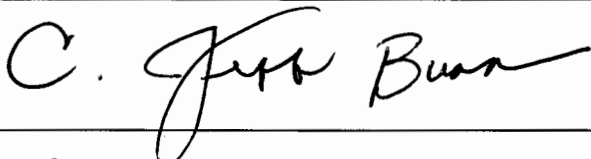


Chesapeake Public Schools

Local Plan for the Education of the Gifted

2017-2020

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|---|---|---|--|
| LEA# | 136 | | |
| Superintendent | James T. Roberts, Ph.D. | | |
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| Local School Board Chairperson | C. Jeff Bunn  | | |
| Date Approved by School Board | Insert text 7-10-17 | | |

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 [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

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

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

| Area of Giftedness Identified by the Division | Grades Served |
|---|----------------------|
| General Intellectual Aptitude (GIA) | K-12 |
| Specific Academic Aptitude (SAA) - Choose an item. | |
| Career and Technical Aptitude (CTA) | |
| Visual and/or Performing Arts Aptitude (VPA) - Dance | 9-12 |
| Visual and/or Performing Arts Aptitude (VPA) - Instrumental Music | 9-12 |
| Visual and/or Performing Arts Aptitude (VPA) - Theatre | 9-12 |
| Visual and/or Performing Arts Aptitude (VPA) - Visual Arts | 9-12 |
| Visual and/or Performing Arts Aptitude (VPA) - Vocal Music | 9-12 |

(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

The Chesapeake Public School Division is committed to providing all students in grades K-12 with a quality education designed to meet individual needs. Students with exceptional abilities require differentiated instruction in order to accommodate their unique capabilities and to foster their full potential. Without differentiation, superior potential may remain undeveloped. Therefore, Chesapeake Public Schools offers gifted students a continuum of differentiated instructional programs and services from kindergarten to grade twelve. Teachers, students and parents work collaboratively to address the needs of the gifted. Various learning opportunities and services are available to extend and enrich curricula and to challenge students. Continuous staff development ensures an enlightened approach to the provision of effective curriculum and instruction for gifted learners. Gifted education in Chesapeake is based upon the premise that learning experiences must emphasize higher-order thinking skills in

research and problem solving and focus simultaneously on areas such as communication, creativity, self-awareness and cooperative interaction with peers.

B. Division Operational Definition of Giftedness

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

Chesapeake Public Schools defines gifted students as those students whose abilities and potential are so outstanding that special services and programs are required to meet their needs. Chesapeake Public Schools uses multiple criteria to identify gifted learners including teacher and parent checklists, portfolios, and ability and achievement measures to determine students’ need for gifted services in the area of General Intellectual Aptitude in grades K-12 and Visual and Performing Arts in grades 9-12.

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

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

- A. Identification:** To provide a consistent and systematic process for screening and identification of students from all populations for General Intellectual Aptitude and Visual and Performing Arts
- Ensure that universal screening tools used in the identification process accurately evaluate students from diverse populations and who may use different languages or come from different cultures
 - Promote knowledge of referral procedures to school staff, parents/guardians and the wider community
- B. Delivery of Services:** To provide a continuum of appropriate challenging and differentiated educational experiences for identified students at all grade levels.
- Monitor and improve supports for primary (K-2) teachers who serve students with high ability
 - Serve students formally identified in gifted cluster classrooms in grades 3-8
 - Continue to train high school instructors and counselors of students in rigorous course offerings such Honors, AP, Dual Enrollment, and Governor’s School of the Arts regarding the characteristics and learning needs of gifted learners

C. Curriculum and Instruction: To continue support and develop enriched and accelerated curricula that provide differentiated instruction responsive to students' abilities and learning needs.

- Continue to update existing curricula to ensure alignment and integration to the Standards Curricula
- Assess and enhance existing curricula to increase student opportunity for collaboration, critical thinking, and problem solving

D. Professional Development: To continue to provide continuous professional development opportunities, including courses leading to endorsement in gifted education.

- Increase the knowledge of instructional staff to recognize gifted characteristics in students from economically disadvantaged or culturally diverse backgrounds
- Continue to develop the capacity of instructional staff to provide instruction that promotes collaboration, critical thinking, and problem solving
- Increase knowledge and resources to improve service delivery to twice-exceptional students
- Increase the number of endorsed teachers in the school division
- Provide ongoing training to school-based administrators on monitoring instruction in gifted cluster classrooms and in classes with advanced rigor such as Dual Enrollment, AP etc.

E. Equitable Representation of Students: To increase the identification of students from traditionally underserved populations and twice exceptional students.

- Select and use screening tools known to have less cultural and language bias
- Partner with Title I and Chesapeake Preschool Initiative programs to increase awareness of gifted opportunities in the Chesapeake Public Schools
- Assist school-based staff in monitoring the demographic distribution of referred and identified students within each school

F. Parent and Community Involvement: To continue to increase parent and community awareness and understanding of the needs of gifted students, gifted program options, and regional and national opportunities and prospects.

- Promote engagement in Gifted Advisory events to school staff and parents
- Partner with Title I and Chesapeake Preschool Initiative programs to increase awareness of gifted opportunities in the Chesapeake Public Schools
- Partner with community resources such as the R U Ready Coalition to promote increased awareness of opportunities for gifted learners in the school division and in the wider community
- Use website and school division media outlets to advertise regional and national opportunities

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

The screening process for developing a pool of students, who should be referred for gifted services, begins in kindergarten for all students in Chesapeake Public Schools. Training provided by Dr. Bertie Kingore, an international gifted education consultant and a leading authority on early childhood education, has enabled the division to identify young, potentially gifted children through the assessment of portfolios established during kindergarten. The gifted specialists train teachers of students in grades K-2 on the Kingore Portfolio assessments. Kindergarten students are assessed twice during the school year. The assessments are provided during each grading period for all students in grades 1 and 2. These assessments provide information to help teachers determine the best way to provide differentiated instruction. The specialists provide staff development for all teachers to help them recognize the characteristics of the gifted child. The gifted specialists also offer classes required for training in gifted education.

