# Local Plan for the Education of the Gifted 2019–2024

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<tr>
<th>LEA#</th>
<th>104</th>
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<tbody>
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<td>Date Approved by School Board</td>
<td>June 14, 2018</td>
</tr>
</tbody>
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Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Charlottesville City Schools

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

<table>
<thead>
<tr>
<th>Area of Giftedness Identified by the Division</th>
<th>Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Intellectual Aptitude (GIA)</td>
<td>NA</td>
</tr>
<tr>
<td>Specific Academic Aptitude (SAA) – English</td>
<td>K–12</td>
</tr>
<tr>
<td>Specific Academic Aptitude (SAA) – Mathematics</td>
<td>K–12</td>
</tr>
<tr>
<td>Career and Technical Aptitude (CTA)</td>
<td>NA</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) - Visual Arts Aptitude</td>
<td>5–12</td>
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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**

Every student has the right to educational opportunities commensurate with their needs and abilities. Charlottesville City Schools (CCS) is committed to this right and recognizes that gifted students from all cultural and socio-economic backgrounds, in comparison with their age- and grade-level peers, require challenging learning experiences that extend, enhance, and/or accelerate core educational programs and that require greater degrees of complex and abstract thinking. The division also recognizes the special social and emotional needs of gifted students. Education for the gifted is viewed as a collaborative endeavor recognized, facilitated, and realized by the efforts of numerous individuals in the schools and community.

Like all learners, gifted students need opportunities to interact with others at their same ability and readiness level, as well as experiences to develop social and academic relationships with students of all abilities and interests. Accordingly, CCS seeks to provide instructional opportunities for gifted students in a variety of learning settings. This goal is met through close collaboration and communication between gifted education staff, classroom teachers, instructional specialists, administrators, and families. Charlottesville City Schools encourages gifted students to become independent, self-directed learners who maximize their potential.

B. **Division Operational Definition of Giftedness**

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

Charlottesville City Schools defines gifted students from all cultural groups and across all economic strata as special needs students with exceptional ability that perform or show the potential to perform at outstanding levels of accomplishment when compared with others of their age, experience, or environment. These students exhibit high performance capability in intellectual and artistic areas to such a degree that they require special services to meet their educational needs. Quest is Charlottesville’s gifted education program. Academic Quest serves students identified as having unusually high aptitudes in English and/or mathematics. ArtQuest serves students who are gifted in the visual arts. The division, in accordance with the Code of Virginia, recognizes that students are identified as having demonstrated abilities or high-performance capabilities in the following areas:

**Specific academic aptitude**: Such students in kindergarten through twelfth grade demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; creative and imaginative problem solving; rapid acquisition and mastery of information, concepts, and principles beyond their age-level peers in English and/or mathematics.
Student readiness for academic Quest is determined by multiple and varied criteria: referral information, parent recommendation and teacher information forms that include characteristics of gifted students and anecdotal notes based on observations, evidence of superior academic performance based on norm referenced assessments of aptitude and/or achievement, prescribed identification activities, and records of awards, honors, and grades.

Visual arts aptitude: Such students in fifth through twelfth grade demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual arts.

Student’s readiness for ArtQuest services is determined by multiple and varied criteria: referral information; parent and teacher recommendation forms; superior performance on a drawing activity and a portfolio of artwork; and records of awards, honors, and grades.

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

A. Identification:

Goal: Continue to refine the process that identifies diverse gifted students from all populations in specific academic aptitudes—English and mathematics (SAA) in grades K–12 and/or in visual arts (VPA) in grades 5–12.

Objectives:
1. Provide staff with training on the special needs of gifted students, including those who are economically disadvantaged, culturally diverse, identified with a disability, and English learners. (SAA & VPA)
2. Review annually the process used by K–12 identification committees to monitor for the consistent use of evidence and analysis. (SAA & VPA)
3. Continue to refine the division’s multi-criteria identification procedures based on research-based best practices in identifying students from diverse populations. (SAA & VPA)
4. Strengthen communication with parents and division staff to provide clear understanding of the screening, referral and identification process and their role in the process. (SAA & VPA)

B. Delivery of Services:

Goal: Offer a continuum of services that provide appropriately challenging, differentiated instruction to address the special cognitive and social-emotional needs of gifted students in specific academic aptitudes (SAA) and/or visual arts (VPA).

Local Plan for the Education of the Gifted
Objectives:
1. Continue to increase access to critical and creative thinking instruction in grades K–4 as one avenue to support talent development and inform screening for gifted services.
2. Continue collaborative services to include collaborative planning and curricular implementation for the purpose of improving instruction for gifted learners. (SAA & VPA)
3. Monitor the academic performance and data of students identified in English and mathematics and the artistic performance of students identified in the visual arts and nurture their academic/artistic potential. (SAA & VPA)
4. Expand collaborative partnerships with school counselors, general education teachers and school-based specialists (e.g. reading, math, special education, AVID, ESL) in order to address the special needs of gifted students and support their social-emotional growth. (SAA & VPA)
5. Explore service options for grades 5–12 that include after-school enrichment and mentorship opportunities. (SAA & VPA)

C. Curriculum and Instruction:

Goal: Align curriculum and instruction to address the special cognitive and social-emotional needs of gifted learners in specific academic aptitudes (SAA) and/or visual arts (VPA).

Objectives:
1. Assist classroom teachers with instructional planning practices that focus on appropriate extension and rigor and address the social-emotional needs of gifted learners with an emphasis on interpersonal skills, metacognition, and resilience. (SAA & VPA)
2. Develop and refine, for grades 2–4, concept-based instruction that brings real world meaning to content knowledge and skills and integrates with the division’s English and mathematics curriculums. (SAA)
3. Continue to foster the skills of inquiry and research through curricular opportunities that promote critical and creative thinking, problem-solving, and global awareness. (SAA & VPA)
4. Explore options for measuring student academic and/or artistic growth and for using the data to inform instructional practices. (SAA & VPA)

D. Professional Development:

Goal: Provide ongoing professional learning, which supports identification processes, service delivery options, and curricular and instructional strategies that meet the special needs of gifted learners in specific academic aptitudes (SAA) and/or visual arts (VPA).

