

Chesterfield County Public Schools

Local Plan for the Education of the Gifted

2021-2026

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Local Plan for the Education of the Gifted

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

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised March 2017). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

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

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

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

General Information Regarding the Gifted Program
in Chesterfield County Public Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion.

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

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

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

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

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

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

Aligned with the strategic plan of Chesterfield County Public Schools, the Office of Gifted Education shall seek to identify a diverse population of gifted learners and provide a comprehensive range of services that:

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

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

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

B. Division Operational Definitions of Giftedness

Specific Academic Aptitude (SAA)

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

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

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

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

General Intellectual Aptitude (GIA)

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

- Academic progress and course rigor in seventh and eighth grade
- Teacher recommendations submitted by one social studies or world language teacher and by one teacher who knows the student's ability and potential for success
- Standardized, norm-referenced assessment(s)
- Essay

Visual or Performing Arts Aptitude (VPA)

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

- Academic progress and course rigor in seventh and eighth grade
- Teacher recommendations submitted by one core content area teacher and one adult who knows the student's ability and potential for success in the chosen focus area
- Essay submitted with the application
- Audition or portfolio review

Career and Technical Aptitude (CTA)

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

- Academic progress and course rigor in seventh and eighth grade
- Teacher recommendations submitted by one core content area teacher and by one individual who knows the student's ability and potential for success in technology
- Essay submitted with the application
- Technology portfolio review

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

A. Identification for Specific Academic Aptitude

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

Objective:

1. Improve valid identification of students

Strategies:

1. Provide professional development opportunities relating to recognizing traits of diverse gifted learners, referring students for evaluation, reviewing screening instrument data, completing perception inventories, and selecting and reviewing student work samples for committee review
2. Promote transparency and provide easy access to information concerning referrals and the identification process
3. Analyze gifted program data in conjunction with identification process components and program services to guide the review and revision of identification protocol
4. Reduce barriers to the valid identification of underrepresented groups, particularly when barriers are modifiable and extraneous to the division's operational definition of giftedness

B. Delivery of Services for Specific Academic Aptitude

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

Objectives:

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

Strategies:

1. Recruit additional schools to implement *INSPIRE* programs
2. Monitor and serve students determined ineligible for gifted services who display notable indicators
3. Ensure appropriate student grouping arrangements which support differentiated instruction for students on monitor status and identified gifted students
4. Provide professional development opportunities for teachers and staff regarding cognitive and socio-emotional needs of gifted learners
5. Increase number of CBG Academies to serve students closer to their homes
6. Expand gifted education support staff
7. Develop seminar sequence for gifted learners
8. Explore expansion of gifted education services in grades 9-12

C. Curriculum and Instruction for Specific Academic Aptitude

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

Objectives:

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

Strategies:

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

D. Professional Development for Specific Academic Aptitude

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

Objectives:

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

Strategies:

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

E. Equitable Representation of Students for Specific Academic Aptitude

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

Objective:

1. Increase the cultural and economic diversity within the identified gifted population

Strategies:

1. Analyze gifted program data and statistics regarding identification, teaching staff endorsements and cultural diversity, service delivery, and professional development, and adjust programs and services as the data suggests
2. Analyze governor's school application and selection data and statistics
3. Continuously re-evaluate number of slots at regional governor's schools
4. Provide opportunities to promote cultural competency and to develop culturally-responsive instructional strategies
5. Collaborate with schools to support the recruitment of a diverse teaching staff
6. Expand and utilize online learning modules to educate professional staff in recognizing potentially gifted learners among a diverse student population
7. Partner with schools to implement *INSPIRE* programs
8. Engage stakeholders with education on gifted programs and processes
9. Conduct parent and community outreach events
10. Provide documents and information in multiple languages as resources for translation exist
11. Reduce barriers to the valid identification of underrepresented groups, particularly when barriers are modifiable and extraneous to the division's operational definition of giftedness
12. Develop guidance documents regarding best practices in the referral, identification, and service of students with disabilities and of English language learners

F. Parent and Community Involvement for Specific Academic Aptitude

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

Objectives:

1. Increase parent and community awareness of gifted education programs and procedures
2. Increase parent and community involvement in the review and support of gifted education programs and procedures

Strategies:

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

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

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

Screening Procedures for Specific Academic Aptitude

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

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

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

Office of Gifted Education staff provides regular professional learning opportunities to promote the awareness of and sensitivity to cultural factors which may influence the screening, referral, and assessment of students from underrepresented populations. Schools are encouraged to actively search for students from underrepresented populations.

