

Chesterfield County Public Schools  
**Local Plan for the Education of the Gifted**  
 2018-2023

<b>LEA#</b>	<b>021</b>		
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Chesterfield County Public Schools

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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 Virginia Department of Education (VDOE) 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 review schedule can be found at the gifted education homepage at the VDOE's gifted education webpage at: [www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised March 2017). 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 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 Chesterfield 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.

Students are identified as eligible for services in the areas of giftedness and served in the grade levels listed in the chart below. While differentiated instruction may begin upon the determination of eligibility, any new placement – such as to a cluster-grouping arrangement, to a special program, or to a specialty school – begins at the start of the school year following the identification unless approved by the school principal and Office of Gifted Education.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
Specific Academic Aptitude (SAA) <i>English, mathematics, history/social science, and science</i>	K - 12
General Intellectual Aptitude (GIA) <i>Maggie L. Walker Governor's School for Government and International Studies</i>	9 - 12
Career and Technical Aptitude (CTA) <i>Appomattox Regional Governor's School for the Arts and Technology</i>	9 - 12
Visual and/or Performing Arts Aptitude (VPA) <i>Appomattox Regional Governor's School for the Arts and Technology</i>	9 - 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**

As part of the vision and mission of Chesterfield County Public Schools, the gifted education program recognizes and identifies diverse gifted learners and provides a comprehensive program that:

- Delivers an appropriately differentiated instructional program responsive to student ability and learning needs
- Assists students in actualizing potential to achieve personal success
- Provides a continuum of program service options
- Addresses the social and emotional needs of diverse gifted students
- Supports an educational environment that challenges gifted learners and enables students to perform at levels of excellence
- Facilitates the development of self-directed learners

In accordance with the guidelines established by the Virginia Department of Education, exemplary program standards for gifted learners will be achieved through the collaborative efforts of the school division, students, parents, and community.

Chesterfield County Public Schools does not unlawfully discriminate on the basis of sex, race, color, religion, disabilities, or national origin in employment or in its educational programs and activities.

**B. Division Operational Definitions of Giftedness**

Gifted learners are those students in public elementary and secondary schools who demonstrate or who show potential for advanced thinking and reasoning, creativity, and high achievement when compared to others of the same age, of similar prior learning experiences, and of comparable home environments and culture.

Their aptitudes and potentials are so outstanding that they require programs and services designed to meet their unique cognitive strengths and socio-emotional needs.

**Specific Academic Aptitude (SAA)**

Licensed Chesterfield County Public Schools personnel identify students as gifted in the area of specific academic aptitude using evidence from multiple criteria that indicates the following at a level beyond the students' peers of similar age, experience, and environment:

- Advanced thinking and reasoning measured by a standardized, nationally norm-referenced measurement of aptitude
- Creative and imaginative expression indicated by a standardized, norm-referenced creativity assessment
- Gifted traits and behaviors apparent in student, parent, and teacher perception inventories
- Other indicators of giftedness found in language proficiency assessments that display rapid English-language acquisition, gathered in student interview profiles (SIPs) conducted to provide additional information on student experiences and environment, shown in exceptional performance on standardized student growth measures, or demonstrated in existing special education assessments

These other indicators may be used for students to comply with 8VAC20-40-60A.7 of the *Regulations* that requires assurances that “identification procedures identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability.”

- Strength in English, history and social science, mathematics, and/or science evident in assessments of classroom learning such as academic performance measurements, student work samples, and content-area-specific perception/interest inventories

### **General Intellectual Aptitude (GIA)**

Students selected to attend *Maggie L. Walker Governor's School for Government and International Studies* demonstrate superior reasoning, persistent intellectual curiosity, advanced use of language, exceptional problem solving, rapid acquisition and mastery of facts, concepts, and principles, and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. The selection of students for admission is based upon:

- Academic progress and course rigor in seventh and eighth grade
- Teacher recommendations submitted by one social studies or world language teacher and by one teacher or other adult who knows the student's ability and potential for success
- Standardized, norm-referenced aptitude measure
- Standardized, norm-referenced achievement measure
- Timed written essay provided to student on the assessment day
- Number of slots available for incoming freshmen from CCPS

### **Visual or Performing Arts Aptitude (VPA)**

Students selected to attend *Appomattox Regional Governor's School for the Arts and Technology* in the areas of music, visual arts, literary arts, dance, instrumental music, vocal music, and theatre arts demonstrate superior creative reasoning and imaginative expression, persistent artistic curiosity, and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual or performing arts. The selection of students for admission is based upon:

- Academic progress and course rigor in seventh and eighth grade
- School and community activities listed on the application
- Honors and awards received during middle school
- Teacher recommendations submitted by one core content area teacher and one adult who knows the student's ability and potential for success in the chosen focus area
- Essay submitted with the application
- Audition or portfolio review
- Number of slots available for incoming freshmen from CCPS in specific focus areas

### **Career and Technical Aptitude (CTA)**

Students selected to attend *Appomattox Regional Governor's School for the Arts and Technology* for the technology program demonstrate superior reasoning, persistent technical curiosity, advanced use of technical language, exceptional problem solving, rapid acquisition and mastery of facts, concepts, and principles, and creative and imaginative expression beyond their age-level peers in career and technical fields. The selection of students for admission is based upon:

- Academic progress and course rigor in seventh and eighth grade
- School and community activities listed on the application
- Honors and awards received during middle school
- Teacher recommendations submitted by one core content area teacher and by one individual who knows the student's ability and potential for success in technology
- Essay submitted with the application
- Technology portfolio review
- Number of slots available for incoming freshmen from and in the focus area of technology



**Part II: Program Goals and Objectives (8VAC20-40-60A.2)**

**A. Identification for Specific Academic Aptitude**

**Goal:** A systematic and research-based identification process will provide an equitable identification of students and will be aligned with the delivery of services.

**Objective:**

- Identify more gifted learners from traditionally underrepresented groups so the demographics of students served by gifted education programs increasingly reflect those of the school division

**Strategies:**

- Provide professional development opportunities relating to recognizing traits of diverse gifted learners, referring students for evaluation, reviewing screening instrument data, completing perception inventories, and selecting and reviewing student work samples for committee review
- Promote transparency and provide easy access to information concerning referrals and the identification process
- Implement additional universal screening tools at the elementary level
- Institute a new identification protocol that considers other assessments and indicators when student experience or environment hinders obtaining valid measurements on regularly-administered tests and measures
- Monitor, serve, and re-evaluate students ineligible for gifted services who display some notable indicators
- Analyze gifted program data in conjunction with identification process components and program services to guide the review and revision of identification protocol

**B. Delivery of Services for Specific Academic Aptitude**

**Goal:** Gifted education services will nurture the gifts, talents, and potentials in all students and provide support for the unique cognitive and socio-emotional needs of gifted learners.

**Objectives:**

- Increase the number of schools implementing *INSPIRE* programs
- Increase support for students determined ineligible for gifted services who display notable indicators on the *Gifted Education Eligibility Report*
- Expand services that support student social and emotional health, well-being, and achievement

**Strategies:**

- Design and launch *INSPIRE* program offerings for kindergarten and grade one
- Recruit additional schools to implement *Project SOAR* program
- Monitor and serve students determined ineligible for gifted services who display notable indicators
- Ensure appropriate student grouping arrangements which support differentiated instruction for monitored and identified gifted students
- Provide professional development opportunities for teachers and staff regarding cognitive and socio-emotional needs of gifted learners
- Increase number of CBG Academies to serve students closer to their homes
- Expand gifted education support staff
- Develop seminar sequence for gifted learners
- Explore expansion of gifted education services in grades 9-12

**C. Curriculum and Instruction for Specific Academic Aptitude**

**Goal:** The infinite learner mindset will be fused into a continuum of differentiated curricular options, instructional approaches, and resource materials.

