

6/17/10

<p style="text-align: center;">2010-2015 Local Plan for the Education of the Gifted</p>

Submitted to the
Virginia Department of Education
Office of Secondary Instructional Services
P.O. Box 2120
Richmond, Virginia 23218-2120

School Division	Goochland County Public Schools		
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Date Submitted	August 10, 2010		

2005-2010 Local Plan for the Education of the Gifted

To assist school divisions in complying with 8 VAC 20-40-60, the Virginia Department of Education has developed this template for submitting 2005-2010 Local Plans for the Education of the Gifted. The timeline provided below indicates the specific activities for the submission, review, and approval of divisions' plans. For more information, please contact Dr. Donna Poland, specialist, Governor's Schools and Gifted Education, 804/225-2884, donna.poland@doe.virginia.gov

Timeline for Submission, Review, and Approval

June 30, 2005	Draft 2005-2010 Local Plan for the Education of the Gifted with the division superintendent's signature indicating his/her approval due to the Department of Education
July - August 2005	Peer Review Sessions
September 2005	If needed, plans are returned to school divisions for modification and approval by the local school board
December 2005	Revised plan with local school board approval is sent to the Department of Education
January 2006	Letters of approval are issued to the division superintendent from the Department of Education

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Part I: Vision/Mission, Philosophy, and Goal Statements

A. Division Vision/Mission Statement

We are committed to providing all students with an education to assure quality learning and living in the 21st century.

Our efforts will focus on meeting the intellectual, personal, social and career preparation needs of all students.

B. Division Statement of Philosophy for Education of the Gifted

[8 VAC 20-40-60. A. 1]

Sound educational practice for any group of students is based on knowing the needs of the learner and providing appropriate curriculum and strategies for addressing those needs. The Plan for the Education of the Gifted in Goochland County seeks to identify students whose extreme potential, ability and/or achievement would indicate that their educational needs might be different from those addressed in the typical classroom.

Goals of the gifted programs are:

- Provide differentiated instruction responsive to student ability and learning needs.
- Assist students in achieving their maximum potential.
- Provide a continuum of service options.
- Address the social and emotional needs of the gifted student.
- Support an educational environment that enables students to perform at levels of excellence.

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Part I, continued

C. **Goals** [8 VAC 20-40-60. A.2]

This section includes the division's five-year goal(s) for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.

1. Identification:

Screen and identify gifted students from all populations for general intellectual, specific academic and visual arts abilities from kindergarten through 12th grades.

2. Delivery of Services:

Provide a continuum of services for the gifted learner that capitalizes on their specific gifts during the majority of the school day.

3. Curriculum Development:

Continue to support the development of accelerated and enriched curriculum that provides differentiated instruction responsive to student ability and learning needs.

4. Professional Development:

Continue to provide a cohesive local effort for training all teachers/counselors on the social and emotional needs and optimal instructional methods for gifted learners.

5. Parent and Community Involvement:

Continue to increase parent and community awareness and understanding of the needs of gifted students and gifted program options in Goochland County Public Schools (GCPS).

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A talent pool of students is created in Kindergarten–2nd grade who show potential or evidence of some gifted learning behaviors worth nurturing. These students show flashes of insight that are not always conceptualized into knowledge. The focus of this talent pool is to find and nurture students from under represented populations before being evaluated for the full gifted program.

The Young Explorers talent pool of potentially gifted candidates is created by:

- Review of standardized test scores administered to all students in kindergarten, or transfer students in kindergarten-2nd grade by the school gifted coordinators and counselors.
- Teacher recommendation based on observable gifted characteristics.

All students are screened for full, gifted referral by a yearly review of the standardized tests administered to all students at set grades in GCPS. The gifted personnel at each school conduct this review.

Goochland County Public Schools is aware of the need for multiple assessment options for students entering the referral process from underserved populations. Accommodations are made for students requiring adaptations within the testing environment or special consideration on the scoring matrix.

Area of Giftedness:

Visual Arts Aptitude

Students are regularly screened for Visual Arts Aptitude by a yearly review of their art products and characteristics of creativity that might indicate a potential for giftedness in this area during their required art classes. The art teacher at each school is responsible for this review.

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Grade eight students applying for the Maggie L. Walker Governor's School (MLWGS) and the Blue Ridge Virtual Governor's School (BRVGS) are assessed and found eligible based on the procedures and criteria established by the Regional Planning Committee or the School Gifted Identification and Placement Committee. Applications are made available through the guidance department or the division person responsible for gifted education.

The referral process is diagrammed in a flow chart and given to GCPS personnel and others upon request.

Area of Giftedness: Visual Arts Aptitude

Students are regularly screened for Visual Arts Aptitude by a yearly review of their art products and characteristics of creativity that might indicate a potential for giftedness in this area during their required art classes. The art teacher at each school is responsible for this review.