Objectives:
1. Offer professional learning each year that allows gifted education specialists and art teachers to grow in their knowledge and skills in addressing the special needs of gifted learners. (SAA & VPA)
2. Offer classroom teachers multiple professional learning sessions on (1) identifying and nurturing academic and/or artistic talent in young children and (2) instructional design components that support differentiation, rigor, and engagement. (SAA & VPA)
3. Promote collaboration among gifted education specialists and with classroom teachers, including the sharing of best practices and differentiated instructional strategies, in order to develop challenging learning experiences. (SAA)

4. Strengthen teacher training in the use of research-based best practices that support culturally responsive teaching and that address the special needs of gifted students. (SAA & VPA)

5. Provide newly hired teachers with professional development in the characteristics and special needs of students gifted in specific academic aptitudes and/or visual arts. (SAA & VPA)

E. Equitable Representation of Students:

Goal: Use identification strategies that focus on the unique characteristics of the gifted in specific academic aptitudes (SAA) and/or visual arts (VPA) and address the equitable representation of students from all populations, including those in historically underrepresented groups.

Objectives:
1. Continue to increase the percentage of identified students from underrepresented populations by implementing research-based practices that promote talent development in English, mathematics and/or visual arts. (SAA & VPA)

2. Support staff training on cultural competency and provide training on the non-traditional characteristics of gifted students from varying backgrounds that include economically disadvantaged, culturally diverse, twice exceptional, and English learners. (SAA & VPA)

3. Continue to implement and train all staff on screening tools that allow for equitable representation of students from varying backgrounds that include economically disadvantaged, culturally diverse, twice exceptional, and English learners. (SAA & VPA)

F. Parent and Community Involvement:

Goal: Increase parent, school staff, and community understanding of the special needs of students gifted in specific academic aptitudes (SAA) and/or in the visual arts (VPA).

Objectives:
1. Increase public awareness and understanding of the special needs of gifted learners. (SAA & VPA)

2. Implement innovative methods to communicate with parents about gifted program identification and placement. Make appropriate accommodations for limited English speakers. (SAA & VPA)

3. Have parents receive information from classroom teachers, gifted education specialists and/or school counselors about the academic and social-emotional needs of their child. (SAA)

4. Improve communication with parents in order to enhance their understanding of gifted services, particularly when students transition from one school level to another. (SAA & VPA)

5. Have staff continue to cultivate an effective working relationship with the Quest Advisory Committee. (SAA & VPA)
Part III: Screening, Referral, Identification, and Service Procedures

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

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

Screening Procedures for Specific Academic Aptitude (English and mathematics)

Screening of all students enrolled in Charlottesville City Schools is an ongoing process that provides a pool of students eligible for further consideration. Quest staff members and/or their designees provide information to their respective faculties and parents regarding the characteristics of academically gifted students. A high priority is placed on screening, referring, and identifying high potential/ability students from all underserved, culturally diverse, low socio-economic, limited English proficient, and disabled populations. Additional strategies that may be used for all students, but especially to screen this group, include conversations with classroom teachers and school-based specialists (e.g. AVID, ESL, iSTEM, math, reading, special education), whole grade testing, digital portfolios, special training for evaluators and observers, a balance of objective and subjective measures, specialized characteristics checklists, access to referral materials and information in convenient locations, and the use of translations and/or interpreters when appropriate.

Kindergarten: All kindergarten students participate in prescribed talent development lessons especially designed to elicit the behaviors associated with giftedness. The classroom teacher keeps a record of observations, noting students whose responses exceed those of their age peers. The gifted education specialist, in consultation with the classroom teacher, evaluates classroom performance and student participation in talent development lessons, noting exceptional aptitudes. In the spring, nominations are solicited and teacher assessment forms are distributed.

Grade 1: All first grade students participate in prescribed portfolio activities especially designed to elicit the behaviors associated with giftedness. The classroom teacher keeps a record of observations, noting students whose responses demonstrate a greater depth of understanding than their peers. The gifted education specialist, in consultation with the classroom teacher, evaluates this information noting exceptional aptitudes. Classroom performance, division reading and/or mathematic assessments results, and scores on the Cognitive Abilities Test are analyzed to locate students whose performance is significantly advanced beyond those of their chronological peers. For high potential students from underserved populations, special consideration is given to their performance on classroom assignments, prescribed activities, quantitative assessments, and nonverbal tasks. In late winter, the gifted education specialist meets with first grade teachers to review students' strengths related to the behaviors associated with giftedness in the areas of English and mathematics, performance on portfolio activities, and the results of the Cognitive Abilities Test and division assessment data. In the spring, nominations are solicited and teacher assessment forms are distributed.

Grades 2–12: Throughout the year, classroom teachers and gifted education specialists consider the performance of all students in their classrooms, review standardized test and division
assessment data, and examine classroom performance and portfolio activities. Specialists and/or school counselors meet with classroom teachers to review the behaviors associated with giftedness in the areas of English and mathematics especially as they manifest themselves in students from underserved populations. They are sensitive to information that highlights the interests, talents, and preferred learning styles of students from underserved populations. Each quarter nominations are solicited and teacher assessment forms are distributed.

*Because students may be found eligible in both English and mathematics, screening procedures address both aptitude areas.*

**Screening Procedures for Visual and Performing Arts Aptitude**

Screening is an ongoing process that provides a pool of students eligible for further consideration. Art teachers and/or their designees provide information to their respective faculties and parents regarding the characteristics of students gifted in the visual arts. A high priority is placed on screening, referring, and identifying high potential/ability students from all underserved, culturally diverse, low socio-economic, limited English proficient, and disabled populations. Strategies used to screen this group include access to referral materials and information in convenient locations, special training for evaluators and observers, and the use of translations and/or interpreters when appropriate.

Grade 4: As a general screening, all fourth grade students participate in a prescribed drawing activity especially designed to elicit behaviors associated with giftedness in the visual arts. The drawing activities are evaluated by art teachers and maintained in student art folders. Portfolios of artwork are maintained for all students, noting those whose responses exceed those of their peers as well as for students whose classroom artwork and art behaviors indicate possible giftedness. In April, art teachers consider the performance of all fourth graders and nominate candidates for further consideration.