**Objectives:**

- Increase engagement of and growth in all gifted learners
- Increase consistency of curriculum and course rigor in SBG classes with clusters of identified gifted learners and those students on monitor status
- Increase consistency of curriculum and course rigor at elementary and middle school CBG Academies

**Strategies:**

- Ensure availability and utilization of resource materials which incorporate content, communication, collaboration, creativity, critical thinking, careers, and/or citizenship
- Collaborate with curriculum, English as a Second Language (ESL), and special education staff
- Encourage opportunities for middle school students to access high school coursework when appropriate
- Empower teachers in the use of research-based curriculum and strategies to challenge students
- Actively support teachers in the development of differentiated lessons
- Establish opportunities for teachers of the gifted from across the county's schools to collaborate, plan, and share
- Initiate the development and/or use of interdisciplinary concept-based units in elementary and middle school SBG classrooms with clusters of identified gifted students and those students on monitor status
- Implement curricular interventions at elementary and middle school CBG Academies that weave concepts of depth and complexity into classroom instruction

**D. Professional Development for Specific Academic Aptitude**

**Goal:** All school staff will be equipped to find, support, and actively engage diverse gifted learners.

**Objectives:**

- Increase sustained, collaborative, classroom-focused professional growth and development opportunities
- Increase collaboration between division's teachers of gifted learners

**Strategies:**

- Design and implement an aligned comprehensive professional development plan for school administrators, counselors, and teachers
- Work with schools to coordinate professional collaboration days
- Conduct conference-style professional development opportunities designed around participant voice-and-choice
- Partner with local universities to provide opportunities for teachers to obtain their gifted endorsement
- Further partnerships with curriculum, ESL, and special education staff

**E. Equitable Representation of Students for Specific Academic Aptitude**

**Goal:** The demographics of students served by gifted education programs will reflect those of the school division.

**Objective:**

- Increase the cultural and economic diversity within the identified gifted population

**Strategies:**

- Analyze gifted program data and statistics regarding identification, teaching staff endorsements and cultural diversity, service delivery, and professional development, and adjust programs and services as the data suggests
- Provide opportunities to promote cultural competency and to develop culturally-responsive instructional strategies
- Collaborate with schools to support the recruitment of minority teachers
- Expand and utilize online learning modules to educate professional staff in recognizing potentially gifted learners among a diverse student population
- Partner with schools to implement *INSPIRE* programs
- Engage stakeholders with education on gifted education programs and processes
- Conduct parent and community outreach events
- Provide documents and information in multiple languages as resources for translation exist

**F. Parent and Community Involvement for Specific Academic Aptitude**

**Goal:** Effective communication and positive partnerships will exist between the school division, parents, and community.

**Objectives:**

- Increase parent and community awareness of gifted education programs and procedures
- Increase parent and community involvement in the review and support of gifted education programs and procedures

**Strategies:**

- Utilize various modes of communication to publicize and share important dates, gifted program information, updates, and events
- Redesign gifted education section of division website to communicate deadlines, procedures, and other program information
- Record informational videos and podcasts regarding popular topics in gifted education
- Host parent and community engagement nights to provide opportunities to learn about gifted education processes and programs, characteristics of gifted learners, enrichment programs, advocacy, and other information to empower families
- Provide translators at events and documents in other languages as resources exist
- Facilitate training of Gifted Education Advisory Committee (GEAC) members regarding proper advocacy for gifted learners
- Utilize the GEAC as a forum for feedback regarding the local plan for the education of the gifted
- Develop partnerships with local businesses and non-profit/faith-based organizations

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

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

#### **Screening Procedures for Specific Academic Aptitude**

The Gifted Education Identification and Placement Committee in each school, in collaboration with their gifted education support specialist, is responsible for student screening.

Prior to the assessment window, student data is reviewed in order to establish a pool of potential candidates for further assessment. Data sources may include:

- Division-wide universal screening measures
- Virginia Standards of Learning (SOL) assessment scores
- Measures of Annual Progress (MAP) assessment scores
- Student performance in English, mathematics, science and/or social studies
- Other standardized assessments that may be in student's records (e.g. language proficiency assessments, special education measures)
- Student portfolio of work samples
- Record of student observations over time

Office of Gifted Education staff conducts regular staff trainings in county schools to promote awareness of and sensitivity to cultural factors which may influence the screening, referral, and assessment of students from diverse populations. Schools are encouraged to actively search for students from underrepresented populations.

#### **Screening Procedures for General Intellectual Aptitude, Visual/Performing Arts Aptitude, and Career and Technical Aptitude**

In Chesterfield County middle schools, teachers and school counselors advertise the opportunity and encourage eligible students to apply to *Appomattox Regional Governor's School for the Arts and Technology* and *Maggie L. Walker Governor's School for Government and International Studies*.

Types of data reviewed by division staff in this process may include:

- Available aptitude test scores
- Virginia Standards of Learning (SOL) assessment scores
- Measures of Annual Progress (MAP) assessment scores
- Student progress in classes related to a program or particular focus area
- Observations from student project, portfolio, or performance

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To promote a diverse pool of applicants for each governor's school, counselors responsible for distributing and receiving applications receive training that outlines necessary student support and that promotes awareness of and sensitivity to cultural and environmental factors that may influence a student's decision to apply.

Letters are distributed to all eighth-grade students enrolled in Chesterfield County Public Schools and mailed to Chesterfield County homeschooled students informing them of high school options, including specialty centers and the two regional governor's schools. Information on high school program options is also provided on the school division website and through county specialty center fairs held on publicly-advertised dates every autumn.

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

#### **Referral Procedures for Specific Academic Aptitude**

In order for a student to be evaluated for gifted services eligibility, a *Gifted Program Services Referral and Review Form* must be submitted to start the process. Verbal or email communications do not serve as a substitute for this form. These forms are available throughout the year during normal operating hours from counseling or main office staff at county schools.

There are referral windows during which students are screened and referrals are solicited. These windows are the recommended times to refer, as they occur prior to the division's established gifted assessment dates and CBG Academy selections for particular grade levels.

Signed and dated referral forms must be submitted to the student's school by the end of the school day on the published referral deadline date to be considered for assessment during the testing window for that grade level. Referral deadlines appear on the referral form and are also communicated through gifted education publications and the school division website.

These referral deadlines are as follows:

- October 15 - Referrals for students currently in grade 5
- January 15 - Referrals for students currently in grades 2-4 and grades 6-12
- March 15 - Referrals for students currently in kindergarten or grade 1

If any of these dates falls on a weekend, school holiday/break, or snow day, the deadline is the end of the next school day in which school is in session.



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A referral form should be completed and submitted by the individual desiring the child's evaluation for eligibility determination. A potential candidate for gifted education program services may be referred in one of the following ways:

- Parent, legal guardian, or community member
- Teacher or professional staff
- Student, self, or peer
- Automatic referral
  - Any student identified as eligible for gifted education program services in another public school division shall be referred for assessment.
  - Any student being monitored that is due for re-evaluation shall also be referred for assessment.

For every referral, a *Consent for Assessment* will be sent home for parent/guardian signature prior to the start of any gifted education assessments. Notification of eligibility results will be sent home within 90 instructional days from the receipt of this signed consent for assessment form.

### *New Residents*

When enrolling children in a Chesterfield County public school, parents/guardians shall notify the enrolling school if the student was identified for gifted services in the previous school system. This ensures that the receiving school obtains necessary gifted education documents.

After confirming the gifted identification from the previous school system, the school will place the child in services most comparable to those in the student's last school. When possible, the child will be evaluated for gifted services eligibility using Chesterfield County criteria prior to the end of the school year. A previous identification in another school system does not automatically guarantee eligibility for CCPS gifted education services.

