



Sussex County Public Schools

Local Plan for the Education of the Gifted

2015-2020

LEA#	091		
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Date Approved by School Board	September 10, 2015		

Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Sussex County Public Schools

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

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

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

The Sussex County School Board believes that each child is of individual worth and should advance to his/her highest potential as a contributing member of society. Further, we believe that all students can learn. Sussex County Public Schools will provide the necessary instructional resources, learning opportunities and leadership for students to reach their highest educational potential to be our leaders of tomorrow.

Each student who is gifted in general intellectual aptitude should be provided an appropriate program that recognizes and develops those unique values, needs, and abilities. We believe that instructional services for gifted learners must be addressed as an integral part of the school's comprehensive educational program in grades K-12.

Activities and opportunities shall be structured to emphasize development of self-awareness, self-expression, inquiry, and problem solving. We believe that learning experiences for gifted learners should emphasize the development of higher level thinking processes, research and communication skills, and creativity in both affective and cognitive learning domains.

The Division is committed to providing, through early and ongoing identification, a continuum of quality programs for the gifted from kindergarten through grade 12.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for ‘giftedness’ used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

Gifted students are defined as those students whose abilities and potential for accomplishment are so outstanding that they require educational programs that meet their needs by providing rigor, depth, and complexity with relevance to our ever changing global society. Gifted students score in the above average and/or superior range on nationally normed ability and achievement instruments, norm referenced teacher recommendation scale, and student product sample. They typically read significantly above grade level, have an advanced vocabulary, learn new information at a rapid pace, ask thought provoking questions, make unusual connections, and exhibit an intrinsic desire to learn in great detail about topics of interest. Students who have been identified as gifted have the potential to achieve high levels of accomplishment that need to be recognized and addressed. In order to meet their needs and develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the general program of studies.

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: To utilize screening, referral, and identification processes and protocols to facilitate the identification of gifted students in grades K-12.

Objective (1): To maintain the centralized identification process and assure that it is aligned with the division’s program offerings.

Objective (2): To review the identification process to better support the identification of students from underrepresented groups to include students of low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds.

B. Delivery of Services:

Goal: Provide continuous and sequential services for K-12 identified gifted students and better meet the needs of gifted learners and underrepresented groups.

Objective (1): To review the profiles of underrepresented groups who did not meet the eligibility criteria and analyze the profiles for patterns in the data that impacted eligibility.

Objective (2): To expand the division's program services in grades K-12 to better meet the needs of gifted learners.

C. Curriculum and Instruction:

Goal: To expand curriculum and instruction to enhance classroom Standards of Learning (SOL) objectives.

Objective (1): To work with teachers and committees to develop enhanced curriculum that challenges our students with appropriate levels of rigor and extension opportunities.

Objective (2): To provide instructional resources to support teachers assigned to working with gifted learners K-12.

Objective (3): To increase differentiated learning opportunities to gifted learners K-12.

D. Professional Development:

Goal: To provide teachers and staff members working with identified students professional development in the following areas: a. Differentiation of instruction that is appropriate for a diverse population of students, and b. The academic and social needs of identified students, especially those that are from traditionally underserved populations

Objective (1): To provide training opportunities to teachers and administrators in the area of gifted competencies.

Objective (2): To provide support to teachers and administrators in pursuing gifted endorsement by sharing information about course opportunities on-line and/or within or outside the division.

Objective (3): To provide annual training in the fall for instructional staff to better understand the characteristics of a gifted learner and his/her role as a gifted resource or assigned teacher.

E. Equitable Representation of Students:

Goal: Ensure that current identification practices do not discriminate on the basis of gender, race, socioeconomic status, disability or other populations that are traditionally underserved.

Objective (1): To provide training opportunities in the characteristics of giftedness, specific to underserved populations (i.e., African American, English as Second Language, twice-exceptional, and/or economically disadvantaged students).

Objective (2): To inform parents of underserved populations about gifted program procedures and services.

F. Parent and Community Involvement:

Goal: To capitalize on the works of a strong parent advisory council to provide our parents with a strong knowledge of the intellectual and social needs of their students.

Objective (1): To identify new ways to provide enhanced services for our identified students through the utilization of parental and community assistance.

Objective (2): To utilize technology (the website, email, instant alerts, etc.) to better inform parents and the overall community of resources to support gifted students.

Objective (3): To share information about gifted education and program opportunities at school sponsored events (i.e., Open House, PTA meetings, and extracurricular activities).