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

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

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

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

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

All eighth-grade students enrolled in Chesterfield County Public Schools and Chesterfield County homeschooled students are notified about these opportunities. Information on high school program options is also provided on the school division website and through county specialty center fairs held on publicly-advertised dates every autumn.

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

Referral Procedures for Specific Academic Aptitude

In order for a student to be evaluated for gifted services eligibility, a *Gifted Program Services Referral and Review Form* must be submitted to start the process. Verbal or email communications do not serve as a substitute for this form. An online submission may be made through the form available on the gifted education section of the CCPS website. Paper forms are available during normal operating hours from counseling or main office staff at county schools.

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

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

Should any of these deadlines fall on a weekend, school holiday/break, or snow day, the deadline shifts to the next school day in which school is in session.

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

- Parent, legal guardian, or community member;
- Teacher or professional staff; or
- Student, self, or peer.

Prior to the administration of any gifted education assessments, a *Notification Letter* will be sent home for parent/guardian review to verify a consent for assessment and to provide an opportunity to opt the child out of the gifted evaluation process. Eligibility results will be sent home within 90 instructional days from the date on the notification letter.

Chesterfield County Public Schools

New Residents to Chesterfield County

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

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

Non-CCPS Students with Primary Residence in Chesterfield County

Students whose main residence exists in Chesterfield County and who are in second grade or higher in a non-CCPS school may be referred for gifted evaluation prior to enrolling for the next school year. An online submission may be made through the form available on the gifted education section of the CCPS website. A paper *Non-CCPS Student Referral Form* may also be obtained from and submitted to the CCPS school the child would attend if currently enrolled.

The student's zoned school will process the referral, and any required testing will occur at this location according to the group testing schedule established by that school. The parent/guardian is responsible for ensuring that their child attends the scheduled group testing sessions at the school. Other required components of the identification protocol that include grades, work samples, and teacher perception inventories will be requested from the student's current nonpublic school. These components must be provided in order to determine student eligibility for services.

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

In order for a student to be evaluated for possible gifted services in General Intellectual Aptitude at *Maggie L. Walker Governor's School for Government and International Studies* or in Visual/Performing Arts Aptitude or Career and Technical Aptitude at *Appomattox Regional Governor's School for the Arts and Technology*, a complete application must be received by the advertised deadline for each regional governor's school. Applications are available in mid-October each year. All parts of the application are due on or before the advertised deadlines. Late applications are not accepted.

Students whose main residence exists in Chesterfield County and who are in eighth grade in a non-CCPS school must complete the appropriate application. All portions of the application must be completed prior to the advertised deadlines. Late applications are not accepted.

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

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

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

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

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

Data is assembled into the student's *Gifted Education Eligibility Report (GEER)* that also provides the eligibility decision.

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

Multiple Criteria Listing for Specific Academic Aptitude

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement tests
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures
 - Nationally norm-referenced creativity assessment
 - ESL language proficiency assessment
 - Criterion-referenced assessments of state standards

Multiple Criteria Listing for General Intellectual Aptitude

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

Multiple Criteria Listing for Visual/Performing Arts Aptitude and Career and Technical Aptitude

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

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

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

Identification/Placement for Specific Academic Aptitude

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

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

- b. Type of Identification/Placement Committee

- ☒ School-level ☐ Division-level

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

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

Governor's School Admissions Coordinator

Regional Evaluators

CCPS Gifted Education Coordinator

CCPS Gifted Education Staff

Counselors

Principals or Designees

- b. Type of Evaluation Team

☐ School-level

☒ Division-level

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

Eligibility for Specific Academic Aptitude

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

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

Evidence from multiple criteria and the student eligibility as reported on the *Gifted Education Eligibility Report (GEER)* is carefully examined. No single score, measurement, or criterion is used to include or exclude a child from eligibility.

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

- GIFTED INDICATORS

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

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

- ACADEMIC STRENGTH

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

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

Students determined ineligible for gifted services that display notable gifted indicators – regardless of the number of demonstrated academic strength areas – shall be placed on monitor status. These students are placed in classes containing a cluster of identified gifted students, monitored, and re-evaluated in two years.

All eligibility decisions are reviewed by a committee that includes licensed personnel from Chesterfield County Public Schools. Eligibility determination is to be completed within 90 instructional days from the date on the notification letter.

Eligibility for General Intellectual Aptitude at Maggie L. Walker Governor's School

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

Measure	Administered and/or completed by	Scored and/or reviewed by	Provided to the committee by
Assessments	Trained regional professional staff	Trained regional professional staff	Regional Admissions Coordinator
Recommendations	Social studies/world language teacher and another adult	CCPS licensed professional staff	Regional Admissions Coordinator
Essay/Writing Sample	Trained regional professional staff	Trained regional professional staff	Regional Admissions Coordinator
Grades and Course Rigor	CCPS middle school counseling staff	CCPS licensed professional staff	Regional Admissions Coordinator

The regional evaluation committee carefully reviews the evidence in the above measures, and results are used to calculate an overall total score.