### *Private and Homeschool Students*

Those whose main residence exists in Chesterfield County but whose child is currently in second grade or higher and is not enrolled in a Chesterfield County public school must complete the *Private or Homeschool Student Referral Form* if they wish their child to be evaluated for gifted services eligibility prior to enrolling for the next school year. This form must be obtained from the public school the child would attend if enrolled, and it must be returned to that school prior to the referral deadline. This school will process the referral, and any required testing will occur at this location according to the group testing schedule established by that school. Other required components of the identification protocol that include grades, work samples, and teacher perception inventories will be requested from the student's current nonpublic school. These components must be provided in order to determine student eligibility for services.

**Referral Procedures for General Intellectual Aptitude, Visual/Performing Arts Aptitude, and Career and Technical Aptitude**

In order for a student to be evaluated for possible gifted services in GIA at *Maggie L. Walker Governor's School for Government and International Studies* or in VPA or CTA at *Appomattox Regional Governor's School for the Arts and Technology*, a complete application packet must be received by the advertised regional deadline for each school. Application packets are available in mid-October from middle school counseling offices at county schools. All portions of the application are due to the counseling office from which the application was obtained on or before the advertised regional deadline. Late applications are not accepted.

Those whose main residence exists in Chesterfield County but who are currently in eighth grade and not enrolled in a Chesterfield County public school must complete the appropriate application if they wish to be evaluated for gifted services eligibility prior to enrolling for the next school year. Application packets must be obtained from the public middle school zoned for their primary residence, and all portions of the application must be returned to that school prior to the deadline. Late applications are not accepted.

For all applications, notification of eligibility results will be sent home within 90 instructional days from the due date of the applications.

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

When identifying students for possible gifted service eligibility, Chesterfield County Public Schools uses a holistic approach. Licensed professionals collect and evaluate quantitative and qualitative data from multiple criteria.

These criteria include a nationally norm-referenced aptitude test; standardized, norm-referenced creativity assessment; perception inventories completed by the student, parent/guardian, and teacher; work samples; and measures of academic progress. Additionally, data from other indicators may be used at the discretion of gifted education staff in order to ensure that procedures promote the identification of high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability.

Scores on aptitude, creativity, and achievement assessments administered by CCPS or as part of regular testing regimens in other public and private schools shall be used in the identification process. They are valid for three instructional years.

Data is assembled into the student's *Gifted Education Eligibility Report (GEER)* that is reviewed by the school's identification and placement committee.

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

**Multiple Criteria Listing for Specific Academic 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
- 5b. Individual or group-administered, nationally norm-referenced achievement tests
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures
  - Nationally norm-referenced creativity assessment
  - ESL language proficiency assessment
  - Criterion-referenced assessments of state standards

**Multiple Criteria Listing for 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
- 5b. Individual or group-administered, nationally norm-referenced achievement tests
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

**Multiple Criteria Listing for Visual/Performing Arts Aptitude and Career and Technical 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. Interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test
- 5b. Individual or group-administered, nationally norm-referenced achievement tests
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

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

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

**Identification/Placement for Specific Academic Aptitude**

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

- 2 Classroom Teachers
  - 1 – Referring teacher/classroom teacher of the student being discussed
  - 1 – Classroom teacher in the school with training or coursework in gifted education
- 1 Gifted Education Support Specialist
- 1 School Gifted Identification Facilitator  
(if not represented by another category)
- 1 Counselor
- 1 Principal or Designee
- 0-1 School Psychologist (as needed)
- 0-1 Special Education Coordinator/Teacher (as appropriate)
- 0-1 ESL Support Specialist/Teacher (as appropriate)
- 0-1 Other professional staff that knows student’s abilities

b. Type of Identification/Placement Committee

- School-level                       Division-level

**Regional Evaluation Team for General Intellectual Aptitude, Visual/Performing Arts Aptitude, and Career and Technical Aptitude at Regional Governor's Schools**

a. This section includes the **number** of persons comprising the evaluation team by category.

Governor's School Admissions Coordinator

Regional Evaluators

CCPS Gifted Education Coordinator

CCPS Gifted Education Staff

Counselors

Principals or Designees

b. Type of Evaluation Team

School-level

Division-level

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

**Eligibility for Specific Academic Aptitude**

The following chart details all criteria that may be considered in the identification process.

<b>Measure</b>	<b>Administered and/or completed by</b>	<b>Scored and/or reviewed by</b>	<b>Provided to the committee by</b>
Aptitude Assessment K-12	CCPS licensed professional staff	CCPS licensed professional staff or assessment company	School gifted identification facilitator
Creativity Assessment K-12	CCPS licensed professional staff	CCPS licensed professional staff or assessment company	School gifted identification facilitator
Perception Inventories K-12	Student, teacher, parent	CCPS licensed professional staff	School gifted identification facilitator
Student Work Samples K-12	Teacher(s)	School Identification/Placement Committee	School gifted identification facilitator
Grades 1-12	Student's teacher(s)	Student's teacher(s)	School gifted identification facilitator
Performance Tasks K	CCPS licensed professional staff	CCPS licensed professional staff	School gifted identification facilitator
Achievement Assessments K-12	CCPS licensed professional staff	CCPS licensed professional staff or assessment company	School gifted identification facilitator
Student Interview Profile K-12	Office of Gifted Education staff	Office of Gifted Education staff	School gifted identification facilitator
Classroom Observations K-4	Classroom teacher or Office of Gifted Education staff	School Identification/Placement Committee	School gifted identification facilitator
Language Proficiency Assessment K-12	CCPS licensed professional staff	CCPS licensed professional staff	School gifted identification facilitator

The school's identification/placement committee carefully examines the evidence from multiple criteria and reviews student eligibility as reported on the *Gifted Education Eligibility Report (GEER)*. No single score, measurement, or criterion is used to include or exclude a child from eligibility.

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Each component of the CCPS operational definition of giftedness is considered in the holistic evaluation of the child:

- GIFTED INDICATORS

- Advanced thinking and reasoning measured by a standardized, norm-referenced measurement of aptitude
- Creative and imaginative expression indicated by a standardized, norm-referenced creativity assessment
- Gifted traits and behaviors apparent in student, parent, and teacher perception inventories
- Other indicators of giftedness found in language proficiency assessments that display rapid English-language acquisition, gathered in student interview profiles (SIPs) conducted to provide additional information on student experiences and environment, shown in exceptional performance on standardized student growth measures, or demonstrated in administered special education assessments.

These other indicators may be used for students to comply with 8VAC20-40-60A.7 of the *Virginia Regulations* that requires assurances that “identification procedures identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability.”

- ACADEMIC STRENGTH

- Strength in English, history and social science, mathematics, and/or science evident in academic strength indicators such as academic performance measurements, student work samples, and content-area-specific perception/interest inventories. Academic areas of strength are determined by two evident indicators present in a particular content area.

In order to be identified eligible for gifted program services, students must have evident measures in two gifted indicators used in the student’s evaluation and possess at least one identified area of academic strength.

Students determined ineligible for gifted services that display three emerging and/or evident gifted indicators – regardless of the number of demonstrated academic strength areas – shall be placed in classes containing a cluster of identified gifted students, monitored, and re-evaluated in two years.

All eligibility decisions are reviewed by a committee that includes licensed personnel from Chesterfield County Public Schools. Eligibility determination is to



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be completed within 90 instructional days from the receipt of the signed consent for assessment from the student’s parent/guardian.

### **Eligibility for General Intellectual Aptitude at Maggie L. Walker Governor’s School**

Academic-year governor’s schools are established as “joint schools” by Virginia school law. As such, they are managed by a regional governing board of representatives from the school boards of each participating division. The regional governing board is charged with developing policies for the school, including the school’s admissions process. All applicants are assessed using multiple criteria by trained evaluators who have experience in gifted education, and trained representatives from Chesterfield County Public Schools serve on the regional evaluation teams. The following chart details all criteria that could be considered in the evaluation process for GIA services at *Maggie L. Walker Governor’s School*.

