

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

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

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

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

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

General Information Regarding the Gifted Program in King William 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.

Area of Giftedness Identified by King William County Public Schools	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	
English	K-12
Mathematics	K-12
History and Social Science	K-12
Science	K-12

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

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

Students can be identified as early as kindergarten and exist in all ethnic, geographic, and socio-economic groups. Students demonstrate high levels of accomplishment or 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.

Appropriately differentiated curriculum and instruction are provided to nurture the growth and development of gifted students. Appropriately differentiated curriculum and instruction means 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:

- advanced content and pacing of instruction
- original research or production
- problem-finding and solving
- higher-level thinking that leads to the generation of products
- a focus on issues, themes, and ideas within and across areas of study

Such curriculum and instruction supports advanced student achievement, and provides support necessary for students to work at increasing levels of complexity that differ significantly from their age level peers. The gifted program is designed to:

- meet local goals and objectives
- meet students' assessed needs in their areas of strength
- provide continuous and sequential, rather than intermittent service
- integrate into the total school system

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic 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.

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General Intellectual Aptitude (GIA)

These 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 across a broad range of intellectual disciplines beyond their age-level peers.

Specific Academic Aptitude (SAA)

These students demonstrate superior achievement in a specific core content area that includes English, history/social science, mathematics, or science as demonstrated by advanced skills and creative expression in these areas.

Operational definition for *both* general intellectual aptitude (GIA) and specific academic aptitude (SAA) in all areas is evidenced by qualifying scores* on the following tests or measures which are used to determine eligibility for services:

1. Scales for Identifying Gifted Students (SIGS) School Rating (or other appropriate record of observation of in-class behaviors)
2. Scales for Identifying Gifted Students (SIGS) Home Rating (or other appropriate rating scales, checklists, or questionnaires)
3. Individually-administered or group-administered nationally norm-referenced aptitude tests such as -
 - a. Comprehensive Test of Non-verbal Intelligence (CTONI 2)
 - b. Scholastic Aptitude Test (SAT)
 - c. Preliminary Scholastic Aptitude Test (PSAT)
 - d. Comparable standardized norm-reference tests
4. Individually-administered or group-administered nationally norm-referenced achievement tests such as -
 - a. Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)
 - b. Woodcock Johnson III
5. Other additional valid and reliable tests or measures such as -
 - a. Standards of Learning Tests (SOLs)
 - b. Reading Lexile Levels

For GIA, a nationally norm-referenced aptitude test must be included. For SAA, a nationally norm-referenced achievement test must be included.

*See Part III, Section D for qualifying scores for each of these measures.

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.

The program goals and objectives pertain to all of the areas of giftedness served by the division:

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

A. Identification

1. Gifted Resource Teachers (GRTs) provide staff development for teachers and administrators on a systematic referral and identification process that is based on research and aligns with the delivery of services for gifted students.
 - GRTs will document date, time, and agenda of staff development.
2. Analyze current identification practices.
 - Outcomes from eligibility/identification meetings will be documented.
 - Effectiveness of instruments will be discussed with the Gifted Advisory Committee, as well as any new instruments under consideration.
 - GRTs and Coordinator will analyze aggregate representation of all student populations.

B. Delivery of Services

1. Provide a continuum of services in grades K-12.
 - Document outcomes for gifted students through individual Gifted Education Plans.
 - Document outcomes through student progress reports.
 - Align curriculum and outcomes through pacing guides.

C. Curriculum and Instruction

1. Provide differentiated curriculum that addresses the cognitive and affective needs of gifted students.
 - Document differentiation through lesson plans and pacing guides.
 - Document differentiation provided to regular classroom teachers for the gifted students in the regular classroom setting.

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- Document differentiation with an Individual Yearly Gifted Education Plans

D. Professional Development

1. Provide professional development for all school staff on identification and educational needs of gifted students.
 - The division's focus on high-yield engagement strategies align with the research-based instructional strategies that are recommended for gifted students.
 - Professional development provided by the GRTs is considered any training or information that is shared via whole group, small group, individually, or disseminated electronically or via paper copies. The GRT will document the details of the training or information, who received it, and the date.
 - GRTs model effective teaching strategies through collaboration when possible.
 - Disseminate gifted endorsement course information to staff.

