# Plan for the Education of the Gifted

## Chesterfield County Public Schools

<table>
<thead>
<tr>
<th>LEA#</th>
<th>021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>James F. Lane, Ed.D.</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>P.O. Box 10, Chesterfield, Virginia 23832</td>
</tr>
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<td>CTC @ Hull 13900 Hull Street Road Midlothian, VA  23112</td>
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</tr>
<tr>
<td>Local School Board Chairperson</td>
<td>Dr. Javaid E. Siddiqi</td>
</tr>
<tr>
<td>Date Approved by School Board</td>
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</tbody>
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Local Plan for the Education of the Gifted

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

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

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

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

For more information, contact the Virginia Department of Education specialist for Governor’s Schools and Gifted Education at 804-225-2884.
General Information Regarding the Gifted Education Program in Chesterfield County

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

<table>
<thead>
<tr>
<th>Area of Giftedness Identified by the Division</th>
<th>Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Intellectual Aptitude (GIA)</td>
<td></td>
</tr>
<tr>
<td>Maggie L. Walker Governor’s School for</td>
<td>9 - 12</td>
</tr>
<tr>
<td>Government and International Studies</td>
<td></td>
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<tr>
<td>Specific Academic Aptitude (SAA)</td>
<td></td>
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<tr>
<td>English</td>
<td>K - 12</td>
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<tr>
<td>Mathematics</td>
<td>K - 12</td>
</tr>
<tr>
<td>Science</td>
<td>6 - 12</td>
</tr>
<tr>
<td>History/Social Sciences</td>
<td>6 - 12</td>
</tr>
<tr>
<td>All elementary, middle, and high schools</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Aptitude (CTA)</td>
<td>9 - 12</td>
</tr>
<tr>
<td>Appomattox Regional Governor’s School for</td>
<td></td>
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<tr>
<td>the Arts and Technology</td>
<td></td>
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<tr>
<td>Visual and/or Performing Arts Aptitude (VPA)</td>
<td>9 - 12</td>
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<tr>
<td>Appomattox Regional Governor’s School for</td>
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<tr>
<td>the Arts and Technology</td>
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Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (§VAC20-40-60A.1)

A. Division Philosophy for the Education of Gifted Students

Vision
Chesterfield County Public Schools will provide an engaging and relevant education that prepares every student to adapt and thrive in a rapidly changing world.

Mission
Chesterfield County Public Schools, in partnership with students, families and communities, emphasizes and supports high levels of achievement through a global education for all, with options and opportunities to meet the diverse needs and interests of individual 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 achieving maximum use of 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.
B. Division Operational Definition of Giftedness

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

The state of Virginia defines "Gifted students" as those 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. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

1. Specific academic aptitude (SAA). Such students 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 that include English, history and social science, mathematics, or science.

2. Visual or performing arts aptitude (VPA). Such students demonstrate or have the 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 or performing arts.

3. Career and technical aptitude (CTA). Such students 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.

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

This section should include goals and objectives for the school division’s gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

A. Identification

Goal: Continue to evaluate and revise procedures which increase referrals and eligibility of students from underrepresented populations for gifted education program services

Objectives:
- Continue to enhance professional development opportunities and support for schools in the identification and placement of gifted students
- Continue to review and revise the Student Profile as needed
- Consider alternative assessments when results of standardized assessments are not well-aligned with other data as indicated on the Student Profile

B. Delivery of Services

Goal 1: Continue to research, develop and implement opportunities to nurture the potential of students from underrepresented populations through a continuum of gifted education program services

Objectives:
- Continue to implement and support Talent Development Programs, such as Inventive Thinking Labs and Project SOAR

Goal 2: Continue to refine and implement a collaborative model which supports educational opportunities for gifted learners served through the School-Based Gifted education program

Objectives:
- Provide cluster-grouping arrangements which support differentiated instruction for gifted learners
- Provide professional development opportunities and Consultant support for School-Based Gifted Program services
- Continue to research and implement strategies which support success in the School-Based Gifted Education Program among students from underrepresented populations

Goal 3: Continue to refine and implement best practices to support differentiated instruction for students who demonstrate superior abilities in multiple content areas