<b>Measure</b>	<b>Administered and/or completed by</b>	<b>Scored and/or reviewed by</b>	<b>Provided to the committee by</b>
Aptitude Assessment	Trained regional professional staff	Trained regional professional staff	Regional Admissions Coordinator
Achievement Assessment	Trained regional professional staff	Trained regional professional staff	Regional Admissions Coordinator
Recommendations	Social studies/world language teacher and teacher or other adult	CCPS licensed professional staff	Regional Admissions Coordinator
Writing Sample Assessment	Trained regional professional staff	Trained regional professional staff	Regional Admissions Coordinator
Grades and Course Rigor	CCPS middle school counseling staff	CCPS licensed professional staff	Regional Admissions Coordinator

The regional evaluation committee carefully reviews the evidence in the above measures, and results are used to calculate an overall total score. Maximum points that contribute to this composite score appear in the following table.

<b>Criterion</b>	<b>Maximum Points</b>
Aptitude and Achievement Assessments	35
Recommendations	15
Writing Sample	15
Grades and Course Rigor	35
<b>Total Points</b>	<b>100</b>

## Chesterfield County Public Schools

The number of available slots for incoming freshmen from CCPS determines the number of students selected to attend *Maggie L. Walker Governor's School*. Students are chosen for admission based upon composite score. The foremost applicants from the applicant pool, when ranked according to composite score, are selected for admission. Preferences are not given for a student who attends a particular CCPS middle school, attends a private school, is home-schooled, has a sibling who attends or has attended the governor's school, or has a parent who is a governor's school staff member.

Eligibility determination is to be completed within 90 instructional days from the regional application deadline.

### **Eligibility for Visual/Performing Arts Aptitude and Career and Technical Aptitude at Appomattox Regional Governor's School**

All applicants are assessed using multiple criteria by trained evaluators who have experience in gifted education and the focus area of the specific academic-year Governor's School. Trained representatives from Chesterfield County Public Schools serve on the regional evaluation teams for *Appomattox Regional Governor's School for the Arts and Technology*. The following chart details all criteria that could be considered in the evaluation process for VPA or CTA services at *Appomattox Regional Governor's School*.

<b>Measure</b>	<b>Administered and/or completed by</b>	<b>Scored and/or reviewed by</b>	<b>Provided to the committee by</b>
Activities/Honors	Student	Trained regional professional staff	Regional Admissions Coordinator
Recommendations	Core content area teacher and other adult	CCPS licensed professional staff	Regional Admissions Coordinator
Essay	Student	CCPS licensed professional staff	Regional Admissions Coordinator
Grades	CCPS middle school counseling staff	CCPS licensed professional staff	Regional Admissions Coordinator
Course Rigor	CCPS middle school counseling staff	CCPS licensed professional staff	Regional Admissions Coordinator
Audition/Portfolio Review	Student	Trained regional professional staff	Regional Admissions Coordinator
Interview	Trained regional professional staff	Trained regional professional staff	Regional Admissions Coordinator

## Chesterfield County Public Schools

The regional evaluation committee carefully reviews the evidence in the above measures, and results are used to calculate an overall total score. Maximum points that contribute to this composite score are as follows:

Criterion	Maximum Points
Activities/Honors	10
Recommendations	10
Essay	10
Grades	15
Course Rigor	5
Audition/Portfolio Review	40
Interview	10
Total Points	100

The number of available slots for incoming freshmen from CCPS determines the number of students selected to attend *Appomattox Regional Governor's School*. Students are chosen for admission based upon focus area openings and composite score. The foremost applicants from the applicant pool, when ranked according to composite score, are selected for admission based on focus area openings at ARG. Preferences are not given for a student who attends a particular CCPS middle school, attends a private school, is home-schooled, has a sibling who attends or has attended the governor's school, or has a parent who is a governor's school staff member.

Eligibility determination is to be completed within 90 instructional days from the regional application deadline.

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

#### **Determination of Services for Specific Academic Aptitude**

The school's identification and placement committee carefully reviews evidence on the *Gifted Education Eligibility Report (GEER)* to confirm appropriate services for eligible students. This includes areas of strength that indicate the need for differentiated instruction in those content areas.

While differentiated instruction may begin upon the determination of eligibility or monitor status, any new placement – such as to a cluster-grouping arrangement, to a special program, or to a specialty school – begins at the start of the school year

following the identification unless approved by the school principal and Office of Gifted Education.

### **Center-Based Gifted (CBG) Academies**

The selection of candidates for CBG Academies is conducted at the division level. The process uses quantitative and qualitative measures combined with a holistic review of data to facilitate the appropriate and equitable placement of candidates for each CBG site.

#### *Newly-identified gifted students*

- Placement is automatically considered as part of the evaluation process for identified students.
- All components considered by the committee are collected during the assessment window.

#### *Currently-identified gifted students not previously offered CBG Academy admission*

- Anyone wishing to pursue a student's possible admission into a CBG Academy shall request a review of placement prior to the referral deadline of the applicable grade level.
- Students and teachers will complete any necessary components that may be missing or need updating for the review.

#### *Currently-identified gifted students previously offered CBG Academy admission but declined or exited for reasons unrelated to academic achievement*

- A review of services should be initiated by submitting the *Gifted Program Services Referral and Review Form* by the appropriate gifted referral deadline for the student's current grade level.
- Students offered admission in the past automatically qualify for admission for the next school year.

#### *Data considered in the process*

- Recent aptitude test scores
- Recent creativity assessment scores
- Overall numerical grade average that includes available grades in reading, writing, English, math, social studies, science
- Number of areas of academic strength
- Other gifted indicators used in the identification process

## Chesterfield County Public Schools

### *Selection process overview*

After the generation of a pool of candidates for each CBG site, the selection of students for CBG Academies begins. It is a two-step process.

Any student meeting three of the following four criteria is automatically offered admission:

- Composite or domain aptitude test score of 96th percentile or higher
- Creativity assessment score of 96th percentile or higher
- Overall numerical grade average of 90 or higher
- Three or more areas of academic strength

For students not meeting the automatic criteria, a division-level committee reviews student data to determine possible admission. A calculated sum score (maximum of 398) assists the division-level review committee in the evaluation. Calculation of this sum score uses the following:

- Highest composite or domain score from a recent aptitude test (Range: 0 to 99)
- Highest score from a recent creativity test (Range: 0 to 99)
- Overall numerical grade average (Range: 0 to 100)
- Number of academic strength areas (Range: 0 to 100; 25 per subject area)

The number of admission offers sent for each site is limited by capacity, staffing, and funding factors that may exist.

### **Determination of Services for General Intellectual Aptitude, Visual/Performing Arts Aptitude, and Career and Technical Aptitude at Regional Governor's Schools**

Students selected to attend *Maggie L. Walker Governor's School for Government and International Studies* will receive broad-based educational opportunities that develop gifted students' understandings of world cultures and languages as well as their abilities to lead, participate, and contribute in a rapidly-changing global society.

Through integration of a well-founded liberal arts education with intensive focus upon specific artistic or technological disciplines, students selected to attend *Appomattox Regional Governor's School for the Arts and Technology* will receive instruction designed to nurture gifted and talented creative thinkers, leaders, artists, innovators, and pioneers in the fine, performing, and technological arts.