The specialists work closely with the teachers to ensure that students receive the differentiation needed. By working with the teachers in the classroom setting, the specialists, who are trained to look for indicators of gifted behaviors, are able to observe students, review their files, and monitor the progress of potential candidates. The elementary gifted education specialists conduct quarterly reviews of all student portfolios grades K-2. All first grade students are administered the Naglieri Nonverbal Ability Test (NNAT) and all second grade students are administered the Cognitive Abilities Test (CogAT). NNAT is a nonverbal ability measure used to assess intellectual ability for students whose abilities may be masked by factors such as being economically disadvantaged, having a disability, or having limited exposure to the English language. It is expected that as all first grade students with high potential matriculate to second grade, teachers will be able to further cultivate the demonstrated potential. Administering the CogAT in second grade provides a second measure of ability with sub-domains of Verbal, Non-Verbal, Quantitative, and Composite Score provided for each student.

All population lists are disaggregated and reviewed separately as sub-populations. Standardized testing modifications are made in accordance with Individualized Education and English Learner Plan requirements. Students qualify for the talent pool

based on performance on one or both tests and portfolio assessments. Parents of students in the talent pool are asked to complete a behavioral checklist and grant permission for the identification process to proceed. Upon receipt of parental consent, information is gathered from the student records. Information regarding the academic and gifted behavioral performance is gathered from teachers and school staff who are knowledgeable about the student. Parents of students in the talent pool are notified in writing and are asked to complete a modified version of Renzulli's Scales for Rating Behavioral Characteristics of Superior Students. Parents are encouraged to include any additional information they deem pertinent. The division's eligibility committee is convened to review all eligibility profiles of students in the second grade talent pool.

Administrative staff and school counseling teams work cooperatively to inform parents and students of courses and extra-curricular enrichment opportunities that are particularly suitable. They assist students in educational planning and provide group and individual counseling as appropriate.

Screening Procedures for VPA - Dance

Screening Procedures for VPA - Instrumental Music

Screening Procedures for VPA - Theatre

Screening Procedures for VPA - Visual Arts

Screening Procedures for VPA - Vocal Music

Students talented in Visual and Performing Arts (VPA), grades 9-12 who qualify through the application and audition process, are served at the Governor' School for the Arts. The Governor's School for the Arts is a regional secondary arts school sponsored by the Virginia Department of Education and the public school divisions of Chesapeake, Franklin, Isle of Wight, Norfolk, Portsmouth, Southampton, Suffolk, and Virginia Beach. All students who are accepted into the Governor's School for the Arts are designated as gifted in the area of Visual and Performing Arts. Students are admitted to the program through an application process, followed by screening which includes an audition and interview. The student must be highly rated in his/her discipline by at least two teachers. The program is housed in various facilities in the downtown Norfolk area.

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

Referrals may be submitted from students themselves, teachers, school personnel, parents/guardians, community members or others who may have knowledge of a student's potential. Anyone may refer a student by completing a nomination form. Referral forms are available online (division website) and may be submitted at any time to the school's contact person for gifted education or the program supervisor. Students in kindergarten through second grade may be assessed by their performance on the Kingore Observation Inventory. The classroom teacher and specialist meet quarterly to review the portfolios. Students demonstrating advanced potential may meet with the specialist and receive differentiated instruction in the classroom setting. Eligibility profile summary forms, parents' checklists, teacher reporting forms, and parent notification letters are available in each school, as well as on the intranet for counselors to provide to parents. A student may be referred for review only once during a calendar year. Transfer students enrolling in Chesapeake Public Schools are considered once their cumulative records have been received.

A citywide eligibility committee reviews all information to determine if the student meets the criteria for eligibility, or if additional information/assessments are needed. Once a student is referred, she/he advances to the evaluation stage with parental permission. The process must be completed within 90 instructional days from the date of the initial referral to the determination of eligibility.

Referral procedures for VPA - Dance

Referral procedures for VPA - Instrumental Music

Referral procedures for VPA - Theatre

Referral procedures for VPA - Visual Arts

Referral procedures for VPA - Vocal Music

In the fall (Oct-November), an information session is held in a central location in the city of Chesapeake. The Gifted Education Supervisor and the Director of the Governor's School for the Arts coordinate a program overview event to describe course offerings, academic program requirements, and the application process. Typically, current students perform and speak about their learning experiences in the GSA program. Applications are made available at that meeting. Applications are also made available in all schools serving grades 8-11. School counselors at the middle school level include information about this option in scheduling presentations for eighth grade students. All students who apply are scheduled for a juried adjudication in their selected disciplines.

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

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

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

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude

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

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

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

Specify: Juried Adjudication in Visual or Performing Arts Discipline.