Objectives:
- Provide professional development opportunities and Consultant support for Center-Based Gifted Program services
- Continue to research and implement strategies which support success in the Center-Based Gifted Education Program among students from underrepresented populations
C. Curriculum and Instruction

**Goal:** Provide a continuum of differentiated curricular options, instructional approaches and resource materials which support the unique needs of gifted learners

**Objectives:**
- Provide division personnel with resource materials which enhance and extend the Standards of Learning and Chesterfield County Curriculum Frameworks
- Continue collaborative work with curriculum specialists to enhance and extend learning for gifted students
- Provide opportunities for middle school students to access high school curriculum and coursework when appropriate
- Assist teachers with instructional planning practices for gifted learners
- Partner with special education and English language learner staff when necessary

D. Professional Development

**Goal:** Provide ongoing professional development opportunities which enhance existing knowledge and skills in the use of research-based practices in gifted education

**Objectives:**
- Continue to provide ongoing professional development
- Collaborate with teachers to share instructional strategies based on best practices in gifted education
- Communicate to parents and other stakeholders practices utilized in identifying and serving gifted students
- Provide appropriate professional development to support talent development models, such as Inventive Thinking Lab and Project SOAR
- Partner with special education and English language learner staff when necessary

E. Equitable Representation of Students

**Goal 1:** Continue to identify assessment methods which recognize students who will benefit from gifted education program services

**Objectives:**
- Continue to review and revise the Gifted Education Student Profile
- Consider alternative assessments when results of standardized assessments are not well-aligned with other data as indicated on the Student Profile
- Develop assessments to determine the effectiveness of talent development initiatives
- Assist teachers with recognition of gifted characteristics to include non-conforming traits
- Assist teachers with referrals for possible gifted identification
- Partner with special education and English language learner staff when necessary for gifted identification and placement
Goal 2: Provide professional development opportunities which focus on cultural competency and non-traditional characteristics of giftedness

Objectives:
- Continue to utilize the e-learning module to educate professional staff in recognizing the behavioral characteristics of gifted learners among a diverse student population
- Provide professional development on instructional strategies for twice-exceptional students
- Research additional opportunities to promote cultural competency, increase referral, identification and placement, and support success in gifted education programs among students from underrepresented populations
- Utilize CCPS Intranet: CNET to post professional development opportunities and resources for teachers and counselors

F. Parent and Community Involvement

Goal 1: Continue to increase the effectiveness of the Gifted Education Advisory Committee (GEAC)

Objective:
- Maintain GEAC by-laws which provide structure and direction for the committee’s purpose and involvement

Goal 2: Utilize technology and print media to inform the community regarding gifted education program services

Objectives:
- Provide gifted education program information updates on the Chesterfield County Public Schools website at http://mychesterfieldschools.com
- Provide documents with Spanish translation whenever possible
Part III: Screening, Referral, Identification, and Service Procedures

⇒ Specific Academic Aptitude – Grades K–12

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

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

Screening Procedures for Specific Academic Aptitude

The Gifted Education Identification and Placement Committee in each school, in collaboration with their Gifted Education Consultant, is responsible for student screening, seeking and reviewing referrals, and conducting multiple student assessment measures. Student eligibility and placement decisions are made according to established division criteria. Procedures with guidelines and timelines for screening, referral, and identification and placement of gifted students are provided to all schools on an annual basis.

Types of data utilized by division staff for screening procedures may include:

- Review of Cognitive Abilities Test results annually at grade 3, careful attention should be given to students who are eligible for special education (IEP) and English language (ESOL) services
- Review of Standards of Learning scores at the pass/advanced proficiency level
- Review of student performance annually in relevant academic areas addressed by gifted education program services: English, mathematics, science and/or social studies
- Review of other standardized assessments that may be in student’s records (IEP, ESOL)

Gifted Education Coordinators receive training that promotes awareness of and sensitivity to cultural factors which influence the screening, referral and assessment of students from diverse populations. Gifted Education Coordinators are encouraged to actively search for students from underrepresented populations.

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

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

Referral Procedures for Specific Academic Aptitude

The Chesterfield County public school system 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.