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

### **A. Notification Procedures**

#### **Notification Procedures for Specific Academic Aptitude**

When the initial identification process is initiated, parents/guardians receive:

- Notification from the school that their child has been referred for evaluation for possible gifted education services
- Information about gifted education services and the assessment process
- Contact information regarding division personnel available to provide answers to questions
- *Consent for Assessment Form* requesting permission to administer necessary tests and to collect data for the *Gifted Education Eligibility Report*.
- *CCPS Parent Perception Inventory*

After gifted services eligibility determination, parents/guardians receive:

- Notification from the school regarding the student's eligibility for gifted services as determined by the identification/placement committee
- Information on how to appeal an action of the identification and placement committee
- Contact information regarding division personnel available to provide answers to questions
- Notification summarizing student services for the next school year (if applicable)
- Information about gifted education services and placement (if applicable)
- Request for permission regarding student participation in the gifted education program at the student's home school (if applicable)

After selection of students to attend CBG Academies, parents/guardians receive:

- Notification from the division regarding admission
- Information on how to appeal the review committee's decision
- Contact information regarding division personnel available to provide answers to questions
- Information on the academy (if applicable)
- Request for permission regarding student participation in the CBG Academy assigned to the student's primary residence (if applicable)

### **Notification Procedures for General Intellectual Aptitude, Visual/Performing Arts Aptitude, and Career and Technical Aptitude at Regional Governor's Schools**

Testing, portfolio review/audition, interview, and other application process requirements are outlined in materials accompanying applications. Applications are signed by student and parent prior to submission.

Approximately 25 days after the regionally-advertised application deadline, students receive a testing date assignment (GIA) or notice of portfolio review/audition and interview date (VPA/CTA).

Results of selection are mailed within 90 instructional days of the application deadline. Parents/guardians receive:

- Notification from the division regarding the student's eligibility for gifted services at the respective governor's school
- Frequently asked questions regarding the admissions and appeals process
- Notification summarizing student services for the next school year (if applicable)
- Information regarding opportunities to shadow current students at the school (if applicable)
- Reply form to be returned indicating student's decision (if applicable)

#### **B. Appeals Processes**

##### **Appeals Process for Specific Academic Aptitude**

Parents/guardians who have initial questions regarding the eligibility decision shall contact the school's gifted identification facilitator, building principal, or designee. Parents/guardians may submit a written request of the appeal to the principal within 10 instructional days from receipt of the committee's decision. Letters of appeal should include specific concerns or circumstances that the parent or guardian believes impacted the eligibility decision. The principal will refer the appeal to the Office of Gifted Education and the division's appeals committee for review.

Appointed by the gifted education coordinator, the division-level gifted education appeals committee is comprised of at least five members who were not involved in the student's eligibility decision. The members of the committee are licensed CCPS professional staff from the following categories:

- Administrators
- Counselors
- Psychologists
- Office of Gifted Education staff
- Other professional staff as deemed appropriate

## Chesterfield County Public Schools

The division-level appeals committee reviews all information used in determining student eligibility and considers factors/concerns raised in the letter of appeal to arrive at a decision.

Due to the nature of program services, specific alternate assessments may be recommended by the appeals committee for administration and additional review. Only assessments administered by Chesterfield County Public Schools professional staff or approved by the Office of Gifted Education will be considered during the appeals process.

The appeals committee provides written notification of their decisions to parents/guardians and school-level personnel within 10 instructional days after the committee's decision. Decisions rendered by the committee are final.

### **Appeals Process for CBG Academies**

Parents/guardians who have initial questions regarding the decision shall contact the gifted support specialist assigned to the child's home school. Parents/guardians may submit a written request of the appeal to the gifted education coordinator at the Office of Gifted Education within 10 instructional days from receipt of the decision letter. Letters of appeal should include specific concerns or circumstances that the parent or guardian believes impacted the decision. The gifted education coordinator will refer the appeal to the division's appeals committee for review.

The division-level appeals committee reviews all information used in determining the CBG Academy decision and considers factors/concerns raised in the letter of appeal.

Due to the nature of program services, specific alternative assessments may be recommended by the appeals committee for administration and additional review. However, only assessments administered by Chesterfield County Public Schools professional staff or approved by the Office of Gifted Education will be considered during the appeals process.

The appeals committee provides written notification of their decisions to parents/guardians and school-level personnel within 10 instructional days after the committee's decision. Decisions rendered by the committee are final.



**Appeals Process for General Intellectual Aptitude, Visual/Performing Arts Aptitude, and Career and Technical Aptitude at Regional Governor's Schools**

Parents/guardians who have questions regarding the decision should contact the gifted education coordinator. Those wishing to initiate a formal appeal may do so by submitting a written request to the gifted education coordinator by the published appeals deadline; the letter should present in writing the reasons for initiating the appeal. The gifted education coordinator will refer the appeal to the admissions coordinator for the respective governor's school who will convene a regional appeals committee. This committee is composed of at least three members from participating divisions who were not involved in the selection of the student.

Appeals are heard within 30 school days of the receipt of the written request. This committee will review all relevant information used in determining student admission status. The findings of the committee will be submitted to the Office of Gifted Education, and parents/guardians will be notified in writing within 10 instructional days thereafter of the final decision.

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

### **A. Specific Academic Aptitude**

The placement of all students is subject to annual review. A student, parent/guardian, counselor, teacher, or administrator may initiate the appropriate procedures. All necessary forms may be obtained through the student's school.

To properly review the student's success in the current placement, data will be collected. This data may include recent aptitude scores, creativity assessment results, perception inventories, grades, work samples, and other measures necessary for the review.

Students have a change in placement when it has been determined they are not being successful in their current placement or if requested by the parents/guardians. A student maintains eligibility for gifted services regardless of a change in placement.

#### *Newly-identified gifted students*

- For newly-identified students that have not yet begun to receive services, permission to participate must be obtained from the parent/guardian in order to change instructional services for the following school year.

#### *Identified gifted students in a current placement*

- To initiate a review of areas of academic strength, a *Gifted Program Services Referral and Review Form* shall be turned in to the student's school prior to the appropriate gifted referral deadline for the student's current grade level.
- To be considered an applicant for a CBG Academy, a review of services should be initiated by submitting the *Gifted Program Services Referral and Review Form* by the appropriate gifted referral deadline for the student's current grade level. Any additional testing that may be required will be conducted during the appropriate gifted assessment window.
- For students who declined admission to a CBG Academy in a previous school year or who exited a CBG Academy for reasons unrelated to academic achievement, a review of services should be initiated by submitting the *Gifted Program Services Referral and Review Form* by the appropriate gifted referral deadline for the student's current grade level.
- To initiate an exit from a CBG Academy or from all gifted services, a *Gifted Program Services Referral and Review Form* indicating such shall be submitted.

**B. General Intellectual Aptitude, Visual/Performing Arts Aptitude, and Career and Technical Aptitude at Regional Governor's Schools**

The placement of all students is subject to annual review. The student, parent/guardian, counselor, teacher, or administrator may initiate the appropriate procedures.

Regional governor's schools have cumulative grade point average requirements. Students may have a change in placement when it has been determined they are not being successful in their current placement or if requested by the parents/guardians. A student maintains identification for gifted services regardless of a change in placement.

To initiate a change of placement from a regional governor's school, parents/guardians should first contact the CCPS gifted education coordinator to discuss the withdrawal process. After this conversation, parents/guardians must travel to the regional governor's school to complete withdrawal paperwork. Once this documentation is received by the CCPS Office of Gifted Education and the withdrawal is processed, parents/guardians may then register their children in the high school zoned for their primary residence.

**Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)**

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

The CCPS Gifted Education Program provides continuous and sequential service options as demonstrated below.

<b>Grade Level</b>	<b>SAA English, Mathematics, Social Studies, and Science</b>	<b>GIA, VPA, CTA</b>
Grades K – 2	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> </ul>	
Grade 3	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• CBG Academy option</li> </ul>	
Grades 4 – 5	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• CBG Academy option</li> <li>• Accelerated mathematics</li> </ul>	
Grades 6 – 8	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• CBG Academy option</li> <li>• Acceleration for high school credit - algebra, geometry, and earth science</li> </ul>	
Grades 9 – 12	<ul style="list-style-type: none"> <li>• Honors courses</li> <li>• Advanced placement courses</li> <li>• Dual enrollment offerings</li> <li>• Acceleration in mathematics and science</li> <li>• High school specialty center options</li> </ul>	<ul style="list-style-type: none"> <li>• Maggie L. Walker Governor’s School option (GIA)</li> <li>• Appomattox Regional Governor’s School option (VPA and CTA)</li> </ul>

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

The CCPS instructional program allows gifted students to interact with their age-level peers during the school day as shown below.