Grades 5–12: As a general screening, art teachers and classroom teachers consider the performance of all students in their classrooms and nominate candidates for further consideration. These students participate in a prescribed drawing activity especially designed to elicit behaviors associated with giftedness in the visual arts. Drawing activities are evaluated by art teachers and submitted to the program coordinator. Portfolios of artwork are maintained for students whose classroom artwork and art behaviors indicate possible giftedness. Each semester nominations are solicited and teacher assessment forms are distributed.
B. **Referral Procedures** (8VAC20-40-60A.3)

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

Referral procedures for **Specific Academic Aptitude** (English and mathematics)

**Visual and Performing Arts Aptitude**

The process of referring students for gifted services is continuous and may be made at any time throughout the year. Nominations can be made by school personnel, students, parents, legal guardians, community members, peers, and/or by the student himself/herself. School and division websites and CCS handbooks include information about the referral process and identification timelines. School personnel are informed of the process through faculty presentations and conversations with school counselors and gifted education specialists.

To initiate a referral, the person making the nomination completes the appropriate assessment form for that area of giftedness. A form may be obtained from the school office, a gifted education specialist, school counselors, art teachers, or the division's gifted education office. The completed form may be returned to the school or to the following person:

**Specific Academic Aptitude:** Gifted education specialist (grades K–12), coordinator of gifted education, or school counselor (grades 9–12)

**Visual Arts:** Art teacher (grades 4–12), Coordinator of Fine and Performing Arts, or coordinator of gifted education

When a referral is received, the parent or guardian is sent a parent questionnaire and a permission-to-evaluate form. Once written parent or guardian permission is received, the identification process is completed within 90 school days. Students who have completed referrals/nominations (including nomination form, permission to test, and input from the person nominating) by each deadline will be considered during that cycle. Incomplete nominations will be deferred to the next cycle. The division adheres to the following timeline:

<table>
<thead>
<tr>
<th>Area of Giftedness</th>
<th>Screening</th>
<th>Referral/Nomination Deadline</th>
<th>Identification Meeting</th>
<th>Timeline for Providing Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Academic Aptitude</strong></td>
<td>Ongoing</td>
<td>3rd Friday in August</td>
<td>September</td>
<td>Within ten (10) instructional days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 1</td>
<td>November</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>December 1</td>
<td>February</td>
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<td></td>
<td></td>
<td>March 1</td>
<td>April</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2nd Friday in April</td>
<td>May/June</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>Ongoing</td>
<td>1st school day in August</td>
<td>September</td>
<td>Within ten (10) instructional days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st Friday in December</td>
<td>January</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2nd Friday in April</td>
<td>May</td>
<td></td>
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C. Identification Procedures (8VAC20-40-60A.3)

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

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

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

Area of Giftedness: Specific Academic Aptitude (English and mathematics)

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

Specify: Accessing Math Concepts (AMC)
Measure of Academic Progress (MAP)
Phonological Awareness Literacy (PALS)
PSAT/SAT
Qualitative Reading Inventory (QRI)
Virginia Standards of Learning Tests

Additional identification information for Specific Academic Aptitude (English and mathematics)

The materials collected for review include:
- Quest Student Profile Chart
- Parent/Community Assessment Form and Permission to Screen
- Teacher Assessment Form(s)
- Student achievement data
- Results from portfolio activities
- Results from aptitude and/or achievement assessments

Local Plan for the Education of the Gifted
Area of Giftedness: Visual and Performing Arts Aptitude

✓  1. Assessment of appropriate student products, performance, or portfolio
✓  2. Record of observation of in-class behavior
✓  3. Appropriate rating scales, checklists, or questionnaires

  4. Individual interview
  5a. Individual or group-administered, nationally norm-referenced aptitude test(s) and/or
  5b. Individual or group-administered, nationally norm-referenced achievement test(s)
✓  6. Record of previous achievements (awards, honors, grades, etc.)
✓  7. Additional valid and reliable measures or procedures
    Specify: Prescribed drawing activity

Additional identification information for Visual and Performing Arts Aptitude

The materials collected for review include:

• ArtQuest Student Profile Chart
• Parent/Community Assessment Form and Permission to Screen
• Teacher Assessment Form
• Results from prescribed drawing activity
• Results from student portfolio

In all components of Quest a high priority is placed on identifying high potential/ability students from all underserved, culturally diverse, low socio-economic, limited English proficient, and disabled populations. No single instrument, score, or criterion is used to exclude or include a student for eligibility.
D. Placement Procedures (8VAC20-40-60A.3)

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

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

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

Area of Giftedness: Specific Academic Aptitude (English and mathematics)

- Classroom Teacher(s)
- 6 Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- Other(s) Specify:

b. Type of Identification/Placement Committee

- School-level
- Division-level

Area of Giftedness: Visual and Performing Arts Aptitude

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

- 6 Classroom Teacher(s) — Art Teachers
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- Other(s) Specify: Coordinator of Fine and Performing Arts

b. Type of Identification/Placement Committee

- School-level
- Division-level

Local Plan for the Education of the Gifted
2. **Eligibility** (8VAC20-40-60A.3)

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

**Area of Giftedness: Specific Academic Aptitude (English and mathematics)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered/Completed by</th>
<th>Scored by</th>
<th>Provided to the committee by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Behaviors checklist</td>
<td>Current classroom teacher</td>
<td>School gifted education teacher</td>
<td>School division gifted education coordinator</td>
</tr>
<tr>
<td>Teacher Rating Scale</td>
<td>Classroom teacher</td>
<td>Gifted education specialist or designee</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Parent Rating Scale</td>
<td>Parent or legal guardian</td>
<td>Gifted education specialist or designee</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>Classroom teacher</td>
<td>Classroom teacher</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Portfolio Activities</td>
<td>Gifted education specialist or designee</td>
<td>Gifted education specialist</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Cognitive Abilities Test</td>
<td>Grade 1: Classroom teacher</td>
<td>Gifted education specialist or scoring service</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Student academic performance and achievements</td>
<td>Classroom teacher and/or</td>
<td>Classroom teacher and/or Quest staff</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Iowa Tests of Basic Skills</td>
<td>Gifted education specialist or designee</td>
<td>Gifted education specialist</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Measures of Academic Progress (MAP)</td>
<td>Gifted education specialist or designee</td>
<td>Scoring service</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>Parent Rating Scale</td>
<td>Parent or legal guardian</td>
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<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>College Board PSAT and SAT</td>
<td>School Testing Coordinator</td>
<td>Scoring service</td>
<td>Guidance counselor or designee</td>
</tr>
<tr>
<td>VA Standards of Learning Tests</td>
<td>Classroom teacher</td>
<td>Scoring service</td>
<td>Gifted education specialist or designee</td>
</tr>
<tr>
<td>WIDA ACCESS for ELLs (if applicable)</td>
<td>ESL teacher</td>
<td>Scoring service</td>
<td>Gifted education specialist or designee</td>
</tr>
</tbody>
</table>