The number of available slots for incoming freshmen from CCPS determines the number of students selected to attend *Maggie L. Walker Governor's School*. Students are chosen for admission based upon composite score.

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

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

All applicants are assessed using multiple criteria by trained evaluators who have experience in gifted education and in the specific focus areas offered at the governor's school. Trained representatives from Chesterfield County Public Schools serve on the regional evaluation teams for *Appomattox Regional Governor's School for the Arts and Technology*. The following chart details criteria that could be considered in the evaluation process for VPA or CTA services at *Appomattox Regional Governor's School*. Additions or deletions from this table are possible, as this criteria can be changed by the *Appomattox Regional Governor's School* Core Team and Regional Board at any time.

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

The regional evaluation committee carefully reviews the evidence in the above measures, and results are used to calculate an overall total score.

The number of available slots for incoming freshmen from CCPS determines the number of students selected to attend *Appomattox Regional Governor's School*. Students are chosen for admission based upon focus area openings and composite score.

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

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

Determination of Services for Specific Academic Aptitude

Evidence on the *Gifted Education Eligibility Report (GEER)* is reviewed to confirm appropriate services for eligible students. This includes areas of strength that indicate the need for differentiated instruction in those content areas.

While differentiated instruction may begin upon the determination of eligibility or monitor status, any new placement – such as to a cluster-grouping arrangement, to a special program, or to a specialty school – begins at the start of the school year following the identification unless approved by the school principal and Office of Gifted Education.

Center-Based Gifted (CBG) Academies

The selection of candidates for CBG Academies is conducted at the division level using a generated a pool of candidates for each CBG site. Students added to the pool of candidates are those students referred or reviewed that have been determined eligible for gifted services in their home school. The selection process uses quantitative and qualitative measures combined with a holistic review of data to facilitate the appropriate and equitable placement of candidates for each CBG site. The number of admission offers sent for each site is limited by capacity, staffing, and funding factors that may exist.

Newly-identified gifted students

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

Identified gifted students not previously selected for the CBG Academy program

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

Identified gifted students previously selected to attend a CBG Academy but declined those services

- For those who wish to reactivate a previous CBG Academy eligibility for the next school year, the desire to change should be submitted through the *Change of Placement Form* prior to any deadline established by the division.

Data that may be considered in the selection process

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

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

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

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

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

A. Notification Procedures

Notification Procedures for Specific Academic Aptitude

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

- Notification that their child has been referred for evaluation for possible gifted education services
- Information about gifted education services and the assessment process
- Contact information regarding division personnel available to provide answers to questions
- Opportunity to indicate consent for the evaluation or to opt student out of evaluation process
- Instructions for completing the online *CCPS Home Perception Inventory*

After gifted services eligibility determination, parents/guardians receive:

- Notification regarding the student's eligibility for gifted services
- Information on how to appeal the decision
- Contact information regarding division personnel available to provide answers to questions
- Notification summarizing student services for the next school year (if applicable)
- Information about gifted education services and placement (if applicable)
- Opportunity to opt student out of participation in the gifted education program at the student's home school (if applicable)

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

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

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

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

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

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

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

B. Appeals Processes

Appeals Process for Specific Academic Aptitude

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

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

- Administrators
- Counselors
- Psychologists
- Office of Gifted Education staff
- Other professional staff

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

Specific alternate assessments may be recommended by the appeals committee for administration and additional review. Only assessments administered by Chesterfield County Public Schools professional staff or those approved by the Office of Gifted Education will be considered during the appeals process.

The appeals committee provides written notification of their decisions to parents/guardians and school-level personnel within 15 instructional days after the committee's decision. Decisions rendered by the committee are final.

Appeals Process for CBG Academies

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

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

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

The appeals committee provides written notification of their decisions to parents/guardians and school-level personnel within 15 instructional days after the committee's decision. Decisions rendered by the committee are final.

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

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

Appeals are heard within 30 school days of the receipt of the written request. This committee will review all relevant information used in determining student admission status. The findings of the committee will be submitted to the Office of Gifted Education, and parents/guardians will be notified in writing within 15 instructional days after the final decision.