<b>Grade Level</b>	<b>SAA English, Mathematics, Social Studies, and Science</b>	<b>GIA, VPA, CTA</b>
Grades K – 2	<ul style="list-style-type: none"> <li>• Cluster Grouping</li> </ul>	
Grades 3 – 8	<ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• CBG Academy option</li> </ul>	
Grades 9 – 12	<ul style="list-style-type: none"> <li>• Honors courses</li> <li>• Advanced placement offerings</li> <li>• Dual enrollment courses</li> <li>• High school specialty center options</li> </ul>	<ul style="list-style-type: none"> <li>• Maggie L. Walker Governor’s School option (GIA)</li> <li>• Appomattox Regional Governor’s School option (VPA and CTA)</li> </ul>

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

The CCPS instructional and grouping strategies allow students to have opportunities for acceleration and enrichment beyond their grade-level according as shown below.

<b>Grade Level</b>	<b>SAA English, Mathematics, Social Studies, and Science</b>	<b>GIA, VPA, CTA</b>
Grades K – 2	<ul style="list-style-type: none"> <li>• Cluster Grouping</li> </ul>	
Grade 3	<ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• CBG Academy option</li> </ul>	
Grades 4 – 5	<ul style="list-style-type: none"> <li>• Cluster Grouping</li> <li>• CBG Academy option</li> <li>• Accelerated mathematics</li> </ul>	
Grades 6 – 8	<ul style="list-style-type: none"> <li>• Cluster grouping</li> <li>• CBG Academy option</li> <li>• Acceleration for high school credit - algebra, geometry, and earth science</li> </ul>	
Grades 9 – 12	<ul style="list-style-type: none"> <li>• Honors courses</li> <li>• Advanced placement courses</li> <li>• Dual enrollment offerings</li> <li>• Acceleration in mathematics and science</li> <li>• High school specialty center options</li> </ul>	<ul style="list-style-type: none"> <li>• Maggie L. Walker Governor’s School option (GIA)</li> <li>• Appomattox Regional Governor’s School option (VPA and CTA)</li> </ul>

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

**Specific Academic Aptitude**

CCPS utilizes a variety of instructional strategies and program models that allow K – 12 gifted learners to work independently. These strategies and models include project-based learning, independent research projects, curriculum compacting, learning centers, product choice menus, independent contracts and tiered lessons. Models and strategies are chosen based on students’ needs which allow classroom teachers to tailor curriculum and differentiate by interest, learning styles, and/or rigor.

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

**Specific Academic Aptitude**

CCPS utilizes a variety of instructional strategies and program models that foster academic growth among gifted students in grades K–12. A sampling of curricular modifications and instructional strategies emphasized include:

Diagnostic-prescriptive instruction - continuous informal and formal assessments used to plan instruction

Higher-order thinking - analytical skills developed to allow students to explore and grasp complex concepts

Curriculum compacting - elimination of material that students already know to allow for instruction of new material or extension activities

Technology - used to deliver instruction and as a tool for student learning and product development

Questioning techniques - used in discussion or activities that draw on advanced levels of information and require challenging thinking

Interdisciplinary connections - guiding students in making connections among and between content areas and disciplines through the use of overarching concepts, issues, and themes

Project-Based Learning - providing students with unstructured problems or situations where they must discover answers, solutions, concepts, or draw conclusions and generalizations

Discussion - providing both teacher and student directed discussion to probe student thinking and in-depth exploration

Goal setting and planning - students involved in personal goal setting and involvement in planning, monitoring and assessing their own learning for efficient and effective use of time and resources

Decision-making - student choice supported and valued while guidance is given to build decision-making skills

Self-directed projects - structured projects agreed upon by student and teacher that allow a student to investigate an area of high interest or to advance knowledge

Metacognition - students develop the skill of thinking about their own thinking and reflection on learning processes

Problem solving - providing students with problem solving strategies matched to differing problem types

In-depth topic development - extended instruction to provide opportunities for greater exploration and knowledge acquisition

Authentic assessment - using approaches such as product or performance-based activities that allow students to demonstrate what they know as a result of meaningful instruction

Student competitions - various opportunities provided through the classroom, school and community such as Battle of the Books, MATHCOUNTS, Math Masters, Knowledge Masters Open, We The People, Model UN, Model Congress, Stock Market Game, Mini-Economy, InvestWrite, and Future Problem Solvers

## **F. Procedures for Assessing Academic Growth in Gifted Students**

### **Specific Academic Aptitude (SAA)**

Systematic feedback provides consistent, regular evaluations of student's products, performance and knowledge acquisition.

Teachers:

- Give performance feedback to students before, during, and after instruction
- Collect sufficient assessment data to support accurate reports of student progress
- Provide opportunities for students to assess their own progress and performance
- Use assessment of student growth to establish new learning goals

Assessment strategies used for documentation of student learning may include the following:

- Norm-referenced tests
- Authentic assessments (e.g. portfolios, projects, presentations, writing assessments, exhibitions)
- Standards-based assessments (e.g. Virginia Standards of Learning)
- Locally developed assessments (e.g. grade level, department, CCPS subject area assessments)
- Teacher-made tests

When utilizing authentic assessments, teachers of the gifted:

- Establish specific criteria for a quality product
- Seek student input concerning product development and assessment
- Provide benchmarks for product development and refinement
- Include opportunities for evaluation by student, peers and/or teacher
- Provide opportunities for student self-reflection

**Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)**

**A. Differentiated Curriculum and Instruction for Specific Academic Aptitude (SAA)**

The Chesterfield County Gifted Education Program provides services for students identified as gifted in specific academic areas to develop academic aptitude through curriculum differentiation, enhanced and extended curriculum integrating multiple disciplines, content acceleration, and various research-based instructional strategies.

The program focuses on providing a curriculum based on rigorous academic content instruction while emphasizing a conceptual understanding of subject matter. Utilizing the *Virginia Standards of Learning* and the *Chesterfield County Curriculum Frameworks* as a guide, the curriculum for the gifted is modified to meet the distinct learning needs of gifted students in the content areas for which services are provided.

Curriculum differentiation creates an instructional environment which actively engages students in learning and promotes continual growth respectful of individual differences. Students are encouraged to become self-directed, independent learners and to develop organizational, motivational, and communication skills.

Student learning accentuates higher-order processes incorporating critical and creative thinking skills, problem solving, decision-making, research, reasoning and metacognition. Learning experiences are created to allow for concept development through integrated content and in-depth study of major ideas, issues, and problems of interest to students.

The program consists of advanced content and appropriately differentiated instructional strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners. Specifically, in designing qualitative differentiation for gifted students, teachers plan and carry out varied approaches to content, process, and product at an appropriate level and pace based on student differences in readiness, interest, and learning needs.