E. Equitable Representation of Students

1. Research and implement best practices for identifying students from the under-represented populations.
 - Document gifted students in AMO sub-groups.
2. Continue to provide staff development for teachers and administrators in referral and identification of gifted and talented students from under-represented populations.
 - The GRT will document the details of the information, who received it, and the date.

F. Parent and Community Involvement

1. Promote the awareness of the needs of and services for gifted students among parents, school staff, and the community.
 - Document information disseminated about programs and opportunities for gifted students through e-mail, websites, and brochures.
 - Document information on the needs of gifted students through parent gatherings, parent resource center materials, and the KWCPs website.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

For each area of giftedness served by the division, screening is performed throughout the school year by the GRT and classroom teachers. The GRT and classroom teachers will identify potential students in kindergarten through grade 12 using formal and informal assessments, classroom achievement, performance on complex thinking tasks, and advanced subject achievement indicated by NWEA MAP scores.

The NWEA MAP assesses reading and mathematics achievement. MAP reading and mathematics is administered three times a year at the primary and elementary level, two times a year at the middle school level, and reading is administered two times a year at the high school level. MAP reports a student's percentile score within a standard error range. A student scoring at the 90% or above anywhere within the standard error range will be screened by the GRTs. Including students at or greater than the 90% broadens the screening of students and may be beneficial for the identification of special population groups such as economically disadvantaged, limited English proficient, or special education students.

The screening process may result in a student being referred for further evaluation and possible placement into gifted education services.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

For each area of giftedness served by the division, referral information will be made available to parents of K-12 students through brochures and the district website. The referral form can be obtained directly from the GRT or the school's main office. A referral form can be completed at any time during the school year as a self-referral or by anyone, including a teacher, staff member, parent/guardian, community member, or a peer and returned to the GRT at the school. All steps of the eligibility process, including the writing of the gifted education plan (GEP), will be completed within 90 instructional days.

The district referral process will be initiated by the school for transfer students who have previously participated in a gifted program.

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.

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. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior (SIGS School Rating)
- 3. Appropriate rating scales, checklists, or questionnaires (SIGS Home Rating)
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) must be included for GIA (CTONI 2, SAT, PSAT) and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s) must be included for SAA (NWEA MAP and Woodcock Johnson III)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures
Standards of Learning tests (SOLs)
Lexile Level

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

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

1. Identification/Placement Committee (8VAC 20-40-40D)
 - a. This section includes the number of persons comprising the Identification/Placement Committee by category.

- General Intellectual Aptitude**
- Specific Academic Aptitude - English**
- Specific Academic Aptitude - Mathematics**
- Specific Academic Aptitude - History and Social Science**
- Specific Academic Aptitude - Science**

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

- b. Type of Identification/Placement Committee:
This section indicates the type of Identification/Placement Committee the division uses.

- School-level Division-level

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

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

Measure	Administered/ Completed by	Scored by	Provided to the Committee by
Nationally Norm-Referenced Aptitude Tests ^{1, 2}	School Psychologist, Teacher(s), and/or GRT	Testing Company, School Psychologist, Teachers and/or GRT	GRT
Nationally Norm-Referenced Achievement Tests ^{1, 2}	School Psychologist, Teacher(s), and/or GRT	Testing Company, School Psychologist, Teachers and/or GRT	GRT
SIGS Rating Scales Home ¹	Family Member	GRT	GRT
SIGS Rating Scales School ¹	Teacher(s)	GRT	GRT
Other Valid and Reliable Measures ³	Teachers	Testing Company	GRT

¹At least two of these denoted measures are required to be at or above the 97% for identification. At least one of the two criteria at or above the 97th percentile must be a nationally norm-referenced aptitude test (for GIA) or achievement test (for SAA).

²Selection of either or both of these counts as a single criteria.

³SOL score(s) designated as Pass/Advanced and Lexile Levels at or above the 87% for students at the same grade level can be included as part of the student profile.