Students may be referred for gifted visual arts aptitude by:

- Teachers
- Parents/guardians
- Students through self nomination or peer nomination
- Professional staff

Referral forms may be obtained from and are returned to the School Gifted Coordinator or Enrichment Resource Teacher at each building, who will also provide assistance in the completion of the form if requested. Information regarding gifted programs and the gifted referral process is published in the *Student Handbook* and gifted brochures distributed at each school.

Upon receipt of the *Gifted Referral*, the School Gifted Coordinator or Enrichment Resource Teacher will obtain parental permission and the student will advance to formal assessment. All required information is collected and verified by the School Gifted Coordinator or Enrichment Resource Teacher. A GCPS art teacher will work with the referred student to develop the required portfolio of pieces to be evaluated.

Screening for Visual Arts Aptitude begins in fifth grade. Referrals must be made by February 28th and will be completed by April 30th of the same year.

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Part II, continued

3. Multiple Criteria Listing [8 VAC 20-40-50]

This section includes the four or more criteria that are used by the division to develop a profile or composite for each student being considered.

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Please indicate the edition or version of all standardized measures used.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

1. Assessment of student products, performance, portfolio

2. Record of observation of in-class behaviors

3. Appropriate rating scales, checklists, and questionnaires
Hawthorn GES II, 1988 (General Intellectual, Specific Academic-all)
Renzulli Creativity Scale (Visual Arts)
Creative Problem Solving Task (Visual Arts)

4. Individual interviews

5. Individual or group aptitude test(s)
Specify: Otis Lennon 8, 2002 or WISC IV, 2003 or comparable standardized tests

6. Individual or group achievement test(s)

Specify: Woodcock Johnson III Tests of Achievement or comparable standardized, norm referenced tests.

~~7. Record of previous achievements (awards, honors, grades, etc)~~

8. Additional valid and reliable measures or procedures

Specify: Teacher Narrative Recommendation (Visual Arts)

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Part II, continued

4. Identification/Placement Committee [8 VAC 20-40-40]

- a. This section includes the number of persons comprising the Identification/Placement Committee by category. This committee must include a professional who knows the child; please indicate who will serve in that capacity.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

1__ Classroom Teacher(s)-(Professional who knows child)

1__ Enrichment Resource Teacher(s)

1__ Counselor(s)

____ School Psychologist(s)

____ Assessment Specialist(s)

1__ Principal(s) or Designee(s)

0__ School Gifted Coordinator

1__ Other(s) Specify: County Gifted Administrator

b. Type of Identification/Placement Committee

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

X__XX__ School ____ Division

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Part II, continued

5. Eligibility [8 VAC 20-40-50]

This section includes a description of the process used by the committee to make decisions regarding eligibility for services. It includes the time frame for making eligibility decisions once the individual referral process is initiated.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
X Hawthorn GES II Rating Form	Current classroom teacher(s)	School Gifted Coordinator-or Enrichment Resource Teacher	School Gifted Coordinator or Enrichment Resource Teacher
Woodcock Johnson III	GCPS psychologist	Harcourt Inc.	School Gifted Coordinator or Enrichment Resource Teacher
X Otis Lennon 8	Current classroom teacher	Harcourt Inc.	School Gifted Coordinator-or Enrichment Resource Teacher
X WISC IV	GCPS psychologist	GCPS Psychologist	Enrichment Resource Teacher
X Comparable standardized tests	GCPS psychologist	GCPS Psychologist	School Gifted Coordinator-or Enrichment Resource Teacher
X Grade average	Current teacher	School Gifted Coordinator	School Gifted Coordinator-or Enrichment Resource Teacher
XX Portfolio art	Current art teacher	Art	School Gifted

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work		Teachers/Professionals (unknown to student)	Coordinator or Enrichment Resource Teacher
XX Creative Problem Solving Task	Current art teacher	Art Teachers/Professionals (unknown to student)	School Gifted Coordinator or Enrichment Resource Teacher
XX Renzulli Creativity Scale	Current art teacher	Art Teachers/Professionals (unknown to student)	School Gifted Coordinator or Enrichment Resource Teacher
XX List of awards/honors	Current art teacher	Art Teachers/Professionals (unknown to student)	School Gifted Coordinator or Enrichment Resource Teacher
XX Narrative recommendation	Current art teacher	Art Teachers/Professionals (unknown to student)	School Gifted Coordinator or Enrichment Resource Teacher

“Gifted student” means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

Permission for evaluation and testing is sent by the School Gifted Coordinator or Enrichment Resource Teacher to the parent when a referral is initiated. The School Gifted Coordinator or Enrichment Resource Teacher is responsible for collecting data for each referred student once permission is received.

The Identification/Placement Committee meeting will be scheduled by the School Gifted Coordinator or Enrichment Resource Teacher once all required data is collected and will be held at the school.

