

DINWIDDIE COUNTY PUBLIC SCHOOLS

Local Plan for the Education of the Gifted

2017-2022

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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. This 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 website [http://www.doe.virginia.gov/instruction/gifted ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted%20ed/index.shtml)

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

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

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

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

General Information Regarding the Gifted Program in Dinwiddie County

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

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

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

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

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

VISION STATEMENT

Dinwiddie County Public Schools believes that in each school there are children who require differentiated educational programs to realize their full contribution to self and society.

While gifted students share many of the same needs as other children, they possess characteristics that require different educational goals. By virtue of exceptional abilities and motivation, they are capable of outstanding performance.

MISSION STATEMENT

The mission of Dinwiddie County Public Schools is to provide each student the opportunity to become a productive citizen, engaging the entire community in the educational needs of our children.

GOALS

Dinwiddie County Public Schools aspires to:

- Provide the highest quality education and appropriate support for each student while meeting and exceeding local, state, and national standards.
- Analyze and address the influences of growth proactively.
- Employ and retain highly qualified staff for all positions.
- Increase family involvement and community partnerships.
- Provide students the opportunity to explore career options.
- Develop and strengthen students' ability to think critically.
- Nurture students' skills in the creative process.
- Implement strategies the student can utilize in relating to self and others.
- Facilitate opportunities for students to investigate areas of high interest.
- Promote student research skills.
- Create means of using current technologies in student work.

BELIEFS

Dinwiddie County Public Schools believes that we must:

- Foster a learning environment that is safe, caring, healthy and positive.
- Ensure that all students have access to a quality education.
- Provide each child the opportunity to achieve his/her highest potential through equal opportunity and appropriate support.
- Maintain excellence as the standard for continuous improvement in teaching and learning.

- Make certain that all students are prepared to succeed in a global society.
- Establish community support and involvement as central to our continued success.
- Foster learning as a lifelong process.

Division Statement of Philosophy for Education of the Gifted

We believe that all students have unique interests and strengths. Our mission is to recognize, nurture, and enhance the exceptional abilities of gifted students.

In Dinwiddie County Public Schools, education for the gifted is based on the following principles:

- Gifted students need opportunities to interact with all students;
- Gifted students need opportunities to interact with other gifted students;
- Gifted students need educational opportunities that will allow them to pursue their interests and to reach their greatest potential.

A. 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.

A Dinwiddie County Public School student is eligible for gifted education service options tailored to *general intellectual aptitude* if the student demonstrates readiness for gifted programming based upon the following criteria:

- Evidence of need for a special program as determined by the identification and placement committee.
- Evidence of superior intellectual aptitude as measured by performance on an individually administered or group administered standardized test of ability or aptitude:
 - 1) General Intellectual Aptitude 95th percentile or above on total score.
 - 2) Specific Academic Aptitude (Language Arts) at or around 98th percentile on Mat-8.
 - 3) Specific Academic Aptitude (Math) at or around 98th percentile on Mat-8.
 - 4) Specific Academic Aptitude (Science) at or around 98th percentile Mat -8.
 - 5) Specific Academic Aptitude (Social Science) at or around 98th percentile on Mat- 8.
- Evidence of superior academic performance based on assessment of achievement on performance-based assessments, student portfolio, student work samples and teacher checklist.

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

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

- **Identification:** utilize a student profile to identify students based upon their ability, demonstrated achievement through portfolio products and creative productions.
- **Delivery of Services:** provide a continuum of service options to enhance and build on the academic skills and knowledge learned in the regular classroom.
- **Curriculum and Instruction:** work with teachers and curriculum development committees to infuse creativity, problem solving, and academic rigor into the curriculum; and provide information about appropriate enrichment and extension resources available for core curriculum areas.
- **Professional Development:** provide on-going professional development in the nature and needs of traditionally underserved gifted learners; provide on-going professional development on appropriate instructional strategies and differentiation for gifted learners; and support differentiation of instruction through increased opportunities for advanced training for cluster teachers.
- **Equitable Representation of Students:** utilize culturally fair assessment in response to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors so as to identify gifted students from traditionally under-represented groups.
- **Parent and Community Involvement:** publish the local plan on the division web-page; communicate current issues and concerns regarding gifted programming to parents and other stakeholders; make gifted referral forms available on all school and division websites.