The identification process begins with students being referred to the Gifted Education Identification and Placement Committee in the school. Information on the Gifted Education Program, including the referral process and timelines, is available on the Chesterfield County Public Schools website http://mychesterfieldschools.com.
A potential candidate for gifted education program services is nominated in one of the following ways:

- Parent referral or community member referral
- Professional staff referral
  - A behavioral checklist of gifted characteristics is utilized to seek referrals from school personnel. Multicultural descriptors assist in recognizing students from traditionally underrepresented populations.
  - Transfer students - Any student identified as eligible for gifted education program services in another public school division shall be referred for assessment.
- Student self-referral or peer referral

Referral forms are available in all school administrative offices and school counseling offices. Referrals are to be submitted to the Gifted Education Coordinator in each school.

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

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

Multiple Criteria Listing (§VAC 20-40-40D.3)

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criterion.

**Multiple Criteria Listing for Specific Academic Aptitude**

- 1. Assessment of appropriate student products
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview (Appomattox Regional Governor’s School)
- 5a. Individual or group-administered, nationally norm-referenced aptitude tests
- 5b. Individual or group-administered, nationally norm-referenced achievement tests
- 6. Record of previous achievements (e.g., grades)
- 7. Additional valid and reliable measures or procedures

No single instrument, score, or criterion is used to exclude or include a child for eligibility.
D. Placement Procedures (§VAC20-40-60A.3)

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

1. Identification and Placement Committee (§VAC 20-40-40D)

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

Identification and Placement Committee for Specific Academic Aptitude

a. A minimum of five professional staff members serves on each school’s Identification and Placement Committee. The committee must include a school administrator, the gifted instructional consultant and at least three members from the following categories:

- ✔ Classroom Teacher(s)
- ✔ Gifted Instructional Consultant(s)
- ✔ Counselor(s)
- ✔ School Psychologist(s)
- ✔ Assessment Specialist(s)
- ✔ Principal(s) or Designee(s)
- ✔ Gifted Instructional Specialist
- ✔ Other CCPS professional staff member who knows the student and his/her abilities

b. Type of Identification/Placement Committee

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

- ✔ School-level
- □ Division-level
2. **Eligibility** (§VAC20-40-60A.3)

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

### Eligibility for Specific Academic Aptitude

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered and/or completed by</th>
<th>Scored and/or reviewed by</th>
<th>Provided to the committee by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aptitude Assessment</td>
<td>Professional staff*</td>
<td>Professional staff* or norm-referenced assessment company</td>
<td>Gifted Education Coordinator for the student’s school</td>
</tr>
<tr>
<td>K-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating Scales</td>
<td>Student’s teacher(s)</td>
<td>Student’s teacher(s)</td>
<td>Gifted Education Coordinator for the student’s school</td>
</tr>
<tr>
<td>K-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Assessments</td>
<td>Professional staff*</td>
<td>Professional staff*</td>
<td>Gifted Education Coordinator for the student’s school</td>
</tr>
<tr>
<td>1-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Products</td>
<td>Professional staff*</td>
<td>Professional staff*</td>
<td>Gifted Education Coordinator for the student’s school</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td>Student’s teacher(s)</td>
<td>Student’s teacher(s)</td>
<td>Gifted Education Coordinator for the student’s school</td>
</tr>
<tr>
<td>1-12</td>
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</tbody>
</table>

*Chesterfield County Public Schools principals, assistant principals, counselors, psychologists, teachers and members of the Gifted Education Department comprise the professional staff that may administer and complete components of the gifted identification and placement process.

Gifted Education Coordinators for each school participate in professional development annually.

The process from referral to eligibility is to be completed within 90 instructional days of the receipt of the Consent for Assessment from the student’s parent/guardian.
3. **Determination of Services** (§VAC20-40-60A.3)

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

**Determination of Services for Specific Academic Aptitude**

The school’s Identification and Placement Committee carefully examines the multiple criteria used during assessment and determines student eligibility as reported on the Student Profile. Areas of eligibility and specific criteria are used to match the student’s needs with the appropriate level of program service. No single instrument, score, or criterion is used to exclude or include a child for eligibility. Placement options include school-based (Level I) and center-based (Level II) gifted education program services.