2. Additional identification information for General Intellectual Aptitude

Identification for gifted education for GIA is determined through the use of multiple criteria. The goal is to evaluate each child's potential to determine if the gifted program is appropriate. **No single criterion is used to guarantee or deny access to services.** Standardized test data is collected by the gifted education school contact person who summarizes and enters information on student eligibility profile sheets before forwarding them to the supervisor of gifted education. Results of achievement and/or ability tests are utilized at the onset to develop an initial talent pool. Parents of students being considered on the basis of GIA must give written consent for the initiation of the eligibility process. The division's eligibility committee is convened to review all eligibility profiles of students in the second grade talent pool. Parents of students in the talent pool are notified in writing and are asked to complete a modified

version of Renzulli's Scales for Rating Behavioral Characteristics of Superior Students. Parents are encouraged to include any additional information they deem pertinent. Parental permission for additional data collection is granted or denied by parent signature(s). Teachers are also asked to supply information on behavior and classroom performance. The KOI and portfolio assessment review, from grades K-2, based on the Kingore model is also used in determining appropriate services for students. The information is gathered and entered on profile sheets. This information is used to guide the committee in reaching consensus regarding eligibility. Parents are notified in writing as to whether the student did or did not meet the criteria. The letter to parents of students who did not meet the criteria indicates that their child's needs are being met in their regular academic program. The supervisor of gifted education notifies school principals of the students who qualify for gifted academic services. Students who are found eligible for Gifted Intellectual Aptitude (GIA) services may be grouped in clusters.

English Learner (EL) students are provided with accommodations or modifications based upon the EL Test Plan. Twice exceptional students are also provided with accommodations or modifications through a special education Individual Education Plan (IEP), a 504 Plan, or accommodations and support provided by the classroom teachers in response to their individual needs.

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

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

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

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

General Intellectual Aptitude

- Classroom Teacher(s)
- 7 Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 2+ Other(s) Specify: Content Area Supervisors Curriculum and Instruction Supervisors

Chesapeake Public Schools

b. Type of Identification/Placement Committee

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

School-level

Division-level

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

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

General Intellectual Aptitude

| Measure | Administered/ Completed by | Scored by | Provided to the committee by |
|--|---------------------------------------|---|---|
| <i>Ex. Behaviors checklist</i> | <i>Current classroom teacher</i> | <i>School gifted education teacher</i> | <i>School division gifted education coordinator</i> |
| Kingore Observation Inventory and Portfolio | Classroom Teacher | Collaboration of the classroom teacher and Gifted Education Specialists | School Division Gifted Education Coordinator |
| Naglieri Nonverbal Ability Test | Classroom Teacher | Pearson Assessment | School Division Gifted Education Coordinator |
| Cognitive Abilities Test | Classroom Teacher | HMH/Riverside | School Division Gifted Education Coordinator |
| Teacher Behavioral Characteristics Checklist | Teachers familiar with the student | Gifted Education Specialists | School Division Gifted Education Coordinator |
| Anecdotal Records | Classroom Teachers/School Personnel | Not Applicable | School Division Gifted Education Coordinator |
| Parental Behavioral Checklists | Parents | Gifted Education Specialists | School Division Gifted Education Coordinator |
| Additional student information and artifacts | Parents | Not applicable | School Division Gifted Education Coordinator |

2. 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

Kindergarten, first, and second grade students who are in the talent pool receive differentiated instruction in their regular classroom and may be pulled out for enrichment by elementary specialists or other instructional staff. Identified students in grades three through eight are served in gifted cluster classrooms. Students in grades nine through twelve are eligible to participate in accelerated programs, including honors, Advanced Placement, Dual Enrollment, International Baccalaureate, the Governor's STEM Academy, or the Science and Medicine Academy.

Elementary students who are in the talent pool or who are identified are recommended to participate in the Elementary Summer Enrichment Program. Middle school students are recommended to participate in the Middle School Summer Enrichment Program. High school students in grades ten and eleven are offered the opportunity to apply to the Summer Residential Governor's Schools and Mentorship Programs. The Office of Gifted Education, school administrative teams, and school counseling teams work to inform parents and students of these division supported enrichment opportunities as well as other opportunities that may be available.

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

Visual and Performing Arts students selected to the Governor's School for the Arts attend GSA each afternoon. They are offered a variety of courses within their discipline. Course offerings may be large group, small group, individual, or independent study. High school students in grades ten and eleven are offered the opportunity to apply to the Summer Residential Governor's School program for Visual and Performing Arts. The Office of Gifted Education, school administrative teams and school counseling teams work to inform parents of these enrichment opportunities as well as other opportunities that may be available.

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

When a student has been referred for gifted program services through the direct referral process or through transfer, a formal referral/nomination is provided to the parent along with a permission to assess form. The student's parents/guardians are also notified if someone other than the parent/guardian referred the student. Parents/guardians of students are asked to complete a behavioral characteristics checklist and to allow collection of additional information from student records and teachers. Notifications of all results are sent to the parent. Parents of students found eligible must provide a signature granting permission for their child to receive services. If a student is found ineligible, parents/guardians may appeal the decision within fifteen (15) instructional days.

If the parents/guardians should decide to appeal, **the Appeal of Placement Decision** form is mailed to parents/guardians upon request by the supervisor of gifted education. Upon receipt of the appeal of placement form, parents/guardians have thirty (30) instructional days within which to complete and return the form and any additional testing results, letters from teachers, or other evidence of exceptional ability. Although outside testing by a licensed psychologist is neither encouraged nor required, the appeals committee will consider those results if parents/guardians wish to include them as a part of the appeal. There is no need, however, for parents to incur the additional expense of private testing to accompany an appeal. It is not the intent of the school division to deny parents the opportunity to include any additional psychological testing if such results provide evidence of exceptional ability.

Division level review and decision of the appeals committee, the majority of whose members have not served on the initial eligibility committee, will be issued in writing to the parents/guardians within ten (10) instructional days of receipt of notification of the action by the division. The appeals committee may include one of the following courses of action:

- Uphold the original eligibility decision
- Reverse the original decision based on additional evidence and information
- Recommendation that the student be re-tested the following school year

VPA - Dance

VPA - Theatre

VPA - Instrumental Music

VPA - Visual Arts

VPA - Vocal Music

All students who are selected to attend the Governor's School for the Arts in Norfolk are identified as gifted in the area of Visual and Performing Arts. The Governor's School will provide notification to students of their acceptance. Students will submit to the Governor's School their intent to enroll. The Governor's School will inform the office of Gifted Education of those admitted students who have committed to enroll. The supervisor of Gifted Education will provide to each student's home school the verification of admittance and intent to enroll. Home schools will make necessary adjustments to the home school schedule. The home high school will also provide verification to the Governor's School and to the office of Gifted Education that student is a bona fide student in Chesapeake Public Schools.