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

A. Specific Academic Aptitude

Written Notification of Decisions

After gifted services eligibility determination, parents/guardians receive:

- Notification regarding the student's eligibility for gifted services
- Information on how to appeal the decision
- Contact information regarding division personnel available to provide answers to questions
- Notification summarizing student services for the next school year (if applicable)
- Information about gifted education services and placement (if applicable)
- Opportunity to opt student out of participation in the gifted education program at the student's home school (if applicable)

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

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

Change in Student Placement

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

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

Newly-identified gifted students

- For newly-identified students that have not yet begun to receive services, parents may provide written notice to opt children out of gifted services for the following school year.

Identified gifted students in a current placement

- To initiate a review of academic strength areas, a *Gifted Program Services Referral and Review Form* shall be turned in to the student's school prior to the appropriate gifted referral deadline for the student's current grade level.
- For those not previously selected to attend a CBG Academy who wish to be included in the candidate pool for next school year, a review of services should be initiated by submitting the *Gifted Program Services Referral and Review Form* by the appropriate gifted referral deadline for the student's current grade level. Any additional testing that may be required will be conducted during the appropriate gifted assessment window.
- For students who declined the invitation or exited from a CBG Academy in a previous school year who wish to reactivate a previous CBG Academy eligibility for the next school year, a *Change of Placement Form* prior to the deadline established by the division shall be submitted.
- For students currently participating in a CBG Academy who wish to return to cluster-grouped instruction in their home school, a *Change of Gifted Placement Form* indicating such shall be submitted to initiate that change.

Exiting Gifted Services

To initiate an exit from all gifted education services, a *Change of Gifted Placement Form* indicating such shall be submitted by parents/guardians to initiate the exit. A student maintains identification for gifted services regardless of a change in placement.

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

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

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

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

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

A. Service Options are Continuous and Sequential

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

Grade Level	SAA English, Mathematics, Social Studies, and Science	GIA, VPA, CTA
Grades K – 2	• Differentiated instruction	
Grade 3	• Differentiated instruction • CBG Academy option	
Grades 4 – 5	• Differentiated instruction • CBG Academy option • Accelerated mathematics	
Grades 6 – 8	• Differentiated instruction • CBG Academy option • Acceleration for high school credit	
Grades 9 – 12	• Honors courses • Advanced placement courses • Dual enrollment offerings • Acceleration in mathematics and science • High school specialty center options	• Maggie L. Walker Governor’s School option (GIA) • Appomattox Regional Governor’s School option (VPA and CTA)

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

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

Grade Level	SAA English, Mathematics, Social Studies, and Science	GIA, VPA, CTA
Grades K – 2	• Cluster Grouping	
Grades 3 – 8	• Cluster Grouping • CBG Academy option	
Grades 9 – 12	• Honors courses • Advanced placement offerings • Dual enrollment courses • High school specialty center options	• Maggie L. Walker Governor’s School option (GIA) • Appomattox Regional Governor’s School option (VPA and CTA)

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

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

Grade Level	SAA English, Mathematics, Social Studies, and Science	GIA, VPA, CTA
Grades K – 2	• Cluster Grouping	
Grade 3	• Cluster Grouping • CBG Academy option	
Grades 4 – 5	• Cluster Grouping • CBG Academy option • Accelerated mathematics	
Grades 6 – 8	• Cluster grouping • CBG Academy option • Acceleration for high school credit	
Grades 9 – 12	• Honors courses • Advanced placement courses • Dual enrollment offerings • Acceleration in mathematics and science • High school specialty center options	• Maggie L. Walker Governor’s School option (GIA) • Appomattox Regional Governor’s School option (VPA and CTA)

D. Service Options Provide Instructional Time to Work Independently

Specific Academic Aptitude

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

E. Service Options Foster Intellectual and Academic Growth

Specific Academic Aptitude

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

- Authentic assessment – approaches such as product or performance-based activities that allow students to demonstrate what they know as a result of meaningful instruction
- Curriculum compacting – elimination of material that students already know to allow for instruction of new material or extension activities
- Diagnostic-prescriptive instruction – informal and formal assessments used to plan and adapt instruction
- Discussion – providing both teacher and student directed discussion to probe student thinking and in-depth exploration
- Goal setting and planning – students involved in personal goal setting and involvement in planning, monitoring and assessing their own learning for efficient and effective use of time and resources
- Higher-order thinking – analytical skills developed to allow students to explore and grasp complex concepts
- In-depth topic development – extended instruction to provide opportunities for greater exploration and knowledge acquisition
- Interdisciplinary connections – guiding students in making connections among and between content areas and disciplines through the use of overarching concepts, issues, and themes
- Questioning techniques – used in discussion or activities that draw on advanced levels of information and require challenging thinking
- Metacognition – students develop the skill of thinking about their own thinking and reflection on learning processes
- Problem solving – providing students with problem solving strategies matched to differing problem types
- Project-Based Learning – providing students with unstructured problems or situations where they must discover answers, solutions, concepts, or draw conclusions and generalizations
- Self-directed projects – structured projects agreed upon by student and teacher that allow a student to investigate an area of high interest or to advance knowledge
- Student competitions – various opportunities provided through the classroom, school and community such as Battle of the Books, MATHCOUNTS, We The People, Model UN, Stock Market Game, Mini-Economy, and Future Problem Solvers