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

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

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

Screening Procedures for General Intellectual Aptitude (GIA)

The process used to create a pool of potential candidates for General Intellectual Aptitude includes:

1. Review of student grades.
2. Review of honor rolls.
3. Review of student products.
4. Review of available achievement test data: Grades K-3 PALS (Fall/Spring), Grades K-8 Local Student Growth Assessments.
5. Kindergarten screening in Spring with teacher checklist.
6. Review of SOL assessment data.
7. Cognitive/Ability Test screening for Division second graders.
8. Recommendations from ESL Specialist and Special Education Director.

Note: Efforts are underway to provide an additional formal screener at the 6th grade level dependent on funding constraints.

Information about the referral process is available in each school office, guidance office, school website and the Division website.

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

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

Referral Procedures for General Intellectual Aptitude

The identification of gifted students, K-12, is a continuous process from September through mid-June of the academic school year. No identification is done during the summer months.

The process is designed to identify students with *general intellectual aptitude* from various backgrounds including students from economically disadvantaged, culturally diverse, handicapped, or English Language learners in grades K-12.

Referrals for fall semester testing are accepted during the month of October, and referrals for spring semester testing are accepted during the month of February of each year. Please note that referrals received after the existing window will be placed in the next referral window. Dinwiddie Middle School has a flexible referral window. A student may not be referred more than once annually. A referral for the gifted process is initiated when the completed referral form is submitted to the Gifted Specialist at the elementary or secondary level. After permission to test has been received, Dinwiddie County Public Schools has 90 instructional days to complete the testing, to determine the eligibility status of each student referred, to notify the parent or guardian of the decision, and to receive a permission to place form from the parent and to commence services. A structural table on page 14 illustrates this process.

- ***Referral by parent or community member, self-referral, or peer referral:*** Forms are available on the district website and on individual school websites. In addition, forms are available in each school from the Gifted Specialist or guidance counselor. Referral information and deadlines are communicated to parents by postal letters.
- ***Transfer students previously identified as gifted:*** Referral for formal assessment is automatically initiated for transfer students who were identified as gifted in another school system.
- ***Private school children, home-schooled children, or children moving into Dinwiddie County:*** Referral for these students should occur through contact with the gifted program coordinator at the Dinwiddie County School Board Office. The Office of Assessment and Student Services will schedule testing and eligibility meetings.

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

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

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

This section includes the three or more 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.

General Intellectual Aptitude

- 1. Assessment of appropriate student products, performance, or portfolio.
- 2. Record of observation of in-class behavior.
- 3. Appropriate rating scales, checklists, or questionnaires.
- 4. Individual interview if available.
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA), and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s).
- 6. Record of previous achievements (awards, honors, grades, etc.).
- 7. Additional valid and reliable measures or procedures.

Note: Test scores are valid for 1 year.

2. Additional identification information for General Intellectual Aptitude

Validity and Reliability Information: Student products, standardized and portfolio assessments are scored by the appropriate eligibility team members.

Note:

- Referrals are not accepted during the summer months.
- Students transferring into Dinwiddie County Public Schools who have been previously identified by the sending division will be evaluated on an individual basis to determine eligibility for the Dinwiddie County Public Schools program.

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Student Products	Current Classroom Teacher	Committee	Referring Teacher
Individual or group aptitude Test(s) GIA. Note: test scores are valid for 1 year	School Psychologist	School Psychologist	School Psychologist
Mat 8	Gifted Specialist Active/Retired	Gifted Specialist Active/Retired	Gifted Specialist
Teacher Checklist	Referring Teacher	Referring Teacher	Referring Teacher

Considered items:	
Parent Checklist	Presented by Parent
Student Interview/Observation if available or requested by the eligibility committee	Gifted Specialist

Written permission from the parent or guardian must be obtained in order to begin the eligibility process for any student. Once written permission is received, the timeframe for the eligibility process begins (90 instructional days).

Once the data is collected, an eligibility meeting is scheduled. Each school establishes and schedules an Eligibility Committee meeting for each student referred for gifted identification who has met the minimum division criteria. A student Profile Sheet is completed by the Elementary or Secondary Gifted Specialist for each student the team assesses. The data collected and noted on the Student Profile form is discussed by the Eligibility team. The data is reviewed holistically and through consensus, and the committee makes a decision based upon a preponderance of evidence.