**Area of Giftedness: Visual and Performing Arts Aptitude**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered/Completed by</th>
<th>Scored by</th>
<th>Provided to the committee by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Behaviors checklist</td>
<td>Current classroom teacher</td>
<td>School gifted education teacher</td>
<td>Gifted education coordinator</td>
</tr>
<tr>
<td>Teacher Rating Scale</td>
<td>Classroom teacher</td>
<td>VPA Coordinator</td>
<td>VPA Coordinator</td>
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<tr>
<td>Parent Rating Scale</td>
<td>Parent or guardian</td>
<td>VPA Coordinator</td>
<td>VPA Coordinator</td>
</tr>
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<td>Drawing Activity</td>
<td>Art teacher</td>
<td>Trained adjudicators</td>
<td>VPA Coordinator</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Art teacher</td>
<td>Trained adjudicators</td>
<td>VPA Coordinator</td>
</tr>
<tr>
<td>Student artistic achievements</td>
<td>Classroom and/or art teacher</td>
<td>Art teacher</td>
<td>VPA Coordinator</td>
</tr>
</tbody>
</table>
Eligibility for Specific Academic Aptitude and/or Visual and Performing Arts Aptitude

The identification committee uses a numerical rating scale to complete a holistic evaluation of the applicant. It reviews each candidate’s Student Profile Chart and supporting documentation, including unusual circumstances and/or accomplishments, teacher and parent assessments of characteristics associated with giftedness, performance in class, standardized test data, portfolio information, and/or drawing activity. Multiple readers rate each application independently using a 1 to 4 scale with 4 being the highest recommendation. The criteria for each numerical rating is:

4 = consistently strong in all areas; a definite yes
3 = shows strength in most areas; a likely yes
2 = few consistent areas of strength; a likely no
1 = not recommended

Member’s ratings are averaged. Student cases are discussed on an individual basis and data is carefully reviewed. The identification committee reaches consensus based on all available information. Cases where the average falls below 2.5 typically are not found eligible. Cases where the average falls above 3.0 typically are found eligible. In-depth discussion occurs for cases with an average between 2.5 and 3.0. The division does not allow one single criterion to deny or guarantee access to gifted services.

The nomination or referral of students for gifted services is a continuous process and may be made at any time throughout the year. Once a referral is received, the parent or guardian is sent a parent questionnaire and a permission-to-screen form. Once written parent or guardian permission is received, the identification/placement process is completed within 90 school days. In order to have an eligibility decision completed by the end of the current school year, the nomination form must be received no later than April 15 for academic Quest and no later than the second Friday in April for ArtQuest. Failure to meet this deadline may result in the eligibility decision taking place the following school year.

Within ten (10) days of the committee meeting, eligibility decisions are forwarded in writing to the candidate’s parents and to the designee at the candidate’s school.
3. **Determination of Services** (8VAC20-40-60A.3)

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

**Area of Giftedness: Specific Academic Aptitude** (English and mathematics)

**Elementary Level:** Together the gifted education specialist, classroom teacher(s), and administrators at the school determine appropriate educational service options for identified and talent pool students. Students participate in differentiated learning experiences in and outside the regular classroom through the collaboration model and accelerated classes. As these services integrate with the general education program, parental permission is not required. Parents are kept informed of the services available to their child.

**Secondary Level:** Candidates declared eligible for services can register for advanced, honors, Advanced Placement, and dual enrollment classes. In addition, high school students can apply to Virginia Summer Governor’s School programs. Gifted education specialists, classroom teacher(s), school counselors and building administrators determine appropriate educational service options. Parents and students are consulted before placement decisions are made. Adjustments in services or changes in placement are made as needed with parental notification.

**Area of Giftedness: Visual and Performing Arts**

Students found eligible for ArtQuest are provided a range of differentiated learning experiences during regularly scheduled art classes. In addition, they can participate in after-school seminars that cover a variety of topics, skills, and aesthetic considerations appropriate for their respective ages and talents in the visual arts. Each semester a listing of upcoming seminars is mailed to each student, and they register for those sessions that are of interest and fit their respective after-school schedules. Adjustments in services are made as needed with parental notification.

ArtQuest students are encouraged to apply for **Reflections**, the Central Virginia Regional Summer Governor’s School for Middle School Students Gifted in the Visual Arts, and for the Virginia Summer Governor’s School for Arts and Humanities. Interested students are guided in the application process and assisted in assembling their application portfolios. Adjustments in services or changes in placement are made as needed with parental notification.
Part IV: **Notification Procedures** (8VAC20-40-60A.4)

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

**Area of Giftedness:** Specific Academic Aptitude (English and mathematics)  
Visual and Performing Arts

1. **General Information**
   a. Through division publications such as meetings, web sites, handbooks, and flyers, parents/guardians and community members are kept informed of the procedures and timelines for referring students for identification and placement.

2. **Permission for Evaluation**
   a. Parents/guardians of students who are nominated for Quest receive written information regarding the referral. The letter requests permission to begin the identification process, gives information on data that will be collected, includes a parent/community assessment form to record their observations of the nominee, and seeks permission to administer additional testing if necessary. If there is no response to the first communication sent home, the school makes at least one additional attempt to obtain permission and information. Consent via a phone conversation or email is acceptable.

   b. As soon as the signed consent is returned to the school or the division’s gifted education office, the identification process begins.