F. Procedures for Assessing Academic Growth in Gifted Students

Specific Academic Aptitude (SAA)

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

Teachers:

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

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

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

When utilizing authentic assessments, teachers of the gifted:

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

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

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

Teachers trained and supported by the Office of Gifted Education provide differentiated curriculum and instruction to gifted learners. All teachers who provide instruction for clusters of gifted students participate annually in local professional learning opportunities and are encouraged to pursue the state endorsement in gifted education. Teachers who provide instruction to gifted students placed in CBG Academies shall possess the state endorsement in gifted education or shall obtain the state endorsement in gifted education within three years upon their assignment to the program.

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

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

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

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

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

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

Differentiated Content

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

Differentiated Process

Promotes in-depth investigation of teacher-selected and student-selected topics to accentuate the development and application of advanced research skills

- Provides opportunities for students to strengthen critical thinking, problem solving, creative thinking, collaboration, communication and decision-making skills
- Fosters ongoing organizational, time management, and perseverance skills
- Encourages inquiry-based learning where students seek, define, and solve complex real-world problems
- Requires students to create and respond to open-ended questions, considering information from multiple perspectives

Differentiated Product

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

Differentiated Environment

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

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

Policy 3050: Alternative Instruction Options (revised 6/12/2018)

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

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

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

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

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

Homebound Instruction

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

Credit for the work is awarded when it is done under the supervision of a licensed teacher qualified in the relevant subject areas and employed by the School Board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the School Board have been met.

Virtual Courses

Students may enroll in and receive a standard and verified unit of credit for supervised virtual courses with prior approval of the principal. The Superintendent is responsible for developing regulations governing this method of delivery of instruction that include the provisions of 8 VAC 20-131-110 and the administration of required Standards of Learning tests prescribed by 8 VAC 20-131-30. For courses offered for possible high school credit, standard units of credit are awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher qualified in the relevant subject areas. A verified unit of credit may be earned when the student has successfully completed the requirements specified in 8VAC 20-131-110.

Policy 3041: Accelerating the Curriculum (revised 6/12/2018)

A. Elementary School Students

A principal or the principal's designee may determine that it is appropriate to accelerate the pace at which an elementary school student is exposed to the curriculum. For purposes of this policy, acceleration is defined as making the curriculum more rigorous by increasing the pace at which an elementary student is exposed to the curriculum in one or more subject areas. A result of making the curriculum more rigorous is that a student will be held accountable for mastering some or all of the approved curriculum at a grade level higher than that to which the student is otherwise assigned. For instance, a student in the fourth grade whose mathematics curriculum is accelerated at the beginning of the school year will cover and be held accountable for not only all of the fourth-grade mathematics curriculum, but for a portion of the fifth-grade mathematics curriculum as well.

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

B. Middle School Students

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

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

A middle school student's final grade in a high school credit-bearing course, including Algebra I, shall be deleted from the student's transcript if the student's parent or guardian requests it to be deleted in writing by July 15 following receipt of the student's report card. Issuance of the student's report card shall constitute receipt for purposes of this policy. In the event a student's grade is deleted from his or her transcript as described immediately above, the student will not receive credit toward high school graduation for any such course. The deadline to request this action must be taken by September 30 of the student's 11th-grade year, or third year in high school.

C. High School Students

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

D. Grades

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

Policy 3042: Promotion, Retention, and Academic Administrative Placements (revised 5/19/2017)

The School Board recognizes that decisions affecting a student's grade level assignment, especially decisions to retain a student, may have long-lasting effects on the student's future success in school. For instance, research indicates that students who have been retained two or more times are more likely to drop out of high school than are students who have never been retained.

Therefore, the School Board expects that any decision to retain a student in the same grade level be made following considerable deliberation and consultation. In addition, decisions made pursuant to this policy shall be made consistent with and subject to the provisions of Policy 4020, Attendance.

For purpose of this policy:

- Promotion generally refers to a student advancing to the next grade level after having successfully completed the academic requirements of the current grade level;
- Retention generally refers to a student being required to repeat the current grade level a second time after having failed to successfully complete the academic requirements of the current grade level; and,
- An academic administrative placement generally refers to an administrative decision to advance a student to the next grade level even though the student has not successfully completed the academic requirements of the current grade level.