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

Recognizing that a student's needs may change in the course of his/her development, the division continuously reviews service options. A teacher, counselor, school principal, student, parents, or anyone having knowledge of the student's abilities and performance may initiate a re-evaluation.

If school personnel initiate a re-evaluation, a meeting between school representatives and parents/guardians is convened. The meeting allows school personnel to review eligibility documentation with parents and provides an opportunity for parents/guardians and teachers to discuss both academic and behavioral performance. Parents/guardians may share any extenuating circumstances impacting or impeding a child's progress and performance. Alternatives, including continued placement with accommodations, are considered and discussed. If exiting the program appears to be the best option, then previously received services are discontinued. A student will be considered for re-entry if issues are resolved. Students who are identified for gifted services retain their identification until graduation.

The parent, guardian, or student who initiates a change in placement is asked to explain in writing or in a conference the reasons for the request. After a review of the information, the change, if deemed appropriate, is made. The decision may be as follows:

- Continued placement
- Modifications in current program
- Change in placement
- Initiation of exit procedures

If services are suspended, a form of suspension should be completed by the parent, filed in the cumulative folder, and a copy sent to the Office of Gifted Services. The decision to suspend services may be re-evaluated. If the decision to resume services is made, the resumption of service form, should be completed, filed in the cumulative folder and a copy sent to the Office of Gifted Services.

VPA - Dance

VPA - Theatre

VPA - Instrumental Music

VPA - Visual Arts

VPA - Vocal Music

Continued enrollment at the Governor's School for the Arts is not automatic but is contingent upon the student's satisfactory progress, achievement (GPA of 3.0 or better), artistic growth and conduct as determined by the administration and faculty of The Governor's School for the Arts. Students may be removed from The Governor's School due to lack of progress, poor attendance and/or unacceptable behavior. This request may be made by GSA's faculty with supporting documentation or by high school faculty/staff.

Anytime a student knows he/she will not be returning for the second semester or for the next year, GSA should be notified immediately in writing by the parent.

Students who withdraw from The Governor's School during the school year or after completing a year and wish to re-enroll at a later time may be considered for re-enrollment at the beginning of a subsequent school year on the same basis as a new student. A new application and audition will be required.

Students requesting a change from one department to another for the next school year must go through the regular application/audition.

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

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

A. Service Options are Continuous and Sequential

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

provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

Eligibility for gifted education services is determined through the use of multiple criteria. The goal is to evaluate each child's potential to determine if the gifted education academic program is appropriate. **There is no single criterion used to guarantee or deny access to services.** The Virginia Standards of Learning provide the basis for all curricula including the curriculum for gifted students. The needs of gifted students in Chesapeake City Public Schools who are served in the area of General Intellectual Aptitude are met via a continuum of services and instructional models designed to differentiate instruction. The gifted program is sequential and continuous. Various options are available for and responsive to the needs of identified students at all grade levels. An eclectic blend rather than a single model guides the division for those who qualify for gifted services in GIA.

Chesapeake Public Schools (CPS) provides challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners in grades K-12. Through a continuum of advanced academic services, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Students identified for CPS gifted services exhibit exceptional performance capability in academic endeavors. In order to meet their needs and to develop their potential, these learners require a differentiated curriculum. Students who are twice exceptional are provided with accommodations or modifications through a special education Individual Education Plan (IEP), a 504 Plan or accommodations and support provided by the classroom teachers in response to their individual needs. EL students may also be provided accommodations or modifications in response to their individual needs as determined by classroom teachers, EL teachers, and Gifted Specialists.

Kingore Observation Portfolio (KOI), Grades K-2

Portfolios are developed and maintained in kindergarten through second grade. Portfolios are utilized to identify a pool of potentially-gifted students. Differentiated instruction is provided within heterogeneous classrooms to meet the needs of these potentially-gifted students. Units of activities have been created from The William and Mary curriculum, *Jacob's Ladder*.

Academically Gifted Program, Grades 3-5

Students found eligible for academically gifted services through a central selection process may participate in highly challenging curriculum and instruction. The program is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development. Gifted education specialists collaborate with classroom teachers and provide curricula and instruction that challenge students.

Academically Gifted Program, Grades 6-8

Students found eligible for academically gifted services through a central selection process participate in highly challenging curriculum and instruction that is concept based in the disciplines of English, science, and history and social science. The program is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development. Gifted education specialists collaborate with classroom teachers to provide curricula and instruction that challenge students.

General Intellectual Aptitude

VPA - Dance

VPA - Theatre

VPA - Instrumental Music

VPA - Visual Arts

VPA - Vocal Music

High School, Grades 9-12

Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. The AP program is offered in English, social studies, science, world languages, mathematics, and fine arts. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations. Additionally, students are afforded the opportunity to participate in visual and performing arts, technical arts, dual enrollment classes, Chesapeake Center for Science and Technology, The Governor's STEM Academy, Science & Medicine Academy, Governor's School for the Arts, and International Baccalaureate Diploma Program.