Upon receiving a referral, the GRT will obtain written parental permission to evaluate a student for eligibility. The student profile will be developed within 60 instructional days of receiving written parental permission using the measures listed in the table above. This profile will be

provided to the Identification/Placement Committee, who will meet to determine eligibility within 75 instructional days of receipt of parental permission.

No single instrument will be used as a sole criterion to determine qualification for services. A combination of three or more criteria from the student profile will be reviewed by the Identification/Placement Committee.

The Identification/Placement Committee discusses all information presented in order to determine whether a student is to be identified for gifted services. If services are recommended, the GRT will develop and obtain permission to implement a GEP of services within 90 instructional days of the receipt of parental consent for services.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

Services for each student will be determined based on eligibility data. The Identification/Placement Committee considers the student's demonstrated aptitude and achievement to develop an individual Gifted Education Plan (GEP). Each GEP will be written by the GRT in collaboration with the classroom teacher(s). Services will be outlined in the GEP and will address the educational needs of each identified gifted student.

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

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

The GRT contacts parents by letter informing them of the referral for gifted program services, requesting permission to test, outlining eligibility criteria, and requesting completion of checklists.

The GRT contacts parents by letter inviting them to attend the Identification/ Placement Committee meeting. After the meeting parents are provided with a copy of the child's profile. If parents are not in attendance a letter of decision is sent inviting them to meet to discuss their child's profile. If the child is found eligible for gifted program services, the GRT will develop a GEP to be sent after the decision letter.

Parents of a student found ineligible for gifted services may appeal the decision of the Identification/ Placement Committee. All appeals must be stated in writing and received by the Gifted Coordinator within 10 school days after parents are informed of the Identification/ Placement Committee's decision. The Appeals Committee will meet within 10 school days of its receipt. The Appeals Committee is responsible for reviewing and deciding any appeals. The Appeals Committee is comprised of a majority of individuals who were not on the original Identification/ Placement Committee. The Appeals Committee is comprised of an odd number of members (3, 5, or 7) which could include the Gifted Coordinator, the school principal or assistant principal, the GRT not on the original Identification/Placement Committee, and additional instructional or administrative staff as appropriate. Each member will have one vote. A majority vote will be required to change the original decision. Parents will be invited to meet with the Appeals Committee and participate in the meeting; however, they will not be granted a vote. No additional data will be considered, including data provided from sources outside the division. The decision of the Appeals Committee is final.

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

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Specific Academic Aptitude - History and Social Science

Students receiving services may be recommended for a change in services including exit from or suspension of gifted program services at the recommendation of parents, teachers, the GRT, or the Gifted Coordinator. Parents will be notified in writing when a change in services is recommended. The GRT will request written parental permission to update test scores. The Identification/Placement Committee will convene to review any new, pertinent information. The student will be evaluated based on the same set of criteria required for identification. Any change in services must be approved by a majority vote of the Identification/ Placement Committee. Parents are notified by letter of the decision for any change in services for their child as well as the right to appeal in writing to the Gifted Coordinator within 10 school days of notification. The Appeals Committee will meet within 10 school days of its receipt. (See the appeals process on page 14.) The decision of the Appeals Committee is final.

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

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

A. Service Options are Continuous and Sequential

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

- General Intellectual Aptitude**
- Specific Academic Aptitude - English**
- Specific Academic Aptitude - Mathematics**
- Specific Academic Aptitude - Science**
- Specific Academic Aptitude - History and Social Science**

When possible, identified students are clustered in classrooms at the primary, elementary, and middle schools. The GRT collaborates with cluster teachers to plan differentiated instruction. In grades K-5, the GRT collaborates with the classroom teachers to determine if pull-out, push in, or a combination of both will best meet the needs of students. In grades 5-8, students have the opportunity to enroll in accelerated courses in mathematics. In grades 6-8, identified students receive collaborative enrichment lessons when appropriate and have the option to enroll in a one-semester Gifted & Talented Seminar course. In grade 6, students have the opportunity to enroll in advanced English. In grades 7 and 8 students have the opportunity to enroll in advanced courses in English, History/Social Science, and Science. At the high school level students have the opportunity to enroll in Honors, Advanced Placement (AP), and Dual Enrollment (DE) courses.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Specific Academic Aptitude - History and Social Science