A. Promotion

Elementary school students. An elementary school student shall be promoted to the next grade level if he or she received passing final grades in both reading and mathematics in the current grade level, as determined by the student's teacher(s) in accordance with grading practices approved by the principal.

Middle school students. A middle school student shall be promoted to the next grade level if he or she received a passing final grade in at least five full-year courses in the current grade level, to include the four core courses (language arts, mathematics, social studies and science) and one additional full-year course. To satisfy the requirement to take and pass one additional full-year course, a student may instead enroll in two one-semester courses. However, to be promoted pursuant to the provisions of this Section A, the student must receive a passing final grade in both such one-semester courses, in addition to the four full-year core courses (language arts, mathematics, social studies and science). A middle school student who does not receive a passing grade in any high school credit-bearing class - including Algebra I - shall be promoted to the next grade level if he or she has met all other requirements for promotion.

High school students. For high school students, promotion refers to a student advancing from one class designation to the next (ninth-grader, tenth-grader, eleventh-grader and twelfth-grader) after having satisfied all requirements for advancement. While designation as a ninth-grader, tenth-grader or eleventh-grader is based solely on the number of credits earned, designation as a twelfth-grader is based on the number of credits earned, the types of credits earned, as well as other requirements. Accordingly, a high school student shall be promoted to the next class designation only as follows:

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To be classified as a 9 th grader:	A student must have been promoted from middle school and must have accrued fewer than five total standard high school credits by the start of an academic/school year.
To be classified as a 10 th grader:	A student must have accrued at least five standard high school credits by the start of an academic year.
To be classified as an 11 th grader:	A student must have accrued at least 11 standard high school credits by the start of the academic year.
To be classified as a 12 th grader:	A student's transcript and schedule must include all credits and/or courses necessary to complete graduation requirements in June of that school year.

Students with disabilities. Regardless of grade level, determinations relating to the promotion of students with disabilities shall be made consistent with applicable laws and each student's individualized education plan (IEP). The principal shall determine whether or not a student with disabilities is promoted, after considering the promotion recommendation of the student's IEP team. The principal's decision shall be final.

B. Multiple-Grade Promotion

Students who demonstrate extremely high ability may be referred to the building principal for multiple-grade promotion. If multiple-grade promotion is deemed necessary, the school will develop a transition plan for the current or following school year. A kindergarten student should be enrolled in Chesterfield County Public Schools for one academic year prior to being eligible for a multiple-grade promotion request. A transfer student should be enrolled in Chesterfield County Public Schools for one marking academic period. Multiple-grade promotion may occur as deemed necessary during a student's academic career in the first through twelfth grades.

The need for multiple-grade acceleration shall first be evaluated by the principal and the school level team.

- a. The principal and school level team shall determine whether or not multiple-grade promotion is needed by considering data to support the decision from the following:
 - i. Student education records
 - ii. Differentiated instruction
 - iii. Enriched curriculum
 - iv. Gifted Education Department support
 - v. Gifted Education referral (following CCPS guidelines)

- b. The principal and school level team shall meet to review the data to determine if multiple-grade acceleration is appropriate and make a recommendation to support or deny the request. If multiple-grade promotion is deemed necessary, the school will develop a transition plan for the current or following school year. If the request for multiple-grade promotion is denied, the parent may appeal. The appeal procedure is as follows:

Appeal Procedures:

1. A request to appeal a decision by the school level team for multiple-grade promotion shall be submitted in writing to the school principal by the parent(s) or guardian(s) of the student. This request shall be made no later than 60 instructional days prior to the end of a school year. This request shall then be forwarded to the Director of School Leadership.
2. Once the request for multiple-grade promotion is received, permission shall be obtained for the evaluation and parents will be informed of their rights. Upon receipt of the signed permission form, appropriate assessment procedures shall be initiated. The student will remain in his/her current grade placement during the evaluation phase and while consideration for multiple-grade promotion is taking place.
3. The formal evaluation may include these components:
 - a. Educational/Developmental: written report describing grade average, current educational performance identifying precise instructional needs completed by the classroom teacher
 - b. Social History: written report describing background and social maturity completed by a school social worker
 - c. Psycho-educational Assessment: written report based on the use of a battery of appropriate instruments completed by a school psychologist
4. The formal evaluation shall be completed within 90 business days, beginning with the receipt of the parent's or legal guardian's consent for assessment.
5. Within 15 instructional days of the completion of the formal evaluation, the principal shall review the results of the evaluation and determine whether or not multiple-grade promotion is needed.
6. If multiple-grade promotion is deemed unjustified, the principal shall inform the student's parents. If multiple-grade promotion is deemed necessary the school will develop a transition plan for the current or following school year.