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

Schools function as communities of learners and gifted students have multiple opportunities to research, investigate, and learn with age-level peers through projects, presentations, and collaboration. To meet the diverse needs of gifted learners, the division supports and continuously trains teachers to differentiate instruction based on students' readiness levels, interest levels, prior knowledge, and learning styles. Instruction is modified by content, process, and product. Teachers of the gifted recognize that students differ and, therefore, require differing tasks presented in numerous ways to maximize the potential and address talent. In cluster classes at the third through eighth grade levels and in honors and AP high school courses, teachers

incorporate differentiated strategies in day-to-day practice. Tiered assignments, flexible grouping, contracts, subject acceleration, jigsaw, and independent studies are some of the research-based strategies employed to differentiate instruction for the needs of the gifted.

Although the number of tasks may differ from classroom to classroom, strategies vary from concrete to open-ended and abstract. Gifted students demonstrate their understanding through learning processes and performances or products. Content and grade acceleration as well as compacting curriculum and grade telescoping in response to needs of certain gifted students, support learning at advanced levels. At the middle school level, gifted students are clustered and may begin taking credit-bearing courses (such as world language and Algebra 1 and Geometry) and not only earn high school credit but also accelerate in college placement. Students have opportunities to audition for and participate in orchestra, band or choral programs. Students are offered a range of afterschool enrichment classes each spring. During summer school, students in grades six through eight are provided the opportunity to participate in courses of interest.

High school students have many service options including honors and AP classes, visual and performing arts, dual enrollment classes with Tidewater Community College, the Science and Medicine Academy, the Governor's STEM Academy, and International Baccalaureate Program. Secondary students of outstanding ability may qualify to attend Summer Residential Governor's Schools or Foreign Language Academies.

Visual and Performing Arts

Programs for those talented in the visual and performing arts include summer and afterschool enrichment activities provided by the school division. Secondary students who qualify through auditions for programs in dance, theatre, visual arts, instrumental music and vocal music may attend the Summer Residential Governor's School. Additional opportunities for participation in intensive programs in dance, music, performing arts, theatre, and visual arts for talented highly motivated students are offered for those who qualify for The Governor's School for the Arts.

Students in grades 9-12, who have qualified for the Governor's School of the Arts, leave their home schools in the afternoon to attend the Governor's School. Students have many opportunities to interact with their age-level peers during rehearsals, performances, and classes.

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

Services provide acceleration and enrichment opportunities for students who are identified as gifted. These service options are offered through instructional groupings and full time placement. The CPS curriculum framework, differentiated for advanced learners, provides a structure for how their academic needs should be met through

acceleration, enrichment, extensions to the CPS standard program of studies, as well as challenges, competitions, and extracurricular activities. Specific instructional strategies include STEM (Science, Technology, Engineering, and Math), mathematics acceleration, scientific inquiry and investigation, historical analysis and research, independent research, and persuasive writing and speaking with evidence to support an opinion. Instruction is modified by content, process, and product. Teachers of the gifted recognize that students differ and, therefore, require differing tasks presented in numerous ways to maximize the potential and address talent. In gifted cluster classes at the elementary level, middle school, and high school in honors and AP courses, teachers incorporate differentiated strategies in day-to-day practice. Tiered assignments, flexible grouping, contracts, subject acceleration, jigsaw, and independent studies are some of the research-based strategies employed to differentiate instruction for the needs of the gifted. The gifted specialists will also model lessons and provide training to teachers in working with strategies to support the gifted student.

Although the number of tasks may differ from classroom to classroom, strategies vary from concrete to open-ended and abstract. Gifted students demonstrate their understanding through learning processes and performances or products. Curriculum compacting and content acceleration in response to the needs of certain students support learning at advanced levels. At the middle school level, gifted students are clustered and may begin taking credit-bearing courses (such as foreign language and Algebra 1 and Geometry) and not only earn high school credit but also accelerate in college placement. Students also have opportunities to audition for and participate in orchestra, band or choral programs. Students are also offered a range of afterschool enrichment classes each spring. During summer school, students in grades six through eight are provided the opportunity to participate in an enrichment program.

High school students have many service options including honors and AP classes, visual and performing arts, dual enrollment classes with Tidewater Community College. They may apply to the Science and Medicine Academy, the Governor's STEM Academy, and the International Baccalaureate Program. Secondary students of outstanding ability may qualify to attend Summer Residential Governor's Schools or Foreign Language Academies.

Visual and Performing Arts

Programs for those talented in the visual and performing arts include summer and after school enrichment activities provided by the school division. Secondary students who qualify through auditions for programs in dance, theatre, visual arts, instrumental music and vocal music may attend the Summer Residential Governor's School Program. Additional opportunities for participation in intensive programs in dance, music, performing arts, theatre, and visual arts for talented highly motivated students are offered for those who qualify for The Governor's School for the Arts based in Norfolk.

Students in grades 9-12, who have qualified for the Governor's School of the Arts, leave their home schools in the afternoon to attend the Governor's School. Students have many opportunities to interact with their age-level peers during rehearsals, performances, and classes.

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

Teachers provide advanced learners ongoing opportunities to investigate, research, and work independently through research-based studies, culminating performances, and activities. Teachers of the gifted recognize that students differ and, therefore, require differing tasks presented in numerous ways to maximize the potential and address talent. In gifted classes, teachers incorporate differentiated strategies in day-to-day practice. Tiered assignments, flexible grouping, contracts, subject acceleration, jigsaw, and independent studies are some of the research-based strategies employed to differentiate instruction for the needs of the gifted. Content acceleration as well as curriculum compacting are offered in response to needs of certain gifted students support learning at advanced levels.

VPA - Dance

VPA - Instrumental Music

VPA - Instrumental Music

VPA - Theatre

VPA - Vocal Music

Teachers provide advanced learners ongoing opportunities to investigate, research, and work independently, culminating performances, and activities. Teachers of the gifted recognize that students differ and, therefore, require differing tasks presented in numerous ways to maximize the potential and address talent. Tiered assignments, flexible grouping, contracts, and independent studies are some of the research-based strategies employed to differentiate instruction for the needs of the gifted.