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

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

A pool of potential candidates is created annually through a review of available screening indicators. These indicators may include classroom grades and performance, work samples, SOLs and other assessment results, results of a selected group ability test, Gifted and Talented Evaluation Scales results, and results from the OLSAT assessment (administered in grades 3, 5, and 7). Particular attention is paid to special populations, including students from economically disadvantaged backgrounds, culturally diverse, handicapped, or limited English proficient groups. The gifted resource staff provides all students with lessons that target deductive reasoning skills, creativity, and evaluative thinking. Responses are noted, evaluated, and maintained by the gifted resource staff and shared with the classroom teacher and administration throughout the school year. Performance in this program and in the regular classroom is a basis for inclusion in the screening pool. The Otis-Lennon School Abilities Test will be administered to all third, fifth, and seventh grade students in the school division, in the fall of the school year. General Education, Special Education, and Gifted Education resource teachers will administer this assessment. If a student scores at or above the 85th percentile in at least two of the following areas, Global Composite, Verbal, or Non-Verbal Composites, the student will be closely monitored, and other indicators of giftedness will be assessed. The student will be referred for eligibility if appropriate. At all other grade levels a variety of data, including SOL assessments, school assessments (such as PALS), outstanding academic performance, interviews with classroom teachers, teacher checklists, and/or referrals from each school's Special Education Child Study team, will be reviewed.

Students who have been identified for gifted education services in other school divisions are placed in the screening pool and will continue through the identification and placement process. No one score or other criterion is used to deny or guarantee a student access to the gifted program.

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for General Intellectual Aptitude

The nomination or referral of students for the gifted education program is a continuous process and may be made at any time throughout the year by school personnel, parents or guardians, community members, peer referral or self-referral of those students believed to be gifted. Students from all cultural and socio-economic groups are considered in the process of gifted identification. Any student in K-12 who is referred will be tested within sixty-five (65) instructional days upon receipt of parental permission to test and parental permission to place if found eligible for gifted services. A student may not be referred for eligibility more than once annually. Referral forms will be available on the website of each school or directly from the gifted resource staff or school counselors. Completed forms are returned to the Gifted Coordinator. During in-service training for new teachers at the beginning of each school year, information on the gifted program and referral process will be provided. The division will make information regarding the gifted program available to parents of all K-12 students at all school sponsored events and on the Gifted Education Website.

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:

SOL (Standards of Learning) Tests
PALS (Phonological Awareness Literacy Screening)
Local Benchmarks

Specify (Ability):

Cognitive Abilities Test
Wechsler Intelligence Scale for Children Fourth Edition - 2005
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Other nationally normed appropriate measures

Specify (Achievement):

Wechsler Individual Achievement Test – Second Edition

Woodcock Johnson III

Other nationally normed appropriate measures

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) (Gifted Resource Personnel)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify:

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Standardized test scores	Teacher/Gifted Resource Teacher/ID Specialist (i.e., School Psychologist)	Company Scoring or ID Specialist	ID Specialist or Gifted Resource Teacher
Individual or group Aptitude Test (s)	Teacher/Gifted Resource Teacher/ID Specialist (i.e., School Psychologist)	Company Scoring or ID Specialist	ID Specialist or Gifted Resource Teacher
Individual or group Achievement Test (s)	Teacher/Gifted Resource Teacher/ID Specialist (i.e., School Psychologist)	Company Scoring or ID Specialist	ID Specialist or Gifted Resource Teacher
Individual grades	Teacher	Teacher	Classroom or Gifted Resource Teacher
Teacher Checklist(s)	Teacher/Gifted Resource Teacher	ID Specialist/ Gifted Resource Teacher	ID Specialist or Gifted Resource Teacher
Teacher Observation Rating Scale	Teacher/Gifted Resource Teacher	ID Specialist/ Gifted Resource Teacher	ID Specialist or Gifted Resource Teacher
Student Self- Referral Form	Student	ID Specialist or Gifted Resource Teacher	ID Specialist or Gifted Resource Teacher
Student Referral Form	Teacher, Parent, Community Member, Student	ID Specialist or Gifted Resource Teacher	ID Specialist or Gifted Resource Teacher

All testing must be completed within sixty-five (65) instructional days of receipt of permission to test. Once all testing is complete and documented on the Identification and Placement Committee Report Form, the division-level administrator for Gifted Education works along with the school level team to