Differentiation may occur through a variety of means, including adapting the content, process, product, and environment to meet the unique needs of gifted learners. As such, a differentiated classroom may include the following:

*Differentiated Content*

- Compacts curriculum based on student interest, need and readiness
- Extends the prescribed curriculum utilizing advanced skills and concepts
- Presents content relevant to broad-based issues with real world connections
- Integrates multiple disciplines into an area of study
- Organizes content to accentuate abstraction, complexity, challenge, depth, ambiguity, and open-endedness



*Differentiated Process*

- Promotes in-depth investigation of teacher-selected and student-selected topics to accentuate the development and application of advanced research skills
- Provides opportunities for students to strengthen critical thinking, problem solving, creative thinking, collaboration, communication and decision-making skills
- Fosters ongoing organizational, time management, and perseverance skills
- Encourages inquiry-based learning where students seek, define, and solve complex real-world problems
- Requires students to create and respond to open-ended questions, considering information from multiple perspectives

*Differentiated Product*

- Allows students to demonstrate knowledge, skills, and understanding using varied modes of expression
- Encourages product development that challenges existing ideas and produces new solutions
- Establishes specific criteria for a quality product and provides ongoing assessment and feedback during product development

*Differentiated Environment*

- Accepts and nurtures different learning needs and styles
- Encourages student-led conferences
- Provides a safe and supportive climate which addresses social/emotional needs and promotes high expectations and responsible risk-taking
- Creates a setting conducive to flexible grouping for independent and collaborative engagement

**Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)**

**Policy 3050: Alternative Instruction Options (revised 7/1/2016)**

Alternative schools and alternative programs within schools are designed to provide instructional options for students who meet required application or placement criteria. Such schools and programs include, but are not limited to, specialty centers, Governor's Schools, online courses, magnet schools and Community High School. Alternative schools and programs shall be approved by the School Board whether or not any such school or program meets the definition of instructional program set forth in Policy 3020, Selection, Implementation and Evaluation of Instructional Methods, Strategies and Programs.

Students seeking admission into an alternative school or program shall meet applicable admission requirements. No person of school age meeting the residency requirements of Va. Code § 22.1-3 may be charged tuition for enrollment in an alternative school or program offered as a regional or division-wide initiative by the School Board.

A class that is offered for high school graduation credit in or by an alternative school or program shall be no less rigorous than a comparable class that is offered by a non-alternative school or program, and shall reflect the same or more rigorous course requirements as a comparable class that is offered by a non-alternative school or program. In addition, any such class shall meet all secondary school accreditation requirements of the State Board of Education. A student who successfully completes any such class in an alternative school or program shall earn credit for the class that is comparable to that earned by a student taking the same class in a non-alternative school or program. Verified units of credit may be earned when a student has passed the Standards of Learning end-of-course test associated with the course.

Nothing in this policy shall limit the ability of the Superintendent or the Superintendent's designee to assess and approve for credit students' educational experiences and courses that were completed outside of the division. The Superintendent or Superintendent's designee shall develop standard procedures for this purpose.

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

### Homebound Instruction

The School Board shall maintain a program of homebound instruction for students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician, physician assistant, nurse practitioner, or clinical psychologist.

Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately licensed professional employed by the School Board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the School Board have been met.

### Correspondence Courses

Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit will be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the School Board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The Superintendent will develop regulations governing this method of instruction in accordance with the regulations of the Board of Education.

### Instruction through Alternative Technological Means

Standard units of credit will be awarded for the successful completion of courses delivered through emerging technologies and other similar means when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, and approved by the School Board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The Superintendent will develop regulations governing this method of delivery of instruction in accordance with the regulations of the Board of Education.

### **Policy 3041: Accelerating the Curriculum (revised 7/1/2016)**

#### A. Elementary School Students

A principal or the principal's designee may determine that it is appropriate to accelerate the pace at which an elementary school student is exposed to the curriculum. For purposes of this policy, acceleration is defined as making the curriculum more rigorous by increasing the pace at which an elementary student is exposed to the curriculum in one or more subject areas. A result of making the curriculum more rigorous is that a student will be held accountable for mastering some or all of the approved curriculum at a grade

level higher than that to which the student is otherwise assigned. For instance, a student in the fourth grade whose mathematics curriculum is accelerated at the beginning of the school year will cover and be held accountable for not only all of the fourth-grade mathematics curriculum, but for a portion of the fifth-grade mathematics curriculum as well.

Acceleration in the elementary grades occurs primarily in mathematics during the fourth and fifth grades. An elementary student's work shall not be accelerated without the prior approval of the student's parent or guardian.

**B. Middle School Students**

The work of a middle school student may be accelerated, or made more rigorous, by registering the student for a high school credit-bearing course. A credit-bearing course is one for which the student will earn credit towards high school graduation provided that the student passes the course. Notwithstanding the fact that Algebra I is a credit-bearing course, it is the approved mathematics curriculum for most students in the eighth grade. Therefore, an eighth-grade student assigned to Algebra I shall not constitute acceleration. A middle school student's work shall not be accelerated without the prior approval of the student's parent or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation for students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

A middle school student's final grade in a high school credit-bearing course, including Algebra I, shall be deleted from the student's transcript if the student's parent or guardian requests it to be deleted in writing by July 15 following receipt of the student's report card. Issuance of the student's report card shall constitute receipt for purposes of this policy. In the event a student's grade is deleted from his or her transcript as described immediately above, the student will not receive credit toward high school graduation for any such course.

**C. High School Students**

Academic acceleration in high school is provided through the availability of advanced placement courses, dual enrollment courses, industry certification preparation, specialty centers, Governor's Schools and other similar offerings.

D. Grades

If a student's work is accelerated in one or more subject areas, the student's grades shall be based on the student's mastery of the accelerated curriculum.

**Policy 3170: Standards of Learning Tests and Graduation Requirements (revised 7/1/2016)**

A. Standards of Learning (SOL) Tests and Verified Units of Credit

In third through eighth grade, where Standards of Learning (SOL) tests are administered, each student is expected to take the SOL tests. Schools will use the SOL test results in third through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school will take all applicable end-of-course SOL tests following course instruction. Students who enroll in high school as freshmen before July 1, 2018; as sophomores before July 1, 2019; as juniors before July 1, 2020; or, as seniors before July 1, 2021, are required to earn standard and verified units of credit as specified in the regulations of the Board of Education and as described below. Students who successfully complete the requirements of the course and achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Upon recommendation of the Superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. The Superintendent by regulation will determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the State Board of Education, and the student may earn verified credits only by achieving that score established by the State Board of Education.

Participation in SOL testing by students identified as Limited English Proficient (LEP) will be guided by a school-based committee convened to make such determinations in accordance with State Board of Education regulations. Students with disabilities are expected to participate in all content area assessments that are available to students without disabilities, with first consideration being participation in SOL tests. The Individualized Education Program (IEP) or 504 plan determines the student's participation in SOL tests, with or without accommodations, or participation in an alternative assessment prescribed by the State Board of Education in accordance with federal laws and regulations.

B. Graduation Requirements

1. Generally

In order to earn a high school diploma from Chesterfield County Public Schools (CCPS), a student must meet all applicable requirements as prescribed by the Board of Education and shall meet such other requirements as are prescribed by the Chesterfield County School Board and approved by the Board of Education. The School Board awards diplomas to all secondary students, including students who transfer from non-public schools or from home instruction. The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

The Chesterfield County School Board shall develop and implement a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency. The School Board shall also implement a program of instruction in each government course in the school division that includes all information and concepts in the civics portion of the U.S. Naturalization test.

To encourage every student to earn a high school diploma, beginning in the seventh grade school staff will work with each student and his or her parent to complete an “academic and career plan.” Among other things, each student’s academic and career plan will specify the diploma the student is working toward, requirements for the diploma, courses required to earn the diploma, and a career plan. Each student’s academic and career plan will be reviewed at least annually.

Also beginning in the middle school years, students will be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities will include access to at least three Advanced Placement courses or three college-level courses for degree credit. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible.

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In addition, school staff will annually notify the parents of eleventh- and twelfth-graders of the remaining number of verified and standard units of credit the student must complete in order to earn the diploma specified in the student's academic and career plan.

### 2. Dual Enrollment

Wherever possible, students will be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

- Written approval of the high school principal prior to participation in dual enrollment must be obtained.
- The college must accept the student for admission to the course or courses.
- The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

The School Board will enter into an agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from the community college concurrent with a high school diploma. The agreement will specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

### 3. Options for English Learners (ELs) Taking ESOL English Courses

A secondary English Learner (EL), who is enrolling in CCPS for the first time, may be awarded up to two (2) high school graduation credits in world language for demonstrated proficiency in her or his native language, as determined following an administrative review of the student's incoming transcript. To qualify for any such credit, the administrative review must verify proficiency in reading, writing, speaking, and listening in the student's native language. An alternative assessment will be conducted in the event a student enrolls without a transcript.