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 And Visual and Performing Arts

The theory of multiple intelligences (MI) opens the gate to a diversity of products, response, challenging technologies, and a broad range of activities to help gifted students develop higher levels of proficiency. Because MI and assessment are closely related, Gardner's research proves invaluable to Chesapeake teachers who have learned to document student performance and submit evidence of student understanding in a variety of ways.

The gifted curricula is designed to challenge and engage advanced learners, demonstrating the use of challenging technology, emphasizing critical thinking, problem-solving, choice, inquiry-based learning, advanced problem solving skills, and acceleration through a concept-based curricular model. The rigorous and integrated curricula provide teachers with a variety of

diverse assessments, and evaluative strategies. Examples include but are not limited to, the following:

- Pre-assessments
- Formative assessments
- Summative assessments
- Diagnostic pre-/post-assessments
- Anecdotal records
- Work samples
- Audio recordings
- Video recordings
- Photography
- Student journals
- Academic progress charts
- Qualitative information
- Student interviews
- Checklists
- Criterion-referenced tests
- Rubrics

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 Visual and Performing Arts

Instruction and assessment, according to Tomlinson, are ongoing and inseparable. Teachers pre-assess and allow students to move ahead at their own pace, especially in classes where the gifted are clustered. As a result of continuous training in differentiated instruction, teachers recognize their students' levels of performance, learning styles, and learning propensities. This understanding enables teachers to evaluate more effectively students' progress. Students are provided numerous opportunities to demonstrate their understanding of content within a variety of learning contexts. Assessment is not used as a means to determine giftedness; rather, it is used primarily as a way to evaluate the effectiveness of instructional strategies.

Assessment begins in the primary grades through Kingore portfolio samples. Samples are geared to elicit gifted behaviors from kindergarten through second grade. Students in grades 3-8 receive a progress report which provides parents with insight to skill development. Results from these assessments may impact placement.

Teachers continuously assess student performance and differentiate accordingly. The needs of twice-exceptional and EL students drive curriculum delivery. Copies of IEPs and 504 plans of the gifted are used to enable teachers to make appropriate accommodations.

To assess students' conceptual understanding and to evaluate learning, teachers at all levels are involved in developing rubrics. Teacher-made assessments and standardized tests are used when appropriate. Students create products that enable them to experience success and demonstrate understanding at higher developmental levels than traditional tests allow. Performance-based assessments, portfolios, checklists, metacognition, and journaling are also used. To meet the diverse needs of gifted learners, the division supports and continuously trains the teachers of high ability students to differentiate instruction based on students' readiness levels, interest levels, prior knowledge, and various learning styles. Translating this philosophy into pedagogical practice requires ongoing support in the form of staff development and coaching as teachers progress toward responsive classrooms.

Staff development opportunities are offered to promote understanding of the use of rubrics, metacognitive strategies, checklists, and other methods to assist students with feedback from multiple sources. Students receive student growth progress reports quarterly on the elementary level, and twice a year on the middle school level. Classroom teachers attend workshops on the characteristics of gifted children and implementing a concept based curriculum. Several teachers are also enrolled in a cohort to become endorsed in gifted education.

CPS provides continuous support to teachers by providing (through courses) opportunities for teachers to become endorsed in gifted education. The division and the Office of Gifted Education provide continuous training and support to teachers of gifted students.

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

The Virginia Standards of Learning provide the basis for all curricula, including curriculum for gifted students. The gifted curriculum is a rigorous, integrated concept-based curriculum which fosters acceleration, inquiry-based learning, and advanced problem solving skills with diverse assessments and evaluative strategies. The needs of gifted students in Chesapeake Public Schools who are served in the areas of General Intellectual Aptitude and Visual and Performing Arts Aptitude are met via a continuum of services and instructional models designed to differentiate instruction. Various options are available for and responsive to the needs of identified students at all grade levels. An eclectic blend rather than a single model guides the division for those who qualify for gifted services in GIA and VPA.

The following models provide the conceptual framework guiding Chesapeake's program for gifted and talented: Howard Gardner's *Theory of Multiple Intelligences*, Joseph Renzulli's *Schoolwide Enrichment Model*, Susan Winebrenner's *Teaching Gifted Kids in the Regular Classroom*, certain aspects of Jane Piirto's model in *Understanding Those Who Create*, Carol Ann Tomlinson's research on differentiated instruction, Robert Marzano's *Dimensions of Learning*, Joyce Van Tassel-Baska's curriculum model to develop both convergent and divergent thinking, H. Lynn Erickson's *Concept-Based Curriculum and Instruction*, *Understanding by Design* by Grant Wiggins and Jay McTighe, and Bertie Kingore's *The Kingore Observation Inventory*. Renzulli's *Schoolwide Enrichment Model* (SEM) encourages the use of gifted teaching practices with all students in an effort to challenge and enrich required tasks, modify and differentiate curricula, and encourage critical thinking and productivity. Teachers trained to use the Winebrenner model to guide instruction provide numerous open-ended learning experiences for gifted students clustered in their classes.

Jane Piirto's *Pyramid of Talent Development* is especially pertinent to services offered for certain Chesapeake students identified for visual and performing arts program. As Piirto explains, environments or "suns" can and do foster the development of talents recognized by teachers. Sensitive teachers understand that the "suns" of gender, community and culture, home, school, and chance impact predictive behaviors and make the difference in developing talents into mature expression.

More than any other model, Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms* has had the most dynamic impact on accelerated instruction for gifted Chesapeake students. Teachers and administrators alike have attended conferences and numerous workshops and seminars to enable them to become more skilled at preparing parallel tasks tiered by levels of difficulty to differentiate instruction. Chesapeake endorses Tomlinson's model to address appropriately learning needs and goals for gifted students in all grade levels.