C. Retention

Elementary school students. An elementary school student may be retained if the student did not receive a passing final grade in reading and/or mathematics, as determined by the

student's teacher(s) in accordance with grading practices approved by the principal. However, prior to retaining an elementary school student, the principal shall consult with the student's classroom teacher and shall consider at least some of the factors outlined in Section E., Academic Administrative Placement, of this policy. The principal may also consult with other instructional staff who are familiar with the student. A principal shall have the authority to promote an elementary school student despite the fact that the student did not pass both reading and mathematics, as provided for in Section E. of this policy. The final decision to retain or promote a student by means of an academic administrative placement shall rest with the principal.

An elementary student who was retained and who - prior to the beginning of the next school year - attends a summer session course or participates in other remediation efforts in the subject area that was the basis of the student's retention, shall be reconsidered by the principal or the principal's designee to determine if the student's skills in that subject area have improved. Such reconsideration is required only where the student's parent has, prior to the beginning of the next school year, notified the principal that the student has participated in such remediation and has provided adequate documentation of same. Adequacy shall be determined in the sole discretion of the principal or the principal's designee. Upon receiving timely notice and adequate documentation from the student's parent, reconsideration shall occur not later than the first full week of school for students in the next school year. If the results of any such reconsideration indicate improvement, the principal shall determine whether or not the student's skills have improved sufficiently to justify advancing the student to the next grade level. The principal shall have the final authority to retain the student, promote the student or make an academic administrative placement to the next grade level.

Middle school students. A middle school student may be retained if the student did not receive a passing final grade in at least five full-year courses, to include the four core courses (language arts, mathematics, social studies and science) and one additional full-year course. A student who enrolled in two one-semester courses in lieu of one additional full-year course pursuant to Section A of this policy, may be retained if he or she did not receive a passing final grade in both of the one-semester courses. However, prior to retaining a middle school student, the principal shall consult with one or more of the student's classroom teachers and shall consider at least some of the factors outlined in Section E., Academic Administrative Placement, of this policy. The principal may also consult with other instructional staff who are familiar with the student. A principal shall have the authority to promote a middle school student despite the fact that the student did not pass all required subjects, as provided for in Section E. of this policy. The final decision to retain or promote a student by means of an academic administrative placement shall rest with the principal.

A middle school student who is retained, but subsequently passes the required courses in summer session, shall be promoted to the next grade level.

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A middle school student who does not receive a passing grade in any high school credit-bearing class - including Algebra I - shall be promoted to the next grade level if he or she has met all other requirements for promotion.

High school students. A high school student shall not be advanced to the next class designation if he or she failed to earn a sufficient number of credits, or failed to satisfy all other requirements that apply.

D. Notice of Possible Retention to Parents

1. Notice requirements for elementary students. In order to avoid retention and to keep parents well-informed about the possibility of retention, instructional staff at the elementary school level shall as early as possible in the school year identify those students who are in jeopardy of being retained and discuss those students with the principal or the principal's designee. Following a teacher's discussion with the principal or the principal's designee, the teacher shall confer with the parent or guardian of each student who is in danger of being retained.

Thereafter, if the student is still being considered for retention, the principal or the principal's designee shall provide written notice of same to the student's parent or guardian. It is the School Board's intent that such written notice be received by the student's parent or guardian by the end of the second grading period if possible. Otherwise, such written notice shall be provided to a student's parent or guardian as early as possible in the school year, given a student's individual circumstances.

2. Notice requirements for middle and high school students. Instructional staff at the middle and high school levels shall as early as possible in the school year identify those students who are in jeopardy of failing the staff member's course and discuss those students with the principal or the principal's designee. Following a teacher's discussion with the principal or the principal's designee, the teacher shall confer with the parent or guardian of each student who is in danger of failing.

Thereafter, if the student is still in danger of failing one or more courses, the principal or the principal's designee shall provide written notice of same to the student's parent or guardian. It is the School Board's intent that such written notice be received by the student's parent or guardian as early as possible in the school year, given a student's individual circumstances.

E. Use of VAP Results as Sole Criterion for Promotion or Retention

Regardless of grade level, schools are prohibited from using Virginia Assessment Program (VAP) results as the sole criterion for promotion or retention.