**Continuum of Services**

School level Gifted Education Coordinators administer assessments and collect qualitative and quantitative data related to the multiple criteria used to determine eligibility for gifted services. This data is recorded on a matrix-style document called the Student Profile. Points are assigned for each criterion.

The points accumulated determine eligibility for Level I, School-Based Gifted, and/or Center-Based Gifted, services in specific academic areas for the following school year.

**Level I Eligibility**

**Grade K**

The student is identified gifted in either English and/or mathematics according to the data collected in the following areas:

- Nationally-normed aptitude assessments (composite or appropriate domain score, whichever is higher)
- Nationally-normed achievement assessments
  - Reading Vocabulary
  - Reading Comprehension
  - Mathematics Problem Solving
- Scales for Identifying Gifted Students
- Student Products

**Grades 1–4**

The student is identified gifted in English and/or mathematics according to the data collected in the following areas:

- Nationally-normed aptitude assessments (composite or appropriate domain score, whichever is higher)
- Nationally-normed achievement assessments
  - Reading Vocabulary
  - Reading Comprehension
  - Mathematics Problem Solving
- Scales for Identifying Gifted Students
- Grades (math, reading/writing)
Grades 5–12
The student is identified gifted in English, mathematics, social studies, and/or science according to the data collected in the following areas:
- Nationally-normed aptitude assessments (composite or appropriate domain score, whichever is higher)
- Nationally-normed achievement assessments
  - Reading Vocabulary
  - Reading Comprehension
  - Mathematics Problem Solving
  - Social Studies
  - Science
- Scales for Identifying Gifted Students
- Grades (English, math, social studies, science)

Level II Eligibility

For placement in grades 3–8 additional data on the Student Profile is used to determine eligibility for Level II, Center-Based Gifted services for the following school year.

Grades 2–4 (for following school year for grades 3-5)
- The student is identified gifted in one or more academic areas
- Student is functioning at the 97th percentile or higher in four or more of the following areas:
  - Aptitude (Composite Score)
  - Reading Vocabulary
  - Reading Comprehension
  - Mathematics Problem Solving
  - Grades Point Average of 96 or higher
    - Grade Point Average (GPA) in English (reading/writing)
    - Grade Point Average (GPA) in mathematics

Grades 5–7 (for following school year for grades 6-8)
- The student is identified gifted in one or more academic areas
- Student is functioning at the 97th percentile or higher in five or more of the following areas:
  - Aptitude (Composite Score)
  - Reading Vocabulary
  - Reading Comprehension
  - Mathematics Problem Solving
  - Social Studies
  - Science
  - Overall Grade Point Average (GPA) of 3.6 or higher in core subjects
Part III: Screening, Referral, Identification, and Service Procedures

⇒ General Intellectual Aptitude – Maggie L. Walker Governor’s School for Government and International Studies
⇒ Visual and Performing Arts Aptitude – Appomattox Regional Governor’s School for the Arts and Technology
⇒ Career and Technical Aptitude – Appomattox Regional Governor’s School for the Arts and Technology

Chesterfield County Public Schools participates in two regional Governor’s Schools in the greater Richmond area. Maggie L. Walker Governor’s School for Government and International Studies (http://www.gsgis.k12.va.us) provides broad-based educational opportunities that develop gifted students’ understanding of world cultures and languages as well as the ability 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, the Appomattox Regional Governor’s School for the Arts and Technology (http://www.args.us) will nurture gifted and talented creative thinkers, leaders, artists, innovators, and pioneers in the fine, performing, and technological arts.

Letters are mailed to all eighth-grade students enrolled in Chesterfield County Public Schools and Chesterfield County home-schooled students informing them of the high school options, including Specialty Centers and the two regional Governor’s Schools. Information on high school program options is also provided at http://mychesterfieldschools.com.

The Virginia Department of Education, in conjunction with localities, sponsors regional academic-year Governor’s Schools that serve gifted high school students during the academic year. The foundation of the Virginia Governor’s School Program centers on best practices in the field of gifted education and the presentation of advanced content to able learners.

The academic-year Governor’s Schools are established as “joint schools” by Virginia school law. As such, they are typically 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 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 and Maggie L. Walker Governor’s School for Government and International Studies.