The school level committee may make one of the following recommendations:

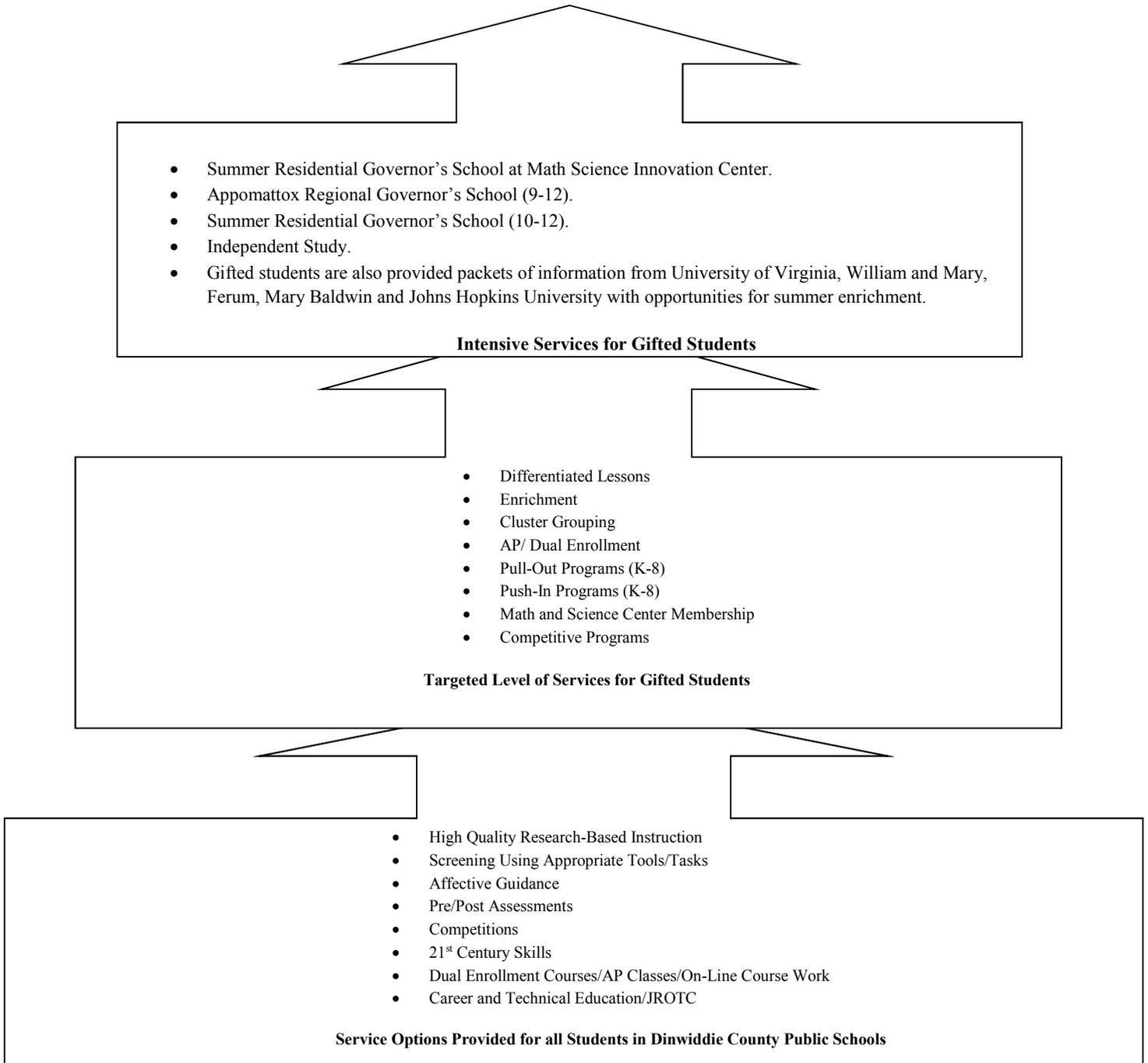
- The student is identified as gifted and receives services.
- The student does not meet the criteria for identification and is not eligible for services.
- The committee is unable to make a determination at this time and a request for additional information is needed.

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

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

General Intellectual Aptitude

When based on multiple criteria, a student is identified as eligible for services; the Eligibility team will determine appropriate programming options based on student strengths as indicated on the student profile. Written parental/guardian permission is required for students to receive gifted services. The following is a diagram indicating levels of support offered to students identified as gifted. The level of support is based upon student strengths and needs.



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

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

General Intellectual Aptitude

- (a) Parents/guardians are notified when the **initial referral** form has been completed.
- (b) **Written permission for testing** is requested at this time. Following the Eligibility Committee meeting, parents are notified in writing of eligibility of the child for services.
- (c) In grades K-8, parents will be provided with goals and outcomes of gifted education, as well as information regarding levels of academic service. In grades 9-12, each student's course schedule will include courses appropriate for that student's academic needs and interests.
- (d) Parents/guardians are made aware of the **appeals process** through notation in the eligibility letter.