3. **Permission for Placement**
   a. Within ten (10) instructional days of the identification committee meeting, eligibility decisions are forwarded in writing to the candidate’s parents/guardians and to the designee at the candidate’s school. In the letter is the name of the person to contact if parents/guardians would like more information or have questions regarding the decision. The letter also includes a request for permission to place the student in the program. Parents/guardians are asked to sign the form and return it to the child’s school.

4. **Notification of the Right to Appeal**
   a. Parents/guardians of students determined ineligible for services in the gifted program receive written notification of the decision. The letter includes the name of a person to contact regarding the decision and the timeline for submitting a written appeal if they wish to do so.

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5. Appeal Process

a. Parents/guardians who choose to appeal an identification decision must submit a written request for review to the coordinator of gifted education within fifteen (15) instructional days after receipt of the original decision. This timeline is outlined in the letter mailed to parents/guardians that states the eligibility decision. An appeal is based on the evidence that was reviewed at the identification meeting. If new evidence is to be presented, the case may be brought to the next regularly scheduled identification meeting.

b. The Appeals Committee has fifteen (15) instructional days after the collection of the additional data to complete the appeal. The Associate Superintendent, who serves as chairperson of the Appeals Committee, directs the appeals process, including all communication. Personnel serving on the committee may include the coordinator of Gifted Education, Associate Superintendent for Administration, Director of Special Education and Student Services, a school psychologist, a gifted education specialist, the Fine and Performing Arts Coordinator, a school counselor, and a classroom teacher/art teacher who taught the candidate. A majority of the members of the Appeals Committee shall not have served on the committee that rendered the original decision, but at least one member shall have served on the identification committee.

c. Decisions made by the Appeals Committee are of two types:
   1. The student is eligible for placement in appropriate program options.
   2. The student is not eligible for placement in program options at this time.

d. The chairperson forwards written copies of the Appeals Committee decision to the coordinator of gifted education, the appropriate school principal, and the candidate’s parents/guardians within ten (10) instructional days of the Appeals Committee meeting. The decision of the appeals committee is considered final. The student, however, is eligible for re-nomination in twelve months.

6. Change in Student Placement

a. The division does not reevaluate students who have been identified for gifted services by the Charlottesville City Schools as long as the student maintains enrollment in the division. The student retains such identification until graduation unless the parent or guardian formally requests removal from the program.

7. Making an Exit Decision

a. Parents/guardians, at any time, may request that their child not take part in the gifted services that are offered. Such requests must be in writing and this letter is placed in the student’s file. The request is immediately honored.
**Part V: Change in Instructional Services** (8VAC20-40-60A.5)

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

Area of Giftedness: Specific Academic Aptitude (English and mathematics)
Visual and Performing Arts

Parents/guardians of students identified as eligible for services in the gifted program receive written notification of the decision. The notification includes a school contact and a request for permission to place the student in the program. Parents are asked to sign the form and return it to the child’s school.

The division does not reevaluate the identification of gifted students as long as the student maintains enrollment in the division. The student identified for gifted services retains such identification until graduation unless the parent or guardian formally requests removal from the program.

Parents/guardians, at any time, may request that their child not take part in the gifted services that are offered. The request must be in writing and the letter is placed in the student’s file. The request is immediately honored.

Any student withdrawn by a parent may be reconsidered for gifted services at any time. Parents or the student may initiate such a request in writing. The family meets with the principal, gifted education specialist, and/or the Coordinator of Fine and Performing Arts to reevaluate the status and make a decision that is acceptable to all. Participation in gifted services resumes when reasons for withdrawal change.
Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

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

A. Service Options are Continuous and Sequential

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

Area of Giftedness: Specific Academic Aptitude (English & mathematics)

Intellectually gifted students in kindergarten through grade 12 receive services in English and/or mathematics through a collaborative/consultation model. At all levels, gifted students have access to instruction via differentiated curricula that is responsive to the educational needs of the student. The program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. The level and pace at which the curriculum is delivered is dependent on the academic readiness level of the student. Gifted students in grades 5-12 are also counseled into classes that provide the appropriate enrichment and acceleration they require.

Elementary (K-4): Collaboration efforts allow for specialized services for high-ability learners that integrate with the general education program. Differentiated English and/or mathematics instruction results from professional learning for all teachers, collaboration between classroom teachers and gifted education specialists, extension activities, whole group lessons, and/or various configurations of small groupings of students based on readiness, interest, and learning profile.

Upper Elementary and Middle School (5-8): Academically gifted students receive differentiated instruction in advanced level classes. In English, major concepts are introduced that are related to various issues, themes, and problems. The mathematics program is designed to enable exceptional math students to accelerate the pace of their learning in the traditional math sequence of courses. In both areas, emphasis is placed on the acquisition of thinking skills that enable students to deal effectively with abstract and complex concepts.

High School (9-12): At the high school level, numerous advanced, dual enrollment, and Advanced Placement classes are offered in English and mathematics for students who are prepared and motivated to achieve. Carefully planned curricula provide experiences that extend the regular education curriculum to meet the specific learning needs of gifted students. Quest staff and the guidance department work cooperatively in consultation with students, teachers, parents, and administrators to determine placement and provide academic resources and support.
Area of Giftedness: Visual and/or Performing Arts Aptitude

The division offers an array of educational experiences for students in grades 5–12 who are gifted in the visual arts. At each school, the art teacher provides differentiated services in the art classroom. ArtQuest also provides optional after-school classes that are taught by art teachers in the division, the program coordinator, and/or community artists. Each semester a menu of multiple-week classes is published. From this menu, students register for specific classes that tap their interests and fit into their after-school schedules.

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

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

Area of Giftedness: Specific Academic Aptitude (English & mathematics)

Academically gifted students have multiple opportunities to learn with age-level peers in experiences that include investigations, projects, presentations, and collaboration. Gifted education specialists work with classroom teachers to adapt the core curriculum to meet the needs of advanced learners while also providing time for students to interact with their classmates.

Area of Giftedness: Visual and/or Performing Arts Aptitude

Students learn with age-level peers through cluster groupings in the regular art classroom and during after-school ArtQuest classes. There are separate after-school experiences for students in grades 5–6, in grades 7–8, and in grades 9–12.