Students in grades K-8 are grouped with age-level peers in every instructional setting, with few exceptions. At the high school level, students are not restricted by age level when enrolling in courses but have opportunities to interact with their age-level peers throughout the school day and week.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Specific Academic Aptitude - History and Social Science

When possible, identified gifted students are clustered in the primary, elementary, and middle school classes in grades K-8, giving them daily opportunities to work with intellectual and academic peers. In addition, programs at each level provide gifted students with the opportunity to interact with other gifted students. In grades K-5, the GRT collaborates with classroom teachers to determine if pull-out, push-in, or a combination of both will best meet the needs of the students. In grades 6-8, students have the option to enroll in a Gifted & Talented Seminar course as an elective. In grades 6-12, identified students have daily opportunities to work with their academic peers if enrolled in accelerated, enhanced, honors, AP, and/or DE courses in each core area.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Specific Academic Aptitude - History and Social Science

Gifted students are given the opportunity to work independently in the pull-out resource, and in accelerated, enhanced, honors, AP, and/or DE courses in each core area.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Specific Academic Aptitude - History and Social Science

Strategies used include acceleration (specifically in math), critical and creative thinking, and problem-solving and inquiry. Advanced resources, sophisticated content stimuli, and cross-disciplinary applications are emphasized, with a focus on higher-order universal concepts and themes.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Specific Academic Aptitude - History and Social Science

Academic achievement is monitored for each student. Pre- and post- assessments including classroom testing, MAP scores, and end-of-unit tests are used to document the academic growth of gifted students.

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Measuring growth in gifted students involves looking beyond test scores. Non-traditional assessment tools such as rubrics, portfolios, performance-based assessments, and student reflection are also employed to document student growth.

Part VII: Program of Differentiated Curriculum and Instruction

(8VAC20-40-60A.11)

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Specific Academic Aptitude - History and Social Science

The gifted curriculum is differentiated in content and process from the regular education program through instructional models including:

1. Bloom's Taxonomy of Higher Order Thinking Skills emphasizing Application, Analysis, Evaluation, and Synthesis
2. Inquiry Based Learning
3. Creative Problem Solving
4. Research and Design

Based on research completed by Joyce Van-Tassel Baska, differentiated instruction is characterized by:

1. acceleration
 - assign fewer tasks to master standard
 - assess prior to instruction
2. complexity
 - incorporate multiple higher-level skills
 - add more variables to study
 - require multiple resources

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3. depth
 - problem-based learning
 - year-long theme in cross-curricular lessons
 - study a concept in multiple applications
 - conduct original research
 - develop a product (long-term)
 - focus on higher-order universal concepts/themes
4. challenge
 - advanced resources used
 - sophisticated content stimuli used
 - cross-disciplinary applications made
 - reasoning made explicit
5. creativity
 - design/construct a model based on principles or criteria
 - provide alternatives for tasks, products, assessments
 - emphasize oral/written/visual communication to a real-world audience
6. abstraction (concept-based)
 - organize curriculum by abstract concepts/themes, linked to specific topics
 - focus student work on creating generalizations based on data
 - focus on themes, archetypal problems, axioms, theorems, laws, etc. rather than specific applications

At the elementary level, gifted students are cluster-grouped and receive differentiated instruction from the classroom teacher. Weekly pull-out lessons focus on problem solving and engineering design. The gifted curriculum is based on the integration of Science, Technology, Engineering, and Mathematics (STEM). Students may also qualify for accelerated Mathematics courses in grade 5. The Middle Peninsula Summer Regional Governor's School (MPSRGS) offers in-depth problem-based learning experiences to students in grades 3-7.

At the middle school level, gifted students are cluster-grouped in the four academic core areas and receive differentiated instruction from the classroom teacher and collaborative enrichment lessons when appropriate. Students in grade 6 may qualify for advanced English. Students in grades 7 and 8 may qualify for enhanced courses in English, History/Social Science, and Science. Students may also qualify for accelerated Mathematics courses which would allow them to complete Algebra I or Geometry by the end of grade 8. Gifted students in grades 6-8 may choose to enroll in a Gifted & Talented Seminar course that meets for one semester each year. The course is designed to meet the specific academic and socio-emotional needs of gifted learners in a group setting through in-depth exploration of topics of interest to the students, incorporating projects and investigations that enrich and extend content and skills learned in the core classes. Students select and design their individualized gifted seminar plans for each nine week period of the course.