Parents/Guardians who disagree with the decision of the Eligibility Committee may ask for a review of the team's decision through the appeal process. Parents have 10 days to file a written request for an appeal with the Office of Assessment and Student Services located at the School Board Office.

- There are questions regarding the validity of the assessment.
- There are extenuating circumstances.

Parents/Guardians who formally appeal must complete a written notification letter submitted to the Office of Assessment and Student Services within the **ten (10) working days** following the results of the school decision. The letter should explain the rationale of why the findings of the Eligibility Committee should be reviewed. When the Office of Assessment and Student Services receives the letter, he/she will send a return letter within **five (5) working days** to the parent/guardian acknowledging receipt and will explain that, if warranted, the identification and placement committee will restore and validate assessments. In addition, if additional testing is warranted due to the nature of the appeal, the committee will have **thirty (30) working days** to provide any additional information. The letter from the Office of Assessment and Student Services should also indicate the date ending the **thirty (30) day time period**.

The formal Division Appeals Committee will be made up of a majority of individuals who did not serve on the school-level Eligibility Committee. The committee shall include three or more of the following: administrator of the gifted program or designee, instructional specialist, school psychologist, counselor, administrator, classroom teacher, or Gifted Specialist. The committee will convene within thirty (30) working days of the letter of formal appeal.

Structure of Referral Process:

Action	Timeline	Position Responsible
Referral /Nomination received at the School Board Office from teacher, parent, staff, community, peer, etc.	October for the Fall, February for the Spring, and throughout the year. Students are placed in the appropriate assessment windows.	Director of Assessment and Student Services
Parent notified of referral and permission to evaluate is requested. Memo is sent to building principal, gifted education lead teacher, and gifted specialist.	As received, notice will be sent within 7 working days.	Director of Assessment and Student Services
Parent/ Guardian permission is received.	Must be received within 5 working days.	
Copy of permission to evaluate is sent to psychologist, gifted specialist, gifted lead teacher, principal and due date for the portfolio and teacher checklist and other assessments.	All assessments need to be completed during the period of November for the Fall and March for the Spring.	Director of Assessment and Student Services
Administration of Assessments: WISC IV /Stanford Binet Nationally Normed Intelligence Test MAT 8	Fall and Spring Assessment windows. November, March.	Director of Assessment and Student Services School Psychologist Gifted Specialist Retired Gifted Specialist
Eligibility Meetings set for each school.	Fall - On or before December 16 th Spring - On or before May 16 th	Director of Assessment and Student Services Gifted Specialist
Parents notified of date for eligibility meetings.	After all assessments are completed.	Director of Assessment and Student Services
Parents notified of eligibility/placement decision. (If student is ineligible, parent is notified of the appeal process within the letter itself).	Fall- by January 15 th and May 30 th for the Spring	Director of Assessment and Student Services
Permission is received.		
Appropriate school staff is notified of permission to place and receive services.		Director of Assessment and Student Services
Student is placed in the program.		Gifted Specialist, Classroom Teacher, Building principal

Division-Wide Screening/Formal Screening by Referral:

Action	Timeline	Position Responsible
Division-wide screening of all 2 nd grades with Cognitive/Ability Test.	February	School Test Coordinators
Results received from testing vendor.	March 15	Vendor
Results reviewed for applicant pool.	March 15	Director of Assessment and Student Services/Elementary Gifted Specialist
Parent notified of referral and permission to evaluate requested. Memo sent to building Principal, Gifted Lead Teacher, and Gifted Specialist.		Director of Assessment and Student Services
Parent permission received and student is placed in the evaluation process.		Director of Assessment and Student Services

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

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

General Intellectual Aptitude

Placement for any identified gifted student may be subject to annual review during the academic school year if deemed appropriate. The student, parent/guardian, Counselor, Teacher, or the Gifted Specialist may initiate reevaluation procedures. Each student's current record of performance, work samples, and test scores will be used for this review. The Eligibility Committee evaluates the data and makes one of four recommendations:

- 1) Continuation of current program/services.
- 2) Change in current program/services.
- 3) Development of a plan of improvement.
- 4) Exit from a program.

Students who have been identified for gifted services maintain this status while enrolled in Dinwiddie County Public Schools. If a change in services or exit from the program is being considered, parents/guardians are notified in writing by the school's Gifted Specialist of the re-evaluation and the appeals process. The eligibility process is used unless the student is withdrawing at parental request. A change in program services is recommended when the evaluation indicates that the student's needs are no longer being met. Written parental/guardian notification and permission are required for a program change and for exit from the program.