Local administrators of gifted programs are actively involved in the Virginia Governor’s School Programs. Their support typically includes serving on advisory committees, nominating students, identifying potential instructors, participating in school evaluations and communicating information about the program to the appropriate local audiences.

Faculties for the academic-year Governor’s Schools are selected based on advanced degrees, professional experience and training and/or experience with gifted high school students. Each school is responsible for providing staff development to extend its teachers’ knowledge and use of innovative teaching strategies, technology and contemporary subject matter.
Each Governor’s School maintains its standards through a system of internal evaluations. Summaries of findings are submitted to the Department of Education as part of the administrative procedures document. Internal evaluation methods may include collecting information from students and staff, interviews and written surveys with administrators, instructors, students, and parents and analysis of other documents related to the programs.

The Virginia Department of Education oversees and evaluates the academic-year Governor’s Schools. Each school is evaluated through the use of evaluation rubrics designed to determine the effectiveness in curriculum, professional development, program design, guidance and counseling, identification and selection process and facilities. A full-site evaluation team visits each school every six years.
Part IV: Notification Procedures (§VAC20-40-60A.4)

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

Notification Procedures for Identification and Placement

Parents/Guardians receive written notification for the following:

- request for permission of student assessment, including individual or group testing and/or collection of additional data for Student Profile
- committee decision regarding student eligibility for program services
- request for permission regarding student placement in the gifted education program

Appeals Process

Parents/guardians who have initial questions regarding the Identification and Placement Committee eligibility decision shall contact the building principal or designee. The parent/guardian may submit a written request of the appeal to the principal within 10 instructional days from receipt of the committee’s decision. The written request of appeal should include specific concerns related to the eligibility decision that the parent/guardian would like to have considered in the review. The principal will refer the appeal to the Instructional Specialist for Gifted Education and the division’s Appeals Committee.

The division’s Appeals Committee, appointed by the Instructional Specialist for Gifted Education, is comprised of at least five members who were not involved in the student’s eligibility decision. The members represent the following categories:

- principals
- assistant principals
- guidance counselors
- psychologists
- Gifted Education Department staff members

The division-level Appeals Committee reviews all information used in determining student eligibility. Only assessments administered by Chesterfield County Public Schools professional staff will be considered during the appeals process (see p. 11). Due to the nature of program services, specific alternative assessments may be recommended by the Appeals Committee for administration and additional review. The Appeals Committee provides written notification of their decisions to parents/guardians and school-level personnel.
Part V: Change in Instructional Services (§VAC20-40-60A.5)

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

Change in Instructional Services for Specific Academic Aptitude

The placement of all students is subject to annual review; the student, parent/guardian, counselor, teacher, or administrator may initiate necessary procedures. The data assembled for the review may include aptitude scores, rating scales, achievement scores and grades. After careful review and analysis, the recommendation may be one of the following:

- continuation of current placement
- change in current placement (from Center-Based to School-Based Gifted Program or to general education classes)

Students have a change in placement when it has been determined that he/she is not being successful at the current level of service or if requested by the parents/guardians.

Reevaluation to determine the appropriate level of placement of identified gifted students occurs during grades 2 and 5 for the following school year. A review of student academic performance in specific areas and/or additional assessments may be required to determine the level option of gifted education services. Parents/guardians permission for assessment is required. Results of the reevaluation are shared upon completion of the Gifted Education Student Profile.