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

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

Area of Giftedness: Specific Academic Aptitude (English & mathematics)

Students in grades K–8 have opportunities to learn with intellectual and academic peers through the collaborative model and flexible grouping. The same opportunity is available to high school students through enrollment in advanced, Advanced Placement, and dual enrollment classes. Gifted education specialists work closely with classroom teachers to extend and accelerate the core English and/or mathematics curriculum as well as provide supplemental learning experiences. Instructional strategies can include small group instruction, pullout services, push-in services, project-based learning, cross-curricular units, Socratic seminars, and differentiated instruction using available research-based materials.
Area of Giftedness: Visual and/or Performing Arts Aptitude

Students have numerous opportunities to work with their artistically gifted peers. The first is through art classes that are scheduled during the school day. The other is in after-school classes designed expressly for ArtQuest participants. In both settings, instruction expands and accelerates art experiences and can include extensions of the regular curriculum, project-based learning, workshops, and small-group critiques/discussions. ArtQuest students also have the opportunity and support to apply for Reflections, the Central Virginia Summer Regional Governor’s School for Middle School Students Gifted in the Visual Arts, and the Summer Residential Governor’s School in Visual and Performing Arts for high school students.

D. Service Options Provide Instructional Time to Work Independently

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

Area of Giftedness: Specific Academic Aptitude (English & mathematics)

Gifted students have opportunities to participate in research projects and/or self-selected independent work. They are encouraged to become self-directed, independent learners while developing their organizational, research, and communication skills. Classroom teachers and/or gifted education specialists monitor student progress and provide opportunities for students to become proficient in using rubric-based assessments.

Area of Giftedness: Visual and/or Performing Arts Aptitude

Artistically gifted students have opportunities to participate in student-centered, individualized and independent work. They are given time to work autonomously within the classroom setting and can pursue ideas on their own at home. Art teachers, ArtQuest teachers, and/or the program coordinator monitor student progress and support students in learning to realistically self-assess their work.

E. Service Options Foster Intellectual and Academic Growth

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

Area of Giftedness: Specific Academic Aptitude (English & mathematics)

Classroom teachers and gifted education specialists work collaboratively to provide appropriate academic services that challenge and engage advanced learners. Students participate in activities that promote superior mental development and stimulate academic and creative achievement. Curriculum considerations include an emphasis on the processes of analysis, synthesis and evaluation; the use of divergent thinking skills; a balance between figural and verbal tasks; the complexity and abstractness of a topic; a balance among oral, written and kinesthetic modes of expression; and a variety of whole group, small group, and individual activities. Students are
encouraged to think critically; to consider complex problems using higher thought processes; to create new and original ideas; to produce divergent responses; and to develop the confidence necessary for risk taking.

Area of Giftedness: Visual and/or Performing Arts Aptitude

Art teachers and the program coordinator work together to provide appropriate visual art services that encourage artistic growth through individualized instruction, sustained growth in individual art production, and cultural understanding of the visual arts. Students create art, learn new techniques, study the history of art and the art of various cultures, and visit museums and galleries. Throughout, they are asked to apply critical and creative thinking skills, problem-solving skills, and skills with materials and techniques to enhance their abilities to communicate effectively in the visual arts.

F. Procedures for Assessing Academic Growth in Gifted Students

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

Area of Giftedness: Specific Academic Aptitude (English & mathematics)

Assessment practices are an integral part of the learning process and include both formative and summative evaluation procedures for English and/or mathematics. Formative assessments help teachers shape future lessons and provide appropriate challenge. In addition, they help learners reflect on their work and make improvements. Throughout the year, students have opportunities to assess their own performance, set academic goals, and evaluate their progress in reaching these goals. Summative assessment is used to record student growth.

State standards, project criteria, and product goals are the basis for evaluation by teacher, students, and others. The purpose of the evaluation is to allow students to fully display their skills and understandings and set new goals for further learning and growth.

Student academic growth is documented and communicated to parents via the Quest student academic growth profile, which is sent to parents annually.

Area of Giftedness: Visual and/or Performing Arts Aptitude

ArtQuest students in grades 5–8 maintain a portfolio of their work, learn to critique current artwork, and develop future goals. High school students have the option of maintaining a personal portfolio at home or at school.

After each ArtQuest seminar, students complete a self-evaluation and receive written feedback from the instructor. These documents are sent home for parents to review.

As a culminating activity each year, ArtQuest students review work in their portfolios, receive help selecting the best, and prepare a special exhibit for their families. These pieces also are considered for the division’s K–12 Art Exhibit that is open to the public, the Unfinished Jigsaw literary magazine, and the Division Administration art exhibit.

Local Plan for the Education of the Gifted
Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-4C-60A.11)

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

Area of Giftedness: Specific Academic Aptitude (English and mathematics)  
Visual and Performing Arts

The division works to ensure that the curriculum is rigorous, relevant, and recognizes the special needs of high-ability learners in English, mathematics, and/or visual arts. There is no one size fits all approach to teaching advanced learners and it is important to design curriculum that taps the potential of many learners and promotes a growth mindset. Curriculum and instruction for advanced learners must be flexible enough to address the needs of a diverse population of gifted learners. The division’s curriculum guides serve as a framework from which teachers develop instruction that provides access to higher-level thinking strategies. The division also works to ensure gifted learners have access to academic and/or visual arts curricula where they are provided an advanced pace and in-depth, complex experiences that are culturally responsive. The curricula are based on the requirements set forth by local, state, and national guidelines, and best practices.

DIFFERENTIATION

Strategies of differentiation allow each student to be challenged by a variety of instructional practices suited to individual readiness levels and interests. These strategies are incorporated throughout the units of study and form the foundation of teacher-training efforts. The development and delivery of differentiated curriculum for gifted learners relies on the adjustment of content, process, and product based on students’ readiness, and interests.