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

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to: (1) work with their age-level peers, (2) work with their intellectual and academic peers, (3) work independently; and (4) foster intellectual and academic growth of gilled 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.

General Intellectual Aptitude

Cluster Grouping Policy:

- **Elementary:** Identified gifted students are grouped in each grade level.
- **Middle School:** Identified gifted students should make-up between one-third and one-half of a given core class. Academically gifted students are encouraged to enroll in the most challenging courses available to them. An enrichment class is offered.
- **High School:** Opportunities for acceleration and advanced coursework are available. Academically gifted students are encouraged to enroll in the most challenging courses available to them.

Resource Consultation and Collaboration Programs at the Elementary Level

Resource consultation and collaboration is utilized at the elementary level. The Gifted Specialist and the classroom Teacher plan and deliver differentiated education to gifted learners. Gifted grade-level cluster teachers plan every 9-weeks with the Elementary Gifted Specialist to determine resources and materials needed to provide appropriate and challenging activities for the identified gifted. A center-based program is provided once per month, per grade level for identified gifted.

Resource Program

The resource program is designed to enhance and extend the learning experiences provided in the regular classroom.

- **Elementary:** When appropriate, the Gifted Specialist works with small groups of identified gifted students to provide a learning environment specifically designed to meet the needs of the gifted.
- **Middle:** Students identified as gifted participate in Gifted Resource Class. The resource class utilizes high interest topics to focus on process skills such as creative problem solving, critical thinking, and research skills.
- **High — Emerging Leaders:** Dinwiddie students are encouraged to participate in advanced level course work and independent study geared to their specific interest.

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

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

General Intellectual Aptitude

- **Elementary:** At the elementary level, gifted students are cluster grouped with age-level peers in a regular heterogeneous classroom. Resource consultation and collaboration is utilized at the elementary level. The Gifted Specialist and the classroom Teacher plan and deliver differentiated education to gifted learners.
- **Middle:** At the middle school level (grades 6-8), gifted students are cluster grouped with their age-level peers in a heterogeneous classroom. In addition, gifted students are encouraged to participate in the Gifted Resource Class, an elective course available to gifted middle school students. Class lessons by staff at the Math and Science Innovation Center are also part of the curriculum and include non-gifted students. Students in grade 8 have the opportunity to apply to the Appomattox Regional Governor's School to attend through an adjudication process.
- **High:** At the high school level (grades 9-12), gifted students may elect to apply for the Summer Regional Governor's School or take Advanced Courses, Advanced Placement Courses, or participate in Dual Enrollment. These courses offer advanced learning opportunities for gifted students with their age-level peers. Independent study is also encouraged.

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

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

General Intellectual Aptitude

> Content-Area Acceleration:

- **Elementary:** At the elementary level, highly gifted children may participate in content-area acceleration based upon individual needs. The need for content-area acceleration shall be based on significantly advanced achievement levels. Students participate in a center-based program once a month.
- **Middle:** At the middle school level, gifted students are encouraged to take advanced coursework in mathematics, Algebra 1 or Spanish for High School credit. Also, students participate in classes provided by the Math Science Center in coordination with the gifted resource teacher.
- **High:** Dual enrollment is a plan which allows high school students to meet the requirements for high school graduation while simultaneously earning college credit. Dinwiddie County Public Schools offers dual enrollment options through John Tyler Community College, Richard Bland College, and Virginia State University. Students also have the opportunity to participate in the on-line program, Odysseyware.

> Enrichment Services:

- **Elementary:** Through a partnership with the Math Science Innovation Center, gifted students are afforded the opportunity to participate in Saturday Enrichment Programs and Summer Enrichment Programs. These programs are designed to complement the regular curriculum and provide extension in the areas of math and science. Students also participate in a center-based program once a month. Grade level gifted students are grouped division-wide for this program.
- **Middle:** At the middle school level, gifted students may elect to apply to the Summer Regional Governor's School, which offers opportunities in math and science. Through a partnership with the Math Science Innovation Center, gifted students are afforded the opportunity to participate in Saturday Enrichment Programs and Summer Enrichment Programs. These programs are designed to complement the regular curriculum and provide extension in the areas of math and science.

- **High:** At the high school, gifted students may apply to the Summer Residential Governor's School, which provides gifted juniors and seniors with intensive educational experiences in visual and performing arts; humanities; mathematics; science; technology; life science and medicine; or through mentorships in marine science or engineering.

Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to five weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the two mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

- **Elementary:** Resource consultation and collaboration is utilized at the elementary level. The gifted resource teacher and the classroom teacher plan and deliver differentiated education to gifted learners. Through diagnostic assessment and curriculum compacting, gifted resource teachers provide opportunities for students to pursue independent study in areas of interest.
- **Middle:** Resource consultation and collaboration is utilized at the middle school level. The gifted resource teacher and the classroom teacher plan and deliver differentiated education to gifted learners. Through diagnostic assessment and curriculum compacting, gifted resource teachers provide opportunities for students to pursue independent study in areas of interest. The Media Specialists provide opportunities and assistance to students wishing to pursue topics of special interest with special emphasis on technology usage in their pursuit.
- **High:** Eleventh (11th) and twelfth (12th) grade academically gifted students have the opportunity to apply for the Independent Study Program. Students are paired with community professionals in a one-to-one relationship with the intent of providing firsthand experience in a career field of the student's choice. Media Specialists provide a readers club for gifted students and work individually with students as requested on research projects.

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude

- **Content:** The curriculum guides and the Standards of Learning form the structure for the content component. Specific curriculum objectives may be compacted for students who demonstrate early mastery. Curriculum objectives may also be extended through depth and complexity to provide appropriate scope and sequence for students who are advanced in a given subject. Content may also be differentiated through use of advanced level materials, opportunity for interdisciplinary studies, appropriate pacing for ability, and use of content related to themes, issues, or problems.
- **Process:** Process may be differentiated through selecting questions and providing activities that stimulate higher level thinking, problem-solving, and critical thinking. In addition, process is differentiated by providing opportunities to develop and use research skills.
- **Products:** Products demonstrate the integration and transformation of concepts or ideas. Products may be differentiated by allowing for choice in selection of products, encouraging products that allow for in-depth study of a topic, presenting products to real audiences, providing access to multiple resources for information, and guided by rubrics provided prior to assignments.

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

Evaluation may be differentiated through the use of a variety of assessment techniques. Goal-setting is an integral part of the evaluation process. Students, parents, and educators work together to set goals for students. Students should routinely be assessed using diagnostic assessment (pre-testing), formative assessment (on-going), and summative assessments (end-of-unit). Assessment of student products should be based upon product differentiation criteria (rubrics). Students should have opportunities for self-evaluation. Student outcomes are reported to parents through written reports and periodic conferences. Frequent communication with parents and students regarding academic growth is an expectation. Additionally, Dinwiddie County Public Schools will follow all guidelines provided by VDOE to measure progress of gifted students.

- **At the elementary level,** gifted resource teachers work with students to set individual goals for the school year. At the end of each semester, the gifted teachers work with students and classroom teachers to evaluate student progress toward meeting those goals. Gifted teachers also collaborate in the assessment and grading process. In addition, they participate in parent-teacher conferences, as requested.

- **At the middle school level**, gifted students with the assistance of the Gifted Resource teacher set individual goals for the school year. At the end of each semester, the students and classroom teachers evaluate student progress toward meeting those goals. Additionally, teachers are urged to use student-led conferences and student portfolios as a communication tool with parents.
- **At the high school level**, students work with the counseling department to plan for college and career. Through course selection (advanced, advanced placement, dual enrollment), students are challenged with a rigorous curriculum. High school teachers utilize formative and summative assessments, as well as rubrics to communicate student progress toward rigorous curricular goals.

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

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for: (1) advanced content and pacing of instruction; (2) original research or production; (3) problem finding and solving; (4) higher level thinking that leads to the generation of products; and (5) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude

Differentiated instruction for gifted and advanced learners is characterized by introduction of advanced content, open-ended tasks, variations in pacing, and complexity of thought. Student choice, self-directed learning skills, peer, self, and teacher assessment are also integral parts of the program. There is a dual commitment to: (1) establishing a strong foundation in the core curriculum for all grades, and (2) implementing curriculum extensions. Cluster grouping is utilized in grades K-8 to provide for flexible instructional groups to accommodate different instructional needs within the classroom.

Curriculum Differentiation

WHAT IS CURRICULUM DIFFERENTIATION?

- Deleting already mastered material from existing curriculum.
- Adding new content, process, or product expectations to existing curriculum.
- Extending existing curriculum to provide enrichment activities.
- Providing coursework for able students at an earlier age than usual.
- Writing new units or courses that meet the needs of gifted students.