Special note: A student maintains identification for gifted services regardless of a change in placement.
Part VI: Evidence of Appropriate Service Options (§VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student’s academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>SAA – English and Mathematics</th>
<th>SAA – Social Studies and Science</th>
<th>GIA, VPA, CTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K – 2</td>
<td>• Differentiated Instruction</td>
<td></td>
<td></td>
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<tr>
<td>Grade 3</td>
<td>• Differentiated Instruction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Center-Based Program option</td>
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<tr>
<td>Grades 4 – 5</td>
<td>• Differentiated Instruction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Center-Based Program option</td>
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<td></td>
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<tr>
<td></td>
<td>• Accelerated Mathematics</td>
<td></td>
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<tr>
<td>Grades 6 – 8</td>
<td>• Differentiated Instruction</td>
<td>• Differentiated Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Center-Based Program option</td>
<td>• Center-Based Program option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Acceleration for High School Credit - Algebra I, Geometry, and Algebra II</td>
<td>• Acceleration for High School Credit – Earth Science</td>
<td></td>
</tr>
<tr>
<td>Grades 9 – 12</td>
<td>• Honors Courses</td>
<td>• Honors Courses</td>
<td></td>
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<tr>
<td></td>
<td>• Advanced Placement</td>
<td>• Advanced Placement</td>
<td></td>
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<tr>
<td></td>
<td>• Dual Enrollment</td>
<td>• Dual Enrollment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Acceleration in Mathematics</td>
<td>• Acceleration in Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• High School Specialty Center options</td>
<td>• High School Specialty Center options</td>
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<tr>
<td></td>
<td></td>
<td>• Maggie L. Walker Governor’s School option (GIA)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Appomattox Regional Governor’s School option (VPA and CTA)</td>
<td></td>
</tr>
</tbody>
</table>

SAA: Specific Academic Aptitude (English, Math, Social Studies, Science)
GIA: General Intellectual Aptitude (English AND Math)
VPA: Visual and/or Performing Arts Aptitude
CTA: Career & Technical Aptitude
B. Service Options Provide Instructional Time with Age-level Peers

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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>SAA</th>
<th>GIA, VPA, CTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K – 2</td>
<td>• Cluster Grouping</td>
<td></td>
</tr>
<tr>
<td>Grades 3 – 8</td>
<td>• Cluster Grouping</td>
<td>• Maggie L. Walker Governor’s School option (GIA)</td>
</tr>
<tr>
<td></td>
<td>• Center-Based Program option</td>
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</tr>
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<td></td>
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SAA: Specific Academic Aptitude (English, Math, Social Studies, Science)
GIA: General Intellectual Aptitude (English AND Math)
VPA: Visual Performing Aptitude
CTA: Career & Technical Aptitude
Service Options Provide Instructional Time with Intellectual and Academic Peers

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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grades 4 – 5</td>
<td>• Cluster Grouping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Center-Based Program option</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Accelerated Mathematics</td>
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<td>• Acceleration in Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• High School Specialty</td>
<td>• High School Specialty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Center options</td>
<td>Center options</td>
<td></td>
</tr>
</tbody>
</table>

C. Service Options Provide Instructional Time to Work Independently

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

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 21st Century Skills, problem-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.
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** - The elimination of material that students already know to allow for instruction of new material or extension activities
- **Technology** - Technology used to deliver instruction and as a tool for student learning and product development
- **Questioning techniques** - Questions 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 Solving

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.
E. Procedures for Assessing Academic Growth in Gifted Students

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

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 progress 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

The Gifted Education Department continues to research best practices in assessment of academic growth of gifted students.
Part VII: Program of Differentiated Curriculum and Instruction (§VAC20-40-60A.11)

The Regulations Governing Educational Services for Gifted Students defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students’ needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division’s appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

Differentiated 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
- 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.

Teachers who provide instruction for cluster groups of gifted students in the School-Based Gifted education program should participate annually in professional development related to gifted education. Teachers who provide full-time instruction of gifted students in the Center-Based Gifted education program should complete the requirements for the state endorsement in gifted education within five years, as well as annual professional development. Gifted Education Consultants assigned to each school follow-up with cluster teachers to provide ongoing support.
A Differentiated classroom may include the following:

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

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

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

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 (§VAC20-40-60A.12)

This section provides the school division’s policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

1. Chesterfield County Public School Policy 1012, School Board’s Vision, Mission, and Standards of Quality
   
   A. Vision
   
   Chesterfield County Public Schools will provide an engaging and relevant education that prepares every student to adapt and thrive in a rapidly changing world.

   B. Mission

   Chesterfield County Public Schools, in partnership with students, families, and communities, emphasizes and supports high levels of achievement through a global education for all, with options and opportunities to meet the diverse needs and interests of individual students.

   C. Standards of Quality and Objectives

   The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations.

   The School Board will report its compliance with the Standards of Quality to the State Board of Education annually. The report of compliance will be submitted to the State Board of Education by the Chairman of the School Board and the Superintendent.