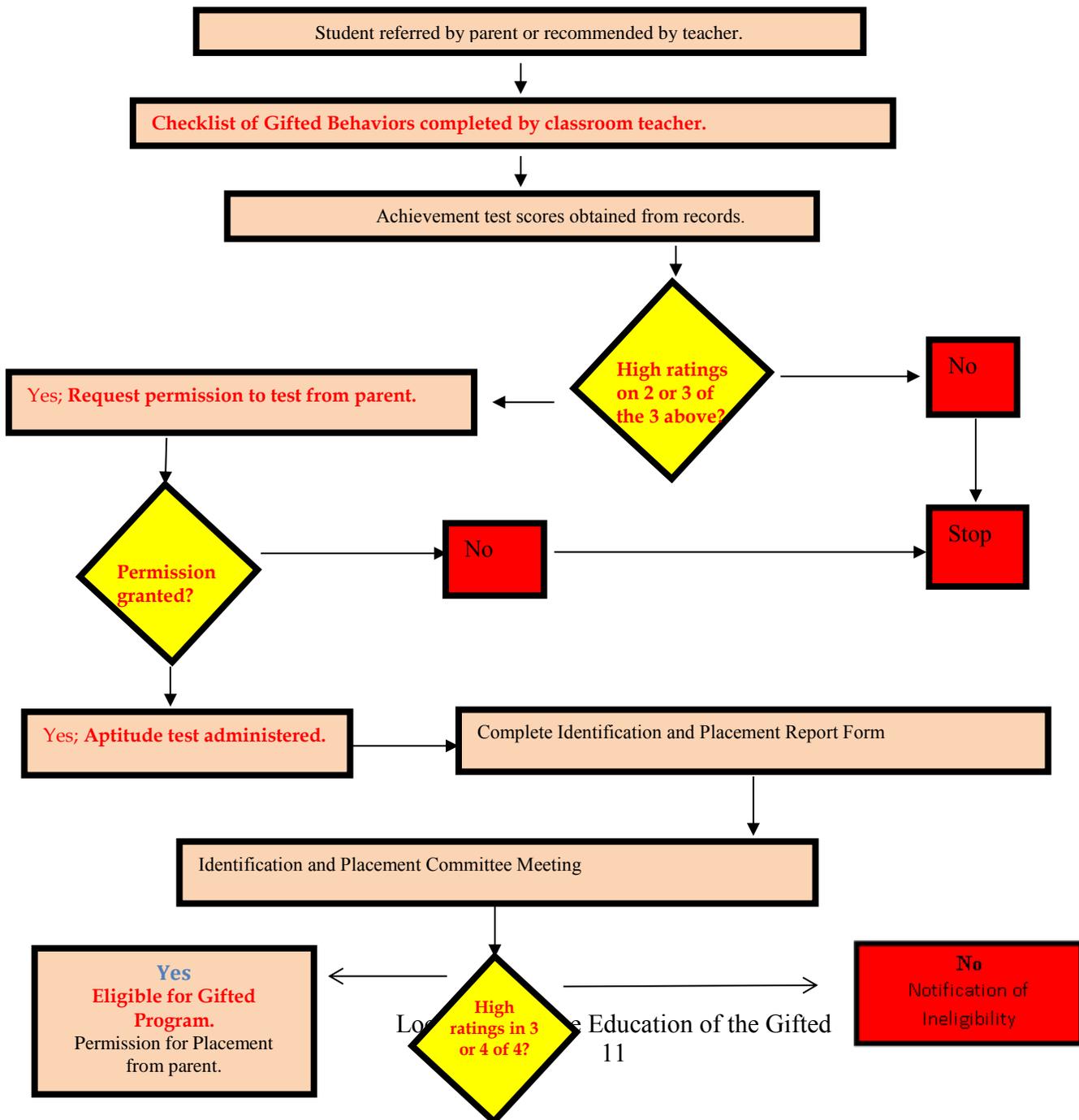
schedule an Identification/Placement Meeting. Once the meeting is held, parents/legal guardians receive a letter stating the decision.

3. 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

Students must demonstrate strong evidence in three of the four major areas to be considered eligible for gifted program participation. No single instrument, score or criterion may be used to include or exclude access to the program. The decision regarding eligibility will be made by committee consensus. The process is given below.



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

1. Parents of students in the screening pool are notified by letter stating that the student is being considered for possible placement in the gifted/enrichment program. Permission is requested to proceed with further assessment.
2. Parents of students identified as eligible for gifted services are notified by letter requesting permission to place the student appropriately.
3. Parents of students determined ineligible are notified by letter. The letter will include information regarding the division's appeal process.