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At the high school level, students have the opportunity to enroll in Honors, Advanced Placement (AP), and Dual Enrollment (DE) courses. Students can participate in the Governor's Early College Scholars Program which allows eligible high school students to earn at least 15 hours of transferable college credit. High school students may also apply to attend the Chesapeake Bay Governor's School (CBGS) to earn college credit with the possibility of an Associate's Degree by graduation. Summer Residential Governor's School offers a variety of experiences in medicine, agriculture, foreign language, and Visual and Performing Arts.

Numerous academic and creative competitions and challenges are also available at all levels.

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

According to KWCPS Policy IKEB

ACCELERATION

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the students not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted: June 15, 1998, effective July 1, 1998

Revised: September 17, 2002, April 12, 2011

Legal Ref.: Code of Virginia, 1950, as amended, section 22.1-78.

8 VAC 20-131-50. 8 VAC 20-131-110.

Cross Ref.: IGBB Programs for Gifted Students.©

According to KWCPS Policy IGBB

PROGRAMS FOR GIFTED STUDENTS

The King William County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and

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the division will ensure that printed copies of the plan are available to citizens who do not have online access. The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The school board will establish a local advisory committee composed of parents, school personnel, and other community members appointed by the school board. The committee will reflect the ethnic and geographical composition of the school division. The committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the school board.

Adopted: June 15, 1998, effective July 1, 1998

Revised: July 15, 2008, April 12, 2011

Legal Ref.: Code of Virginia, 1950, as amended, sections 22.1-18.1, 22.1-253.13:1.D.6.
8 VAC 20-40-55. 8 VAC 20-40-60.

Cross Ref.: BCF Advisory Committees to the School Board © 2

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

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

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

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

The Virginia Association for the Gifted provides annual updates to Gifted Coordinators statewide.

The Gifted Coordinator meets with the GRTs multiple times yearly to review critical aspects of the gifted program and assess the effectiveness of the identification process and the services provided. The GRTs meet with classroom teachers as needed based on the instructional needs of students and to collaborate and share teaching strategies that effectively meet the academic and socio-emotional needs of gifted students.

All teachers are encouraged to attend training in gifted education from various professional organizations and universities (Virginia Association for the Gifted, The College of William and Mary, University of Virginia, etc.). Professional development in differentiation strategies for instruction and assessment is provided to all staff at least once per year. Various conferences and forums on cutting-edge science, technology, and engineering topics are regularly attended by teachers at all levels (Math Science Innovation Center, Virginia Society for Technology in Education, EdTech, Children's Engineering Council, etc.).

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

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

Each year the Gifted Advisory Committee will assess the effectiveness of the school division's Local Plan for the Education of the Gifted. Documentation will be provided to the Gifted Advisory Committee so that the program can be assessed. Documentation may include, but is not limited to:

- Number and demographics of students referred for testing;
- Number and demographics of students identified for the program;
- Instructional exemplars provided from GRTs;
- Group assessment data (not identifiable individual data), such as MAP growth reports, SOL proficiency levels;
- Screening tool updates (i.e. any research relevant to the specific tools the division uses, or screening practices); and
- Results from a year-end survey that collects data on the effectiveness of the program from teachers, parents, and administrators.

The purpose of data analysis is to inform program improvements. Any modifications to the Local Plan will be submitted annually to the School Board for review and approval. An annual report of gifted programming is also submitted to the Virginia Department of Education.

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

Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program.

The Local Advisory Committee meets a minimum of two times a year and is composed of parents, students, staff, administrators, and community members. The Gifted Coordinator and GRTs are required to serve on the committee. The committee reflects the demographic make-up of the county. The committee members are approved by the local School Board.

The procedures to establish the committee include:

- district website
- parent-teacher e-mails

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

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

- *Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;*
- *Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;*
- *Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and*
- *Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.*

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



Division Superintendent's Signature

Dana O. White

Printed Name

1/13/17

Date