   D. Standards of Quality – Programs and Services

   The School Board commits itself to providing programs and services as stated in the Standards of Quality only to an extent proportionate to funding thereof provided by the General Assembly.

2. Chesterfield County Public School Policy 3050, Alternative Instruction Options

   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 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.

3. Chesterfield County Public School Policy 3041, Accelerating the Curriculum

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.

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.


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. 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 set forth in the Standards of Accreditation (SOA) and
the Standards of Quality (SOQ). The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

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.

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 Language Learner (ELL) 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 (§VAC20-40-60A.13)

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

1. Understanding of principles of the integration of gifted education and general education, including:
   a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
   b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.

2. Understanding of the characteristics of gifted students, including:
   a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
   b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
   c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).

3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
   a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
   b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
   c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
   d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
   e. The evaluation of data collected from student records such as grades, honors, and awards;
   f. The use of case study reports providing information concerning exceptional conditions; and
   g. The structure, training, and procedures used by the identification and placement committee.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
   a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
   b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
   c. The development of learning environments that guide students to become self-directed, independent learners.

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

6. Understanding of contemporary issues and research in gifted education, including:
   a. The systematic gathering, analyzing, and reporting of formative and summative data; and
   b. Current local, state, and national issues and concerns.

Local Plan for the Education of the Gifted
Professional Development for Teachers of the Gifted

Level I: School-Based Gifted
Teachers who provide instruction for cluster groups of gifted students are encouraged to pursue the state endorsement in gifted education. Teachers of cluster groups in the School-Based Gifted Education Program should participate annually in one or more of the following professional development opportunities relevant to gifted learners:
- professional development opportunities provided by Chesterfield County Public Schools
- local, state or national seminars or conferences

Level II: Center-Based Gifted
Teachers who provide full-time instruction of gifted students in the Center-Based Gifted Education Program are required to obtain the state endorsement in gifted education within five years upon their assignment to the program, which includes four graduate-level courses for the add-on endorsement. These classes should focus on the following topics related to gifted learners:
- identification and characteristics
- instructional strategies
- curriculum
- affective needs of gifted learners

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 of four courses.

Professional Development Examples

The CCPS Gifted Education Department works collaboratively with other departments to provide ongoing professional development opportunities open to teachers, counselors, and administrators throughout the district.
- Best Practices in Gifted Education
- Characteristics and Identification of Underrepresented Populations in Gifted Education
- Characteristics and Strategies for Teaching Twice-Exceptional Students
- Identification and Placement of Gifted Students
- Instructional Strategies for Differentiation
- Inventive Thinking Lab
- Problem-Based Learning
- Social and Emotional Needs of Gifted Learners
Activities to Encourage Parental and Community Involvement in the Education of the Gifted

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

- Gifted Education page on CCPS website located under Instruction
  - Gifted Education Brochure
  - CCPS Local Plan
- Gifted Education Advisory Committee
- Parent Sessions held in schools:
  - Understanding Student Profiles and the CCPS Identification Process
  - Understanding the Social and Emotional Needs of Gifted Learners
- Parent support groups
- Parent Information Nights to support opportunities available to CCPS students, such as School-Based and Center-Based Gifted Programs, High School Specialty Centers, full time Governor’s Schools, and Mathematics Acceleration options
- CCPS Parent Resource Center
Part X: Procedures for Annual Review of Effectiveness (§VAC20-40-60A.14)

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

Procedures for annual review will focus on continued efforts to increase the referral, identification, and support of underrepresented populations in gifted education programs and to maintain high quality opportunities for all gifted students in Chesterfield County Public Schools.