To differentiate content for high-ability learners in English, mathematics, and/or visual arts, teachers:
- Organize content around major concepts and key understandings (based on work by Wiggins & McTighe)
- Allow for pacing of material through acceleration
- Allow for in-depth study through content enrichment
- Design lessons that require problem finding and problem solving
- Integrate experiences across the disciplines
- Allow for student choice

With differentiated content for high-ability learners in English, mathematics, and/or visual arts:
- Focus on content that is complex, abstract, and multifaceted
- Use multiple and varied advanced materials
- Offer independent study, as appropriate

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To differentiate **products** for high-ability learners in English, mathematics, and/or visual arts, teachers:
- Allow for a range of product alternatives; combine teacher and student choice
- Teach skills of planning and production
- Design evaluation methods that are appropriate to the assignment
- Make assessment criteria explicit by using rubrics or checklists
- Provide opportunities for students to self-evaluate based on specific criteria
- Project-based performance or assessment
- Allow for student choice

With differentiated **products** in high-ability learners in English, mathematics, and/or visual arts:
- Grapple with real and relevant issues
- Modify existing ideas or create new ones
- Use multiple modes of expression/presentation

To differentiate **process** for high-ability learners in English, mathematics, and/or visual arts, teachers:
- Adjust the pace of instruction
- Emphasize complex-level thinking strategies
- Expect students to go beyond the information given to see what is implied
- Scaffold instruction based on the needs of the learner
- Use tiered activities
- Adjust instruction based on ongoing assessment of students
- Allow for flexible grouping
- Allow for student choice

With differentiated **process** for high-ability learners in English, mathematics and/or visual arts:
- Use logic and reasoning processes to think through complicated issues
- Ask complex-thinking questions about the topic
- Reflect on their thinking and justify their responses
- Work in different group configurations
- Complete independent work

**ASSESSMENT**

Both formative and summative assessments are utilized to evaluate student performance. Formative evaluation is ongoing and diagnostic. Teachers use traditional as well as non-traditional assessment tools to determine individual student progress. Data from evaluations helps teachers adjust instruction, shape future lessons, and provide appropriate challenge. In addition, students have opportunities to assess their own performance, set academic goals, and/or evaluate their progress in reaching the goals. Summative evaluation is used to document student performance. To measure student growth, teachers compare the results of these evaluations over time.

**Area of Giftedness: Specific Academic Aptitude (English and mathematics)**

The division will focus on providing differentiation of instruction to high ability learners in the content areas of English and mathematics. This instruction will be based on identified areas of intelligence for high ability learners in these aptitude areas. The curriculum areas will have strategic thinking, problem solving, collaboration, and creative instruction embedded throughout them.
Possible components for each aptitude include:

**English:**
- Jacob’s Ladder
- Literature Circles
- Independent Study
- Novel Studies
- Philosophical Chairs
- Project-based performance or assessment
- iSTEM activities and iSTEM Nights
- Socratic Seminars
- Touchpebbles/Touchstones
- Michael Clay Thompson materials
- Writing competitions (e.g. Writer’s Eye)

At the secondary level, candidates declared eligible for services have the option to register for advanced, honors, Advanced Placement, and dual enrollment classes.

**Mathematics:**
- Challenge Math (work by Edward Zaccaro)
- Independent Study
- YouCubed (Jo Boaler)
- Hands on Equations
- Interact Simulations (e.g. Game Factory, Mysterious Machine)
- Investigations in Number, Data, and Space
- Project M2 and Project M3 Mentoring Mathematical Minds units
- Project-based performance or assessment
- iSTEM activities and iSTEM Nights
- Mathematics Contests (e.g. Math Counts, Virginia Mathematics League)

At the secondary level, candidates declared eligible for services have the option to register for advanced, honors, Advanced Placement, and dual enrollment classes.

**Area of Giftedness: Visual and Performing Arts**

Students have access to differentiated instruction through the regular art curriculum. Teachers address students’ phases of learning from novice to capable to proficient.

In addition, students identified as gifted in the visual arts have access to an afterschool ArtQuest class each week. It provides them with art challenges and opportunities that are not otherwise available in the regular art curriculum. A critical component of the differentiated ArtQuest curriculum is studio art association and critiques by their gifted peers. ArtQuest students maintain an ArtQuest sketchbook that includes personal drawings and studies, design motifs, handouts from classes, rubrics from classes, and documentation from museum trips and/or excursions. In grades 5–8 they also maintain a portfolio of artwork that is reviewed biannually by ArtQuest students and teachers.

All ArtQuest students are increasingly challenged to select advanced content and create work at increasing levels of complexity from their age-level and course-level peers. They are guided toward Advance Placement Studio Art classes at CHS that include AP Drawing, AP 2-D, and AP 3-D Design.
Part VIII: Policies and Procedures for Access to Programs and Advanced Courses
(8VAC20-40-60A.12)

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

Area of Giftedness: Specific Academic Aptitude (English and mathematics)
Visual and Performing Arts

Students are encouraged to plan a course of study that prepares them to meet their academic and career goals. Policies and procedures aim to support open student access to opportunities including advanced coursework. Below are several policies related to access to programs and acceleration.

CCS Policy IGBI: Advanced Placement Classes and Special Programs (June 20, 2017)

Students and their parents are notified of the availability of dual enrollment, Advanced Placement classes, career and technical education programs, and Academic Year Governor’s School Programs, the qualifications for enrolling in such classes and programs and the availability of financial assistance to low-income and needy students to take the Advanced Placement exam. Students and their parents are also 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 and eligibility for course offerings at the University of Virginia for students who have successfully completed all courses in the high school program of studies in a particular content area. The Superintendent promulgates regulations to implement this policy, which ensure the provision of timely and adequate notice to students and their parents.

CCS Policy IKEB: Acceleration Programs (June 27, 2016)

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

When students below the ninth grade successfully complete courses offered for credit in grade 9 through 12, credit shall be 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.

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

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

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

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

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

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

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

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

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

Areas of Giftedness: **Specific Academic Aptitude** (English and mathematics)

**Visual Arts Aptitude**

Charlottesville City Schools’ mission for professional learning is to enhance and support the knowledge, skills, attitudes, and beliefs of staff to create high levels of learning for all students. The division believes that highly effective professional learning is student focused, purposeful, collaborative, and job embedded. To effectively improve the academic achievement of gifted students and meet the goals of the division’s Strategic Plan, structures for professional learning strive to increase the capacity of all staff. Professionals must continuously update their skill and knowledge base to meet the ever-changing needs of the diverse student body. Professional learning opportunities must reflect learning styles and time constraints of all stakeholders and must be embedded through varied structures, such as meetings, classes, curriculum institutes, virtual courses, and conferences. In

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addition to these traditional forms of adult learning, the division has adopted research-based professional development structures that include professional learning communities, coaching/mentoring, and teacher leadership.