Differentiation Strategies

Throughout the year, the classroom teacher provides differentiated learning experiences for students. The Gifted Resource Teacher is available for consultation (K-12) and collaboration (K-12). The following is a list of differentiation strategies, along with a definition:

Bloom's Taxonomy: increasing levels of difficulty and complexity of questions and assignments.

Compacting: a 3-step process that: 1) assesses what the child knows about the topic and how much they still need to master; 2) plans for learning what isn't known and excuses them from what is known already; 3) plans for the time to be spent in enrichment/accelerated study. It involves the elimination of the repetition of work that has already been mastered and streamlines the lessons.

Concept-Based Instruction: acknowledges that understanding concepts is the key to understanding a subject and extending knowledge to new problems and areas. It is a focus on big ideas, such as justice, systems, and interdependency.

Creative Problem Solving: mental process of creating a solution to a problem. It is a special form of problem solving in which the solution is independently created rather than learned with assistance.

Development and display of products: assisting students in the creation of products with a rubric and providing students with the opportunity to display work to real audiences.

Diagnostic assessment of ability, interest, learning profile, and/or concept knowledge: occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

Group Investigations: working cooperatively to solve problems.

Independent Study: student selects a topic of study, with the teacher's guidance, and must formulate questions and research their topic. As a culmination, a product is developed and presented in response to the formulated questions.

Jigsaw: a cooperative learning technique which increases positive educational outcomes. Just as in a jigsaw puzzle, each piece - each student's part - is essential for the completion and full understanding of the final product.

Learning Centers: skills based and are focused on mastery or extension of specific understandings. They are usually teacher constructed and can vary in complexity, ability level, and other ways that meet the needs of the students.

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

Problem-based learning: a student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences.

Roger Taylor Gifted Curriculum: provides an online resource for differentiated curriculum that is engaging, motivating, and includes product choices especially geared toward gifted instruction.

Simulations: creative, complete units of instruction that incorporate traditionally taught material into a simulated environment in the classroom. Students role-play either actual persons or characterizations of persons.

Socratic Seminar: form of structured discourse about ideas and moral dilemmas.

Structured Academic Controversy: a teaching approach that encourages students to take on and argue for, alternately, **BOTH** sides of a controversial issue and ultimately come up with a balanced opinion about that issue.

Tiered instruction: using varied levels of activities to be sure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. While the end products will be similar in term of the product, the process should allow each child to be challenged at a proper level for that child.

Think-quests: provides an online environment that requires higher order thinking skills to develop comprehensive websites while collaborating on content to address educational topics. The format is unique in that it creates an authentic global.

William and Mary Units: presents curriculum for high-ability learners in language arts, science, and social studies. From the time of the Center's inception in 1987, one of its major emphases has been the development of exemplary curriculum frameworks and units of study for classroom use with high-ability learners.

Six (6) Thinking Hats: a powerful technique that helps you look at important decisions from a variety of perspectives.

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

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

General Intellectual Aptitude

- a. **Code of Virginia, 1950, as amended, §§ 22.1-18.1 and 22.1-253.13:1.D.7. (8 VAC 20-40-10 et seq.)**
- b. Adopted: July 13, 2004
- c. REVIEWED POLICY: September 8, 2015
- d. To provide acceptable programs for gifted students, educational opportunities appropriate to exceptional abilities must be provided. The responsibility of providing each student with the opportunity to realize his/her potential is recognized by the Dinwiddie County School Board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Board of Education. The School Board shall submit an annual report on its Program of Gifted Education to the Department of Education as prescribed by the Board of Education.

It is the position of the School Board to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The School Board shall establish a local advisory committee for the gifted education program. Annually, the committee shall review the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the division. The comments and recommendations of the committee shall be provided in writing to: (1) the Superintendent, and (2) the School Board. The program shall be in compliance with the Code of Virginia and the Board of Education Regulations.

Cross Ref.: [BCF Advisory Committees to the School Board](#)

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

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

1. Understanding of principles of the integration of gifted education and general education, including:
 - a) Strategies to encourage the interaction of gifted students with students of similar and differing abilities; 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.
- The Division employs one Elementary and one Secondary Gifted Specialist to work with teachers of the gifted and gifted students. The Gifted Resource Teacher shall be interviewed by appropriate staff in the human resources department, instructional leadership department, and/or building level administrators. Teacher selection shall be based on demonstrated ability to create and implement differentiated experiences which are appropriate for the needs of gifted students. In addition, the most qualified candidates will demonstrate an ability to establish and maintain effective working relationships with others and be able to work with teachers to improve their differentiated instructional strategies.
- Through resource consultation and collaboration, the Gifted Specialist co-plans with the classroom teacher, co-teaches, models, and provides feedback and suggestions for effective differentiated education in the regular classroom. At the Middle and High School levels, the Gifted Specialist is available for consultation, peer coaching, and feedback on differentiated lessons.
- Three advisory committee meetings are held annually. During the meetings, the Chairman, and the Director of Assessment and Student Services share highlights of the program and enable the specialist to share their program progress and student development through student presentations and staff demonstrations. The public is invited to attend these meetings.
- Parents are encouraged to act as Coaches and Judges for competitive programs, guest speakers for career exploration and independent study projects, and as community volunteers for extension and enrichment activities.