<table>
<thead>
<tr>
<th>Procedures for Equitable Referral and Identification Multiple Pathways</th>
<th>Review of Talent Development Models Project SOAR &amp; ITL</th>
<th>Strategy for Identification of Underrepresented Students HOPE Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-2018</strong></td>
<td>Collect and analyze referral and identification data to evaluate the effectiveness of revisions made to the Gifted Education Student Profiles. Research multiple pathways for identification of traditionally underrepresented student populations.</td>
<td>Implementation of Project SOAR assessments to review student outcomes from this Talent Development Model, sustain program in original 6 Title I schools for 2nd grade (VCU Capstone Project evaluation), continue to implement Inventive Thinking Labs (ITL)</td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td>Continue to collect and analyze referral and identification data to evaluate the effectiveness of revisions made to the Gifted Education Student Profiles. Establish protocols/criteria for determining which students are included in a multiple pathways subgroup.</td>
<td>Analysis of student outcome data to evaluate the effectiveness of the Talent Development Model Project SOAR, consider additional Title I schools for implementation as personnel allows (VCU Capstone Project evaluation), continue to implement ITL</td>
</tr>
<tr>
<td><strong>2019-2020</strong></td>
<td>Continue to collect and analyze referral and identification data to evaluate the effectiveness of changes made to the Gifted Education Student Profiles. Review protocols/criteria for determining which students are included in a multiple pathways subgroup.</td>
<td>Continue to collect and analyze student outcome data to evaluate the effectiveness of the Talent Development Model Project SOAR, consider additional Title I schools for implementation as personnel allows, consider evaluation of ITL</td>
</tr>
<tr>
<td><strong>2020-2021</strong></td>
<td>Continue to collect and analyze referral and identification data to evaluate the effectiveness of revisions made to the Gifted Education Student Profiles. Continue to refine multiple pathways for identification of traditionally underrepresented student populations.</td>
<td>Research and development of additional Talent Development tool(s), continue to implement Project SOAR and ITL</td>
</tr>
<tr>
<td><strong>2021-2022</strong></td>
<td>Continue to collect and analyze referral and identification data to evaluate the effectiveness of revisions made to the Gifted Education Student Profiles. Evaluate multiple pathways for identification of traditionally underrepresented student populations.</td>
<td>Pilot additional Talent Development tool(s), continue to implement Project SOAR and ITL</td>
</tr>
</tbody>
</table>
Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division’s procedures for the establishment of the local advisory committee for the gifted program.

A. Composition of Local Advisory Committee

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents (with students in gifted programs, 2 per magisterial</td>
<td>10</td>
</tr>
<tr>
<td>district and selected by School Board members)</td>
<td></td>
</tr>
<tr>
<td>Teachers (elementary, middle, high)</td>
<td>6</td>
</tr>
<tr>
<td>Administrators (directors, principals)</td>
<td>3</td>
</tr>
<tr>
<td>Support Staff (Gifted Education Consultant)</td>
<td>1</td>
</tr>
<tr>
<td>Community (selected by Superintendent)</td>
<td>2</td>
</tr>
<tr>
<td>Students (high school current/past gifted program participant)</td>
<td>2</td>
</tr>
</tbody>
</table>

B. 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, professional staff, community members 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 level representation.

Members of the School Board nominate parent representatives, two per magisterial district. The Superintendent nominates the community representatives. These representatives must have a child who is currently participating or has participated in the CCPS Gifted Education Program. The Instructional Specialist for Gifted Education nominates professional staff representatives and high school student who are identified gifted by CCPS. 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.

C. Role of the Local Advisory Committee

The purpose of the committee is to review annually the local plan for the education of gifted students, 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 Advisory Committee shall be submitted annually to the Superintendent and the School Board. The Advisory Committee shall meet five times per school year.
Part XII: Assurances (§VAC20-40-60A.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 the Interstate Compact on Educational Opportunity for Military Children (MIC3) is followed as applicable.

- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;

- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and

- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent’s Signature                               Printed Name                               Date
Glossary of Terms

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.

- 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.

Note: Glossary terms from the Virginia Department of Education Regulations Governing Educational Services for Gifted Students adopted May 27, 2010.

Explanation of Terms for Procedures of Annual Effectiveness (p. 34):

HOPE Scales – A K-5 teacher rating scale created by Purdue University, two subscales: academic and social, can indicate giftedness or high ability in these two areas, designed to help identify high-potential students from low-income families.

Inventive Thinking Lab (Talent Development) – 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.

Multiple Pathways – Possible alternatives to determine what procedures are the best fit for identifying traditionally underrepresented students (racial/ethnic groups, low SES, ELL, twice exceptional)

Project SOAR (Talent Development) - 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.