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

Change in Instructional Services

Placement of all students is subject to periodic review. Reevaluation procedures may be initiated by the student, parent, or professional school staff member. The student's current records of performance, work samples and test scores shall be used for reevaluation. The Identification/Placement Committee reviews the assembled data and will recommend continued placement, change in placement or initiation of exit procedures. A review of evaluation results/data may indicate a need for a change in placement. Placements and recommendations are followed by notification to parents/guardians. If a student has not met performance expectations, the student will be placed on inactive status and will be monitored for possible reevaluation at a later date. Parents will be notified of the decision and the appeals process. If an exit is recommended, parents are notified of the appeals process. Parents wishing to initiate a change may contact the school's Gifted Program Resource personnel or the principal and submit a written request to exit the gifted program. Students who have formally exited the program shall be considered new referrals should they wish to be considered for eligibility for Gifted/Enrichment Program at a later date.

Appeals

Parents/guardians who disagree with the eligibility decision of the Identification/Placement Committee should notify the building principal. After meeting with the principal and discussing their concern(s), the parents may request an appeal of the decision. The procedures for an appeal are:

- The parent/guardian should make a written request for an appeal to the building principal within 20 school days after receiving notification of the Committee's decision.
- Within 10 school days of receipt of the letter, the building principal will submit a copy to the division level Gifted/Enrichment Program Coordinator.
- The Gifted/Enrichment Program Coordinator will then appoint an Appeals Committee. A majority of the Appeals Committee must not have served on the original Identification/Placement Committee.

The Appeals Committee will review all pertinent information and make a decision regarding student eligibility within 30 school days of receipt of request by Gifted/Enrichment Program Coordinator.

The parent/guardian and school's Identification/Placement committee will be notified by the Appeals Committee within 15 school days following its decision. The decision of the committee shall be final.

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.

General Intellectual Aptitude

Students in grades K-5 are continuously exposed to the following instructional approaches to address their gifted learning style: accelerated content, pull-out and push-in services provided by the gifted resource teacher,

differentiation of instruction, special seminars, Saturday Academies. Students in grades 4-7 may apply to the Meherrin Summer Regional Governor's School. Students in grades 6-8 receiving the same continuous services list above, to include the following: expanded college/career counseling, cluster grouping based on requested electives and accelerated core courses, and application to the Appomattox Regional Governor's School (ARGS) in the 8th grade. Students in grades 9 – 12, selection of courses with rigorous academic content, including honors, advanced placement, Virtual Virginia, Governor's School for the Arts and Technology (ARGS), and dual enrollment is available. In addition, competitive extracurricular activities are available (i.e., Drama, FBLA Competitions).

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.

General Intellectual Aptitude

The model for instruction in the K-8 program allows for each identified gifted student to receive a combination of pull-out and push-in instruction with age-level gifted peers during and after school.

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

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

General Intellectual Aptitude

- Students in grades K-6 (elementary) and 6-8 (middle school) are served through cluster grouping, push-in, and pull-out services.
- Students in grades 9-12 are served through honors, advanced placement and dual enrollment classes, and Virtual Virginia.
- Students in grades 9-12 may be served through the Appomattox Regional Governor's School for the Arts and Technology.

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.

General Intellectual Aptitude

Gifted students are provided with opportunities to work independently in both push-in and pull-out settings via contracts, independent studies, and/or student directed activities.

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

The following service options are available to allow for independent work:

- Saturday Academies of various topics
- Small group instruction
- Integrated technology lessons and applications
- Differentiated curriculum units and lesson plans
- Independent projects
- Afterschool clubs and activities
- Heterogeneous and homogeneous grouping
- Tiered lessons
- Student directed 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.

General Intellectual Aptitude

- Teacher-made formative and summative assessments
- Informal assessments such as class discussions or daily performance
- Rubrics for independent projects and problem-based learning activities
- Pre- and post-assessments
- Self-reflection
- Benchmark testing
- SOL testing
- SAT and PSAT scores
- Advanced placement tests
- Norm-referenced assessments (if available)

A variety of classroom assessments are used to gather evidence of learning. Informal ongoing observations are conducted in collaboration with the classroom teacher. Extended written products, visual products, oral presentations, and demonstrations are assessed using rubrics, peer evaluations, and self-evaluation. Progress of students reflects higher order, critical, and creative thinking, self-management, collaboration,

and written and oral communication. Data available for analysis includes, but is not limited to, the number of students scoring at the advanced level on SOL tests, numbers of students taking advanced classes, numbers of students applying for and enrolled in the ARGS.