A secondary English Learner (EL) taking one or more ESOL (*English for Speakers of Other Languages*) English courses may be awarded up to three (3) standard units of credit in English toward graduation. At least one standard credit of English toward an Advanced Studies or Standard Diploma must be earned in a mainstream high school English course.

A secondary English Learner (EL) taking one or more ESOL (*English for Speakers of Other Languages*) English courses may be awarded up to two (2) additional high school graduation credits in world language, provided that the student has not already received an English (or elective) credit for the same course and only if all graduation requirements in English have already been satisfied. The Superintendent or the Superintendent's designee shall determine the process for awarding credits pursuant to this paragraph.

### 4. Types of Diplomas and Certificates

The School Board will award diplomas and certificates in accordance with state laws and regulations.

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

### **A. Professional Development for Teachers of the Gifted**

All teachers who provide instruction for gifted students are encouraged to pursue the state endorsement in gifted education. Teachers shall participate annually in one or more of the following professional development opportunities relevant to gifted learners:

- Professional development opportunities provided by CCPS
- Local, state, or national seminars or conferences

Teachers who provide instruction to gifted students placed in CBG Academies shall possess the state endorsement in gifted education or shall obtain the state endorsement in gifted education within five years upon their assignment to the program.

CCPS teachers seeking endorsement should work closely with the Office of Licensure to make sure that current requirements are met. Transcripts should be submitted to the Human Resources Department upon completion of each course. Application for endorsement should be submitted promptly upon completion.

### **B. Professional Development Examples**

The CCPS Office of Gifted Education works collaboratively with other departments to provide on-going professional development opportunities open to teachers, counselors, and administrators throughout the district. Such topics include:

- Best practices in gifted education
- Characteristics and identification of underrepresented
- Characteristics and strategies for teaching twice-exceptional students
- Identification and placement of gifted students
- Instructional strategies for differentiation
- *INSPIRE* programs
- Problem-based learning
- Socio-emotional needs of gifted learners

### **C. Activities to Encourage Parental and Community Involvement in the Education of the Gifted**

The CCPS Office of Gifted Education regularly provides opportunities for parental and community involvement:

- Gifted education section of CCPS website
- Gifted education brochure available online and in schools
- CCPS Local Plan for the Education of the Gifted
- Gifted Education Advisory Committee (GEAC)
- Parent information sessions held in schools
- Community engagement nights



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

**A. Division**

In order to review the effectiveness of the gifted education program in Chesterfield County Public Schools, quantitative and qualitative data pertaining to objectives within the six program goals shall be collected and reviewed annually by the Office of Gifted Education. Student data pertaining to screening, referral, identification, and placement shall be analyzed and may include school, grade, ethnicity, free and reduced lunch status, eligibility for special education services, and ESL program participation.

**B. Gifted Education Advisory Committee**

Each autumn, the Gifted Education Advisory Committee (GEAC) shall review data contained within the Gifted Education Annual Report submitted to the Virginia Department of Education and review progress towards program goals and objectives regarding identification and the equitable representation of students. Additional detailed review on screening, referrals, identification, and placement may be conducted by the GEAC as deemed necessary by the committee.

Each spring, the GEAC shall select Curriculum and Instruction, Professional Development, and/or Parent and Community Involvement program goal progress to review. Multiple sources of data for the review may include reports from members of the Office of Gifted Education, teacher or student presentations, available quantitative data, and other measures deemed appropriate.

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

**A. Role of the Local Advisory Committee**

The purpose of the committee is to review annually the *Local Plan for the Education of the Gifted*, including revisions and to 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 Gifted Education Advisory Committee shall be submitted annually to the superintendent and the school board. The advisory committee shall meet five times per school year.

**B. Composition of Local Advisory Committee**

Categories	Number Represented
Parents 2 per magisterial district	10
Community Members	2
Teachers	6
Administrators	3
Gifted Support Specialist	1
Identified Gifted High School Students	2

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

The Gifted Education Advisory Committee is comprised of twenty-four members. Selection of members is based upon a balanced representation of parents, community members, professional staff, and students from each of the magisterial districts. Careful consideration is given to the selection of members who reflect the ethnic composition of the school division as well as elementary, middle, and high school representation. Committee members are approved by the board in the fall of each year and serve a staggered three-year term rotation, except for students who serve for a one year term. The following describes the nomination of representatives in each category:

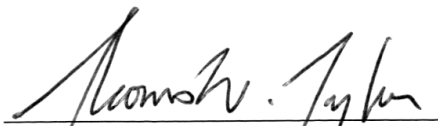
- Members of the school board nominate two parent representatives per magisterial district. Each representative must have a child currently in the county’s gifted program.
- The superintendent nominates community representatives. These representatives must have a child that previously participated or is currently in a CCPS gifted education program.
- The gifted education coordinator nominates professional staff representatives and student representatives.

**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.

	THOMAS W. TAYLOR	7/3/18
Division Superintendent's Signature	Printed Name	Date
Desinger for Mr. Donald Fairheart		

## **Appendix A: Glossary of Common Terms**

from the Virginia Department of Education *Regulations Governing Educational Services for Gifted Students*

Appropriately Differentiated Curriculum and Instruction – 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.

Eligible Student – A student who has been identified as gifted by the identification and placement committee for the school division’s gifted education program.

Gifted Students – Students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

- General Intellectual Aptitude (GIA) – Students who demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.
- Specific Academic Aptitude (SAA) – Students who demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, mathematics, history, and science.
- Career and Technical Aptitude (CTA) – Students who demonstrate or have the potential to demonstrate superior reasoning; persistent technical curiosity; advanced use of technical language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in career and technical fields.

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- Visual and/or Performing Arts Aptitude (VPA) – Students who demonstrate or have potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual and/or performing arts.

Identification – The multistage process of finding students who are eligible for service options offered through the division’s gifted education program. The identification process begins with a referral component and concludes with the determination of eligibility by the school division’s identification and placement committee(s). The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple criteria to determine whether a student’s aptitudes and learning needs are most appropriately served through the school division’s gifted education program.

Identification and Placement Committee – The school-level or division-level committee that shall determine a student’s eligibility for the division’s gifted education program, based on the student’s assessed aptitude and learning needs.

Learning Needs of Gifted Students – Gifted students need advanced and complex content that is paced and sequenced to respond to their persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

Placement – The determination of the appropriate education options for each eligible student.

Referral – The formal and direct process that parents/guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services.

Screening – The process of reviewing current assessment data or other information from other sources to actively search for students who are then referred for the formal identification process.

Service Options – The instructional approaches, settings, and staffing selected for the delivery of appropriate service(s) provided to eligible students based on their assessed needs in their area(s) of strength.

Student Outcomes – The advanced achievement and performance expectations established for each gifted student, through the review of the student’s assessed learning needs and the goals of the program of study.

## **Appendix B: Glossary of CCPS Terminology**

INSPIRE programs – services designed to be delivered to all students in order to develop critical and creative thinking skills, perseverance, metacognition, and talents.

- Inventive Thinking Lab (ITL) - Develops higher-level thinking skills by using games in the classroom. Students learn to identify the cognitive strategies they are using for game success while they “discover” universal problem-solving strategies useful in academics and beyond. Students increase their perseverance to meet the challenges of the games as they set goals for themselves to improve their cognition.
- Project SOAR - Designed to provide students with a skill set to be active learners who can engage in productive thinking, ask critical questions, investigate problems, and ultimately be independent, responsive consumers for their own education.

SBG – services delivered to gifted students in their home school through cluster-grouped, rigorous, differentiated instruction.

CBG Academy – specialty program serving gifted students that meet criteria for admission; students are grouped with other CBG Academy students for core subjects.





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