product*

Concept-Based Units: *thematic units that explore general ideas through real-world applications*

Creative Problem Solving: *exploring academic risk-taking to discover a solution to a problem*

Curriculum Compacting: *a tiered instructional practice which assesses prior knowledge, addresses new content and extends/accelerates curriculum*

Group Investigations: *working collaboratively to solve problems*

High Level Questioning: *open-ended questions posed to encourage diverse and complex thinking*

Independent Study: *an individual unit of research with emphasis on student interest and readiness level, which typically reflects learning in the form of a product*

Jigsaw: *a cooperative learning strategy which encourages leadership, ownership and teamwork to guide students in their own learning*

Learning Centers: *skill-based independent or small group activities to achieve mastery of skills*

Learning Contracts: working agreements between student and teacher that guides how the student will meet specific learning objectives

Literature Circles: small groups of students who meet to discuss a piece of literature in depth

Pre-Assessments: informal assessments to gather student information (assessment of ability, interest, learning profile, concept/knowledge)

Problem-Based Learning: inquiry-based, student-centered instructional strategy in which students explore problems in depth to create solutions

Project-Based Learning: a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem or challenge

Simulations: creative, complete units of instruction that incorporate traditionally taught material into a simulated environment in the classroom

Socratic Seminar: students engage in discussion about ideas and moral dilemmas in a structured and supportive environment

Tiered Instruction: varied levels of activities to ensure students explore ideas at their instructional level to continue growth

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.

Advanced fifth grade students may qualify for advanced courses and may choose to be part of the Eagle Scholar Program.

Advanced Middle School Course Offerings

Advanced Course Offerings	
	Advanced Courses
Grade 6	<ul style="list-style-type: none"> English 6 Advance Math 6/7 US History I/US History II Science
Grade 7	<ul style="list-style-type: none"> English 7 Math 7/8 United States History from 1865 Science Civics

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Grade 8	<ul style="list-style-type: none"> English 8 Algebra I Civics and Economics Environmental Science World History
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Criteria for Consideration	
	Advanced Courses
Grade 6	<ul style="list-style-type: none"> teacher recommendation Standards of Learning scores variety of performance measures
Grade 7	<ul style="list-style-type: none"> teacher recommendation Standards of Learning scores teacher checklist
Grade 8	<ul style="list-style-type: none"> teacher recommendation Standards of Learning scores teacher checklist

Honors High School Course Offerings

Math	English	Science	Social Studies	Electives
Caroline High School				
Geometry (Honors) Algebra II (Honors) AP Calculus	English 9 (Honors) English 10 (Honors) English 11 (Honors) AP Language AP Literature DE College Composition I and II	Biology (Honors) AP Chemistry AP Biology	World History II (Honors) AP European History DE US History I and II AP US Government AP African American Studies	DE Principles of Psychology DE Survey of the Humanities DE Engineering Drawing Fundamentals I DE Computer Aided Draft and Design I
Commonwealth Governor's School				
Honors Algebra II AP Pre-Calculus Honors Geometry with Trigonometry AP Calculus BC AP Statistics	Honors English 9 Honors English 10 AP English Language and Composition AP English Literature and Composition	AP Environmental Science AP Biology DE Chemistry AP Physics I	AP European History AP US Government AP US History AP Human Geography	
Chesapeake Bay Governor's School				
DE College Algebra DE Pre-Calculus I and		DE Biology I and II DE Foundations of		

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II DE Statistics I DE Calculus with Analytic Geometry DE Trigonometry DE Calculus I and II		Science DE Chemistry I and II DE Marine and Environmental Science I and II DE Physics I and II		
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Part IX: Personal and Professional Development (8VAC20-40-60A.13)

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

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities;
 - *Gifted specialists collaborate with classroom teachers of gifted cluster students to plan differentiated lessons and activities as well as adjust pacing.*
 - 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.
 - *Gifted Advisory Committee meetings are held quarterly each academic school year. During meetings, gifted specialists will share updates, discuss identification procedures, service options and current focus areas of improvement.*
 - *Family event nights are held each semester to familiarize parents/guardians with the gifted program.*
 - *Newsletters are sent home quarterly to share gifted accomplishments, opportunities and updates.*
 - *Gifted specialist websites are updated to share gifted accomplishments, opportunities and updates.*
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).
 - *Gifted specialists will present annually to each school faculty. Topics will include characteristics of gifted students, differentiation strategies and gifted behaviors in special populations.*
 - *Gifted specialists may attend local, state, and national conferences focusing on current gifted practices.*
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

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- 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.
 - *The gifted specialists will work in conjunction with the Directors of Curriculum and Instruction, school psychologists, and school counselors to evaluate assessment instruments for validity and reliability.*
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.
 - *Gifted specialists provide professional development offerings to school faculty which includes (but is not limited to): differentiated instruction, critical thinking, creativity, STEM (Science, Technology, Engineering, and Mathematics), acceleration, tiered lessons, and higher-order questioning.*
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.
 - *Gifted specialists provide professional development offerings to school faculty which includes (but is not limited to): differentiated instruction, critical thinking, creativity, STEM (Science, Technology, Engineering, and Mathematics), acceleration, tiered lessons, and higher-order questioning.*
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.

- *Gifted specialists may attend local, state, and national conferences focusing on current gifted practices.*
- *A gifted department representative will attend regional meetings to discuss current issues 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.

To review the gifted program effectiveness, the following will be considered:

- *Data collection of screening talent pool*
- *Data collection of gifted identification*
- *Data collected in review of Caroline County's Strategic Plan*
- *Growth percentiles of gifted students as reported in STAR*
- *Standards of Learning performance data*
- *Discussion of progress and development of new goals with the Gifted Advisory Committee*

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.

Categories	Number represented
Parents	1 from each school
Teachers	2-4
Administrators	1-2
Support Staff	1-2

Students (optional)	0
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1. Selection of Members for the Local Advisory Committee

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

The Gifted Advisory Committee includes designated representatives from each school community. At the beginning of each school year, the gifted personnel solicit nominations from the principal of each school, teachers, and present committee members for a list of potential representatives. Members are selected based on the recommendations of the gifted personnel and principals.

2. Meeting Schedule of the Local Advisory Committee

☐ Monthly
 ☐ 3 times
 ☒ 4 times
 ☐ 5 times
☒ Other, As needed to address implementation of the gifted plan and progress updates.

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

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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