With the ultimate goal being to increase student achievement, the division approaches professional learning in three ways. First, it provides professional development based on district-defined knowledge and skills that lead to the effective performance of all employees. Next, professional learning at the school level includes ongoing data-driven training that meets the needs of staff members at that site. Finally, personal professional learning focuses on data-driven training based on the needs and desires of the individual.

**Professional Learning for Gifted Education Specialists**
- Local training on the Quest program and the collaboration model during entry year
- Local training on educational experiences offered through the collaboration model
- Local training on instructional materials and grouping options appropriate for the gifted
- Local training on Quest identification procedures including subjective and objective measures, authentic assessments, case study reports, and teacher and parent rating scales
- Local training in the differentiation of curriculum and instruction for gifted learners
- Local training that focuses on the social-emotional learning strategies that promote the development of interpersonal skills, study skills, metacognition, and resilience
- Monthly staff meetings for collaborative planning, program articulation and implementation, and the analysis of data collected from student assessments
- Monthly readings on topics related to gifted education such as the social and emotional needs of gifted learners, alternative assessments for the gifted, gifted behaviors in special populations, and current best practices in the field
- Participation in professional learning sponsored by professional organizations, such as the National Association for Gifted Children, Virginia Association for the Gifted, and Association for Supervision and Curriculum Development

_The gifted education specialist is asked to either have or be working towards an endorsement in gifted education._

**Professional Learning for Visual Arts and ArtQuest Teachers**
- Local training in the ArtQuest program during entry year
- Local training in educational experiences offered through the ArtQuest program, including the differentiation of curriculum and instruction
- Workshops on instructional strategies that support the educational needs of students gifted in visual arts
- Local training in ArtQuest identification procedures
- Monthly staff meetings for collaborative planning, program articulation, and implementation

**Professional Learning for CCS Staff Members**

The program coordinator, the fine arts coordinator, gifted education specialists, and art teachers facilitate professional learning opportunities for staff members across the division. Through faculty sessions, individual and grade level conversations, and professional learning community meetings, specialists at each building provide information on topics that include:
- Local training on the Quest program and the collaboration model and on the ArtQuest program
- Local training on recognizing talent and the non-traditional characteristics of gifted students
- Local training on Quest and ArtQuest identification procedures
- Local training on the characteristics of gifted learners and strategies to meet their academic, artistic, and social-emotional needs
- Training on differentiating instruction for gifted learners in English, mathematics, and/or visual arts.
- Professional learning sponsored by professional organizations (e.g. conferences, trainings, workshops)

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

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

Areas of Giftedness:  Specific Academic Aptitude (English and mathematics)
Visual Arts Aptitude

The annual review of the effectiveness of the gifted education programs for the Charlottesville City Schools is based on criteria that includes:

1. The Annual Report to the State of Virginia.

2. A report on the screening and selection process for gifted education services that includes the number of students referred and found eligible by various subgroups, including historically underrepresented subgroups.

3. The number of students who take middle school advanced classes in English and mathematics, including those from underrepresented subgroups.

4. The number of students who take high school Advanced Placement and Dual Enrollment classes in English, mathematics, and visual arts, including those from underrepresented subgroups.

5. The number of Advanced Placement course offerings and the number students who score at each level (1–5) on an Advanced Placement exam, including those from underrepresented subgroups.

6. The number students who participate in the after-school ArtQuest program, including those from underrepresented subgroups.

7. Evaluating the quality of work that ArtQuest students create and exhibit publically.

8. Progress made toward reaching the program goals and objectives as outlined in Part II of the Local Plan.

Using Charlottesville's Local Plan for the Education of the Gifted as its basis, the Quest Advisory Committee delineates areas of focus for the annual review. These include program goals and objectives as outlined in the Local Plan, elementary services (K–4), upper elementary and secondary services (5–12), ArtQuest services (5–12), and professional learning. The committee, in conjunction with Quest staff members, identifies accomplishments in each area and sets goals for the next school year. Each spring, the Quest Advisory Committee shares this information with the Superintendent and the School Board in a written report.

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

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

The Quest Advisory Committee is composed of two parent/community representatives from each school in the division as well as a School Board representative. Gifted education specialists, support staff, and the program administrator attend committee meetings as ex-officio members.

Each spring, and if necessary again in the fall, nominations are solicited from building administrators, Quest staff members at each school, and current advisory committee members. The Coordinator of Gifted Education reviews these recommendations to guarantee membership represents all components of the division’s gifted education program and reflects the ethnic and geographic composition of the community.

The School Board approves appointments to the committee for a one-year term that can be renewed.
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.

[Signature]
Rosa S. Atkins
6-14-18

Division Superintendent’s Signature  Printed Name  Date
Glossary of Terms

From the Virginia Regulations Governing Educational Services for Gifted Student Adopted May 27, 2010

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

Identification — the multi-staged process of finding students who are eligible for service options offered through the division’s gifted education program. The identification process begins with a division-wide screening component that is followed by a referral component, and that concludes with the determination of eligibility by the school division’s identification and placement committee(s). The identification process includes the review of valid and reliable student data, based on criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple sources to determine whether a student’s aptitudes and learning needs are most appropriately served through the school division’s gifted education program.

Identification/Placement Committee — the building-level or division-level committee that shall determine a student’s eligibility for the division’s gifted education program, based on the student’s assessed aptitude and learning needs. The identification and placement committee shall determine which of the school division’s service options are appropriate for meeting the learning needs of the eligible student.

Learning Needs of Gifted Students — gifted students’ needs for 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 educational 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 annual process of creating a pool of candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active 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 or services provided to eligible students based on the assessed needs in their areas of strength.

Specific Academic Aptitude (SAA) — students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, history and social science, mathematics, or science.

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 that are reviewed and reported to parents or legal guardians.

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