F. Academic Administrative Placements

The School Board recognizes that it is occasionally necessary for a principal to promote an elementary or middle school student to the next grade level notwithstanding the fact that the student has not met the necessary promotion requirements set forth in Section A. of

this policy. Under such circumstances, a principal has the authority to promote an elementary or middle school student based on the principal's review of relevant information. The principal may promote the student by means of an academic administrative placement if, for example, the student performed acceptably on the Developmental Reading Assessment (DRA) and his or her VAP assessments. Other relevant information that the principal may take into consideration when deciding whether to promote a student by means of an academic administrative placement includes, but is not limited to, the student's:

1. Developmental maturity;
2. Achievement in reading and mathematics;
3. Achievement in history, science and other subjects in which there are SOL assessments;
4. Attendance;
5. The number and success of previous retentions;
6. English language acquisition;
7. Performance in summer session courses; and/or,
8. Other relevant factors.

In the event an elementary principal wishes to make an academic administrative placement to the sixth grade or a middle school principal wishes to make an academic administrative placement to the ninth grade, it shall be the responsibility of the principal to contact the principal of the receiving school. Such contact shall be made as early as possible following the decision to make an academic administrative placement, but not later than July 1 prior to the school year in which the placement is to become effective.

If the receiving principal wishes to discuss the placement, the two principals shall confer prior to the placement becoming effective. In the event the two principals cannot agree on the placement, the appropriate Director of Elementary, Middle School or High School Education shall attempt to facilitate, with intervention by the Executive Director of School Administration, if necessary. If agreement is still not forthcoming, the Chief Academic Officer shall render a decision, which shall be final. It is the School Board's expectation that final resolution of any such matter will occur well in advance of the beginning of the relevant school year so that the student, his or her parent, and the receiving school may make suitable arrangements.

G. Disciplinary Administrative Placements

Administrative placements that are made for disciplinary or other purposes are governed by Regulation 4010-R, Standards for Student Conduct.

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

A. Professional Learning Opportunities for Teachers of the Gifted

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

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

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

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

B. Examples of Professional Learning

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

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

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

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

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

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

A. Division

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

B. Gifted Education Advisory Committee

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

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

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

A. Role of the Local Advisory Committee

The purpose of the committee is to review annually the *Local Plan for the Education of the Gifted*, including revisions and to determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the Gifted Education Advisory Committee shall be submitted annually to the superintendent and the school board. The advisory committee shall meet five times per school year.

B. Composition of Local Advisory Committee

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

C. Selection of Members for the Local Advisory Committee

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

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

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

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

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

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

<u>Dr. S. Pope</u>	<u>SPope</u>	<u>8-12-21</u>
Division Superintendent's Signature	Printed Name	Date

Appendix A: Glossary of Common Terms

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

Appropriately Differentiated Curriculum and Instruction – Curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.

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

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

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

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

Identification – The multistage process of finding students, including students for whom accurate identification may be affected because they are from an underrepresented group, economically disadvantaged, have limited English proficiency, or have a disability, who are eligible for service options offered through the division’s gifted education program. The identification process begins with a referral component and concludes with the determination of eligibility by the school division’s identification and placement committee(s). The identification process includes the review of valid and reliable student data based on multiple criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple criteria to determine whether a student’s aptitudes and learning needs are most appropriately served through the school division’s gifted education program.

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

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

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

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

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

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

Appendix B: Glossary of CCPS Terminology

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

Cluster grouping – a method of grouping identified gifted students in mixed-ability classrooms; clusters shall range in size from 5 to 10 gifted students when possible.

English language learner (ELL) – an individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (ESEA, as amended by ESSA, Section 8101[20]).

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

- Books Boost Brainpower (K) – provides teachers with rich text selections and higher-level thinking questions to nurture critical thinking in kindergarten students. Additional classroom activities are encouraged to enhance the concepts of each book.
- Words & Wonders (1) – uses quotes and images to spark wonderment as vocabulary and background knowledge is developed. Real-world connections are encouraged as students strive to derive meaning from the quote and graphic.
- Project SOAR (2) – Designed to provide students with a skill set to be active learners who can engage in productive thinking, ask critical questions, investigate problems, and ultimately be independent, responsive consumers for their own education.
- Inventive Thinking Lab (ITL) – Develops higher-level thinking skills by using games in the classroom. Students learn to identify the cognitive strategies they are using for game success while they “discover” universal problem-solving strategies useful in academics and beyond. Students increase their perseverance to meet the challenges of the games as they set goals for themselves to improve their cognition.

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Non-CCPS students – students not enrolled in Chesterfield County Public Schools; includes homeschooled students, students enrolled in private schools, and students enrolled in other public schools outside of Chesterfield County.

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

Twice-exceptional (2E) – student who is eligible for both special education and gifted education services.