Training provided to all of Chesapeake teachers and administrators by Marzano has had a profound impact on the process of differentiating instruction via process and product with specific emphasis on long-term problem-solving activities, inquiry, and investigations. The affective emphasis on preparing students to be challenged without feeling threatened

has empowered students, especially on the secondary level, to assume ownership of their learning.

Both VanTassel-Baska's *Content-Based Curriculum for High-Ability Learners* and Erickson's *Concept-Based Curriculum and Instruction* continue to serve as invaluable resources for the development of appropriate curricula for GIA gifted Chesapeake students. All elementary and secondary school gifted education specialists are required not only to attain endorsement in gifted education but also to design and write curricula drawing from these two models for the middle schools. Evidence of the following components in all gifted education curricula is required: key concepts, critical content, essential understandings or generalizations, essential questions, discipline-based processes and skills, and Standards of Learning (usually above grade level). Teachers of the gifted understand that they are tasked with systematically building conceptual depth and certain sophistication of thinking among students assigned to them. The "unpacking" of materials rather than a simple coverage of content, the use of rubrics, like those designed by Wiggins and McTighe, as a means to assess for understanding and to determine the effectiveness of curricula designed to differentiate instruction are encouraged.

The elementary gifted specialists continue to train elementary teachers, K-2, on the techniques, activities, and multiple identification components of Dr. Kingore. Teachers trained from Dr. Kingore's methods are able to observe, and analyze behavior and responses of students with gifted potential. Teachers are guided through the development of portfolios with collections of work samples that provide pertinent information over time for use as part of the eligibility process for early identification of gifted learners. Humor, analytical thinking, sensitivity, accelerated learning, meaning motivation (synthesis), advanced language, perspective, content, creative use of materials, organization, divergence, elaboration, and working significantly beyond their peers are gifted characteristics and behaviors that are documented and monitored. While students are not formally identified as gifted until the end of second grade, gifted specialists use a push in model to enrich young students who show the aforementioned gifted characteristics and behaviors of potential, while providing opportunity and enrichment for all students. By pushing in, specialists who are trained to look for indicators of gifted behavior are able to observe all students. The students have created units of lessons from the William and Mary curriculum, *Jacob's Ladder*.

Students in grade three are clustered and differentiated instruction is provided. These students use two UVA curriculum units: *Exploration and Communication* and *The Magic of Everyday Things*. The units are designed using the CLEAR Curriculum Model: Challenge Leading to Engagement, Achievement, and Results. This model incorporated elements of three research-based curriculum models: Differentiation (Tomlinson) Depth and Complexity (Kaplan) and the Schoolwide Enrichment Model (Renzulli).

Students in fourth and fifth grade are clustered with teachers trained in gifted education and the instruction is also differentiated (Tomlinson). These students experience a curriculum that is teacher-designed, concept-based (Erikson), and aligned with the

Standards of Learning in math, science, social studies, and English in nine-week units. Students are exposed to a rigorous, accelerated, SOL-based curriculum incorporating science and math.

Identified students in grades 4-5 are clustered within fourth and fifth grade classrooms with teachers trained in gifted education. Concept-based (Erickson), differentiated instruction (Tomlinson) is provided. Students are exposed to a rigorous, accelerated, SOL-based curriculum incorporating science and math.

Middle School Level

Students in grades 6-8 are clustered and also experience a curriculum that is teacher-designed, concept-based (Erickson), and aligned with the Standards of Learning in math, science, social studies, and English. Pieces of other models like *Understanding by Design* (Wiggins and McTighe), *Brain Based Research Model* (Marzano) and the *Triad Model* (Renzulli) are used to ensure that opportunities are provided for differentiation to address the needs of all gifted middle school students. The eighth grade curriculum was introduced during the 2012-2013 school year. Students also have opportunities to audition for and participate in orchestra, band or choral programs. Students have the opportunity to select and begin their world language studies. In addition to differentiated instruction offered during the regular school day, students are offered a range of after school enrichment classes each spring. During summer school, students in grades six through eight are invited to participate in enrichment programs that are offered.

High School Level

At the high school level, students are provided a wide range of advanced study courses, including honors and AP classes, visual and performing arts, technical and practical arts through the Chesapeake Center for Science and Technology, and dual enrollment classes through Tidewater Community College. Students may also apply for The International Baccalaureate Program, The Governor's STEM Academy, and The Science and Medicine Academy. Students may also apply to The Governor's School for the Arts. These students will engage in intensive programs in the visual arts, dance, musical theatre, instrumental music, vocal music, or theatre. Secondary students (sophomores and juniors) of outstanding ability may also qualify to attend the Summer Residential Governor's Schools or Foreign Language Academies. While these courses may be specialized, the secondary specialists continue to work with the classroom teachers on the high school level by conducting training on best practices in gifted instruction. They also provide training on the characteristics of the gifted learner identifying and addressing the social emotional needs of gifted students.

Secondary students who qualify through auditions for programs in dance, theatre, visual arts, instrumental music, and vocal music may attend the Summer Residential Governor's School. Additional opportunities for participation in intensive programs in dance, music, performing arts, theatre, and visual arts for talented and high motivated students are offered for those who qualify for The Governor's School for the Arts.

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

Training provided by Dr. Bertie Kingore, an international gifted education consultant and a leading authority on early childhood education, has enabled the division to identify young, potentially gifted children through the assessment of portfolios established during kindergarten. The gifted specialists train teachers K-2 on the Kingore Portfolio assessments. The assessments are provided during each grading period for all K-2 students. These assessments provide insight for teachers as to how to best provide differentiated instruction. The specialists provide staff development for all teachers to help them recognize the characteristics of the gifted child. College courses are also provided for teachers seeking endorsement in gifted education.