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

Differentiated instruction is used to diversify content, process, and product to honor individual learning needs and to maximize students learning potential. Content differentiation through interdisciplinary studies provides depth and complexity. Process is differentiated by creative and productive thinking, open-ended and problem solving tasks, and opportunities for meaningful research. Products are differentiated in response to student readiness, interest, and learning style demonstrating students understanding of content and process. Flexibility in the curriculum and acceleration by subject during pull-out and push-in services provides the opportunity for exposure to advanced content and skills in specific area of talents and interest. Enrichment extensions broaden the core curriculum by the using higher order thinking skills. Students are exposed to learning experiences which accelerate, advance, and enrich the standard curriculum

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.

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

Per the Sussex County Public School’s IGBB Policy, 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.” Further, policy IHA states:

The Sussex County School Board recognizes the different educational needs of students and endorses the use of flexible assignment of students for instruction.

The grouping of students within individual schools for instructional purposes will be designed so each student will receive the maximum instructional benefit and will be based on:

1. the best interests of the student,
2. the educational level, or achievement level, of the student,
3. the availability of space,
4. the best educational climate for learning,
5. the student's best chance for success,
6. Standards of Learning test scores, where available, or other standardized test scores, and
7. the creation of groups that may be taught effectively.

Grouping will remain flexible in order to take advantage of the best educational research currently available. Groups will be created, modified, or disbanded to be responsive to student needs.

In terms of acceleration, policy IKEB states “the curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level.”

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

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

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.

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5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

The gifted resource teacher is also a classroom teachers trained in gifted education. In addition to pull-out and push-in services, instruction is differentiated. This model addresses the needs of elementary and middle school students. The gifted resource teachers at the high school include those teaching Advanced/Honors, Advanced Placement (AP) and/or Dual Enrollment courses.

Part-time Teachers of the Gifted	Program	Required training
Gifted Resource Teacher	General Intellectual Ability	Professional Conferences, Workshops, Seminars
Classroom Teachers	General Intellectual Ability	New Teacher Orientation, Characteristics Inservice, Identification Procedures Inservice/Consultative Activities
Advanced/Honors Teachers	General Intellectual Ability	Virginia endorsed in content area
Advanced Placement Teachers	General Intellectual Ability	Advanced placement certification
Dual Enrollment Teachers	General Intellectual Ability	Masters in Content Area

In-service training and staff development for professional personnel is the primary responsibility of the Gifted Education Coordinator. Based on a needs assessment and individual or small group requests, staff development opportunities are established and/or offered.

Informational parent meetings will be held annually for the purpose of explaining the characteristics of giftedness, the identification process, gifted programming, and strategies that parents may use at home. Central office and building administrators, gifted resource teachers, and selected content area teachers who work with gifted students will meet annually to discuss

characteristics of giftedness, the identification process, gifted programming and strategies for meeting the gifted child in the regular classroom. Teachers of the gifted are evaluated using Sussex County Public Schools Teacher Evaluation Instrument. At least one annual SMART goal should be developed by the itinerant gifted education teacher. Evaluation of Gifted Program Resource personnel is the responsibility of the building principal with assistance from the Division Gifted Education Coordinator.

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.

Each of the following provides periodic and ad hoc input to the division-level administrator for Gifted Education on areas of concern, including the effectiveness of the program:

- Gifted Resource Teachers
- Gifted Cluster Teachers
- Central Office and building-level administrators
- Parents/legal guardians of gifted students who are not members of the Gifted Advisory Committee and other interested members of the community through direct access to Central Office contact.
- Gifted Advisory Committee

A responsibility of the Gifted Advisory Committee is to 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 and presented to the division superintendent and the School Board.

The annual report may include, but is not limited to, the following: data reports (demographics of eligible and referred students, numbers of referrals, numbers of eligible students, numbers of students taking advanced courses, number enrolled in Governor's Schools, etc.), test scores (number of students scoring advanced proficient on SOL), student growth data as reported by the Virginia Department of Education, surveys, etc.

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.

The local advisory committee will be composed of parents, teachers, administrators, support staff, and community representatives. Committee members will be nominated or recruited by the Gifted Coordinator and the building principals with specific attention to representation which is ethnically and geographically balanced to reflect the locality.

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