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).
 - Yearly, each Gifted Specialist at the elementary, middle and high school levels presents to their staff on characteristics of gifted students, including gifted behaviors in special populations.
 - The Director of Assessment and Student Services presents annually at K-12 counselor meetings, library/media meetings, and new teacher orientation on topics of methods to work with gifted on guidance/career needs both affective and career planning and extension of the curriculum.
 - Gifted Specialists attend local and state conferences on the topic of special populations.

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.
 - Gifted Resource staff work in conjunction with school psychologists and educational diagnosticians to evaluate assessment instruments for validity and reliability.
 - Gifted Resource Teachers work collaboratively with classroom teachers to develop a portfolio of student work which is representative of the students' best efforts.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a) Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b) The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c) The development of learning environments that guide students to become self-directed, independent learners.
- Gifted Specialists serve on curriculum development committees in math, science, language arts, and social studies. They receive staff development on best practices within the curriculum, while they provide staff development on strategies for gifted 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.
- Through a partnership with the Math Science Innovation Center, Gifted Specialists and school-based gifted lead teachers receive staff development on integration of science, technology, and mathematics across curricular areas.
- Yearly, Gifted Specialists provide staff development at their individual buildings on topics such as creating differentiated menus, using Bloom's Taxonomy to create questions, integrating creativity and problem solving into the school day, and thinking critically across the curriculum. After-school and whole-day in-services are provided.
- Instructional Coordinator of Technology through staff developments provide opportunities for all staff regarding differentiation instruction through a formal course or mini-workshops.

6. Understanding of contemporary issues and research in gifted education, including:
 - a) The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b) Current local, state, and national issues and concerns.
 - Gifted Specialists serve on their schools' leadership teams and school improvement teams. Use of data is the focus of many of the subcommittees.
 - Gifted Specialist Staff attend local and state conferences to keep abreast of current issues in gifted education.
 - The Director of Assessment and Student Services attends the annual Leadership Retreat and all principals' meetings to inform school administrators of the current research on gifted education.

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

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

The School Board shall submit an annual report on its Program of Gifted Education to the Department of Education as prescribed by the Virginia Board of Education.

The School Board may:

- Establish a local advisory committee for the gifted education program.
- Annually review the gifted education program, including any revisions to the program.
- Determine the extent to which the program for the previous year was implemented by the school division. The comments and recommendations of the committee shall be provided in writing to the division Superintendent and the School Board. The program shall be in compliance with the Code of Virginia and the Virginia Board of Education Regulations.

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

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the School Board. This

committee shall reflect the ethnic and geographical composition of the school division. This committee shall have two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions, and (ii) 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 in writing to the division superintendent and the school board.

Each School Board shall appoint, in accordance with the regulations of the Board of Education, a local advisory committee on gifted education.

Dinwiddie County School Board members are appointed for a two-year term of office with half of the membership changing annually.

Membership shall consist primarily of parents, school personnel, students and other community members (often as guest).

This committee shall reflect the ethnic and geographical composition of the school division.

Membership of the committee will consist of a maximum of seven (7) parent/community members, and eight (8) Dinwiddie County Public School personnel or individuals representing areas of expertise needed by the advisory committee in relevant committee activities.

The officers of the committee shall consist of a Chair and Secretary nominated by the Committee. The chairperson role may be shared at the request of the committee.

Officers shall be elected by a majority vote of the committee at the last meeting of the school year. Elected officers will serve a term of one year beginning on July 1st.

The Gifted Advisory Committee shall conduct meetings three times annually.

Agendas shall be provided in advance.

Special meetings may be held at any time when called for by the Chair or a majority of Committee members.

Meetings and other business will be conducted according to the Gifted Advisory Committee By-laws.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (1) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (2) 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; (3) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (4) 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.

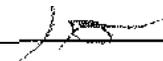


Superintendent’s Signature

Dinwiddie County
School Division Name

William David Clark

Superintendent’s Printed Name



Date