The specialists work closely with the teachers to ensure the students receive the differentiation that is needed. By working closely with the teachers in the classroom setting, the specialists, who are trained to look for indicators of gifted behaviors, are able to observe students, review their files, and monitor the progress of potential candidates. The elementary gifted education specialists conduct multiple annual reviews of all student portfolios grades K-2. Students in first grade are administered a nonverbal ability assessment. All second grade students are administered an aptitude test. All population lists are disaggregated and reviewed separately as sub-populations. Standardized testing modifications are made in accordance with individualized IEP requirements. Additional information is solicited from EL and special education teachers. Students who are found eligible for gifted education for GIA are assigned to cluster classrooms. Students in kindergarten through grade two remain in the talent pool but receive differentiated instruction. Students are not excluded from consideration for gifted identification due to previous identification for special education, EL, physical/occupational therapy programs or due to erratic grades, emotional or behavioral disturbances, low socio-economic status, or ethnic diversity.

Academically Gifted Program, Grades 3-5

Students found eligible for academically gifted services through a central selection process participate in highly challenging curricula and instruction. The program is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development. Gifted education specialists collaborate with classroom teachers and provide curricula and instruction that challenge students.

Academically Gifted Program, Grades 6-8

Students found eligible for academically gifted services through a central selection process participate in highly challenging curriculum and instruction. The program is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development. Gifted education specialists collaborate with classroom teachers and provide curricula and instruction that challenge students and enrich their instruction.

High School, Grades 9-12

Advanced Placement (AP) and the International Baccalaureate courses in high school are open to all students who seek academic rigor. The AP and IB programs provide rigorous academic coursework in the major subject fields, with course content designed at a college level. The AP and IB programs offer English, social studies, science, world languages, mathematics, and fine arts. High school students who complete AP or IB courses demonstrate mastery of subject material by earning qualifying grades on AP or IB examinations. Additionally, students are afforded the opportunity to participate in visual and performing arts, technical arts, dual enrollment classes, The Chesapeake Center for Science and Technology, The Governor’s STEM Academy, The Science & Medicine Academy, The Governor’s School for the Arts, and The International Baccalaureate Diploma Program.

The Chesapeake Public School Division is committed to providing all students in grades K-12 with a quality education designed to meet individual needs. Students with exceptional abilities require differentiated instruction in order to accommodate their unique capabilities and to foster their full potential. Without differentiation, superior potential may remain undeveloped.

Although the number of tasks may differ from classroom to classroom, strategies vary from concrete to open-ended and abstract. Gifted students demonstrate their understanding through learning processes and performances or products. Content acceleration, as well as curriculum compacting are offered in response to the needs of certain gifted students supports learning at advanced levels.

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:
 - 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;

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- 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.

Chesapeake Public Schools Plan for Student Achievement has identified the following priorities as it relates to training instructional staff.

- Effective Assessment and a Tiered Instructional Process
- Instructional Strategies that promote learning for all
- Written, taught and tested curriculum
- Data analysis to drive instruction and planning

The following are some of examples of Professional Development Opportunities

- Opportunity for gifted cluster teachers to earn a Gifted Add-On Endorsement
- Division Based Staff Development
 - Designing Assessment for Higher Order Thinking
 - Embracing Diversity
 - Formative Assessment
 - Assessment and Student Success in the Differentiated Classroom
 - Differentiated Instruction in the Classroom
 - Habits of Mind
 - HOT Teaching Strategies – Higher Order Thinking Skills
- School Based training providing by Gifted Specialists
 - KOI Training for K-2 Teachers
 - Gifted vs. Bright: recognizing gifted characteristics
 - Serving the Needs of Twice Exceptional Learners
 - Grab N’ Go: Best Practices in Gifted Instruction
 - HOT Strategies: Higher Order Thinking
 - Gifted Masks: Underachievement, Perfectionism, Twice-Exceptionality
 - Problem Based Learning
 - Test Angst and Perfectionism

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.

The annual review of the effectiveness of the gifted education program in Chesapeake Public School is based on the following criteria:

1. Report on the progress of each goal as provided in part II of the plan.
2. Report on the number of students referred, screened, and found eligible.
3. Report on the growth of gifted students.
4. Report on the number of gifted students participating in the academies.
5. Report on the number of gifted students taking AP courses.
6. Report on the number of gifted students receiving the IB diploma.

The Advisory Committee will review the plan annually. The findings of the annual program effectiveness and the recommendations of the advisory committee will be submitted in writing to the administrator of gifted education for the offices of the superintendent and to the school board.

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

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

Parent Advisory Committee

The membership of the Parent Advisory Committee is comprised of a maximum of twenty-four members who are concerned with the education of gifted students. From a list of prospective appointees, including parents of the gifted, teachers who demonstrate an interest in gifted education, administrators, staff, and community members, candidates are nominated by principals, the directors of elementary, middle school, and high school curriculum and instruction, and the supervisor of gifted education.

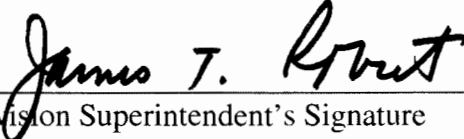
Representatives are drawn from each of the division's planning districts. The Assistant Superintendent for Curriculum and Instruction verifies that the committee is ethnically and demographically balanced before submitting the list to the local school board for approval. Vacancies are filled in a timely fashion and in accordance with bylaws and school board approval. The administrative year and the term of office shall be August 1 through July 31. Regular meeting dates for the following school year are determined at the last meeting of the school year.

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.

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|  | JAMES T. ROBERTS | 7/5/17 |
| Division Superintendent's Signature | Printed Name | Date |