The Identification/Placement Committee will review all required data through the use of a matrix and holistic form. To be identified students must score 15 of 19 possible points on the matrix, however the committee may use the holistic form to add one points to the student’s score for special populations and extenuating circumstances. This committee determines if the student is eligible or ineligible

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for gifted education program services within 90 instructional days of receipt of the referral by the School Gifted Coordinator or Enrichment Resource Teacher.

The Identification/Placement Committee will send written notification to parents within fifteen (15) instructional days after the determination. In the case of ineligibility for services, the parents are also given written notification of their right to appeal the decision.

Referral for formal assessment is automatically initiated for transfer students who were identified as gifted in another school system. A transfer student who has been identified gifted by another school division may be provisionally placed until the time that assessment data can be gathered. Eligibility for continued identification shall be determined by the Identification/Placement Committee utilizing the criteria for identification used by GCPS.

Double Grade Promotion:

Highly gifted students may be referred for double-grade acceleration. The need for double-grade acceleration shall be based on significantly advanced achievement and ability levels. Significantly advanced achievement is defined as scoring two grade levels above the current placement in all core areas on a standardized measure. Prior to recommending acceleration for a gifted student the Identification and Placement Committee shall obtain information about the psycho-educational status of the student through formal and expert evaluation. Such information shall be used by the committee to determine if acceleration is needed and will be provided.

The following procedures shall be followed for double-grade acceleration of a gifted student:

1. A request for consideration for acceleration shall be submitted in writing to the school principal by the parent/s or guardian/s of the student. This request must be made no later than 60 instructional days prior to the end of a school year. This is then forwarded to the County Gifted Specialist.
2. Once the gifted program administrator receives a request for double-grade acceleration, permission will 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 determination of eligibility for acceleration is taking place.
3. The formal evaluation shall include these components:

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- Educational/Developmental: written report describing grade average, current educational performance identifying precise instructional needs completed by the classroom teacher.
 - Social History: written report describing background and social maturity completed by a school psychologist or GCPS Home School Coordinator.
 - Psycho-educational Assessment: a written report based on the use of a battery of appropriate instruments (ie, WISC-IV, ~~Stanford 10 Achievement Test~~, etc.) completed by a school psychologist.
4. The formal evaluation shall be completed within 90 days.
 5. Within 15 instructional days of the completion of the formal evaluation, the Identification and Placement Committee shall review the results of formal evaluation and determine whether or not double-grade acceleration is needed.
 6. If acceleration services are deemed unjustified, the committee shall inform the student's parents of the appeals process.
 7. If double-grade acceleration is deemed necessary, such acceleration would take place for the following school year. Placements will be made only at the start of a new school year.
 8. Double-grade acceleration may occur only once in a student's K-12 academic career.

Part II, continued

6. Determination of Services [8 VAC 20-40-40]

This section describes the process used to determine appropriate educational service options for identified students, K-12.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

The Identification/Placement Committee determines the appropriate placements/services options. Placement options may include any listed in Part II of this document. The School Gifted Coordinator, or Enrichment Resource Teacher or classroom teacher will explain these services to the parents/student.

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Part II, continued

7. **Notification Procedures** [8 VAC 20-40-60. A. 4]

This section includes the procedures used for (1) notifying parents/guardians when the individual identification process is initiated; (2) requesting permission for individual testing and/or collection of additional information; and (3) requesting permission for provision of services.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Parents/guardians receive written notification for the following:

- Request for permission to evaluate the student for gifted program services.
- Request for permission to test.
- Committee decision regarding student eligibility for program services.
- Request for permission for placement of the student if determined eligible for program services.
- Academic Standards Policy and Procedures for students in academic difficulty.
- Letter of Warning and Letter of Dismissal for students in academic difficulty.

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Part II, continued

8. **Change in Instructional Services** [8 VAC 20-40-60. A. 5]

This section includes the procedure used when (1) a change in services is recommended by school staff; or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Placement of students for gifted services is subject to periodic review. The student, parent, counselor, classroom teacher or a member of the gifted program staff may initiate a request for a change of service following the *Academic Standards Procedures* found in the Appendix.

The Maggie L. Walker Governor's School (MLWGS) and the Blue Ridge Virtual Governor's School (BRVGS) have individual *Academic Standards Procedures*.

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Part II, continued

9. Appeals [8 VAC 20-40-60. A. 5]

This section includes the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

If a parent/guardian is not in agreement with the decision of the Identification/Placement Committee, that parent/guardian has the right to appeal the decision within fifteen (15) working days after receiving written notification of the decision. The following procedures must be followed in the appeals process.

1. The gifted program administrator must be contacted in writing by the parent/guardian within fifteen (15) instructional days after they receive a written notification of the decision.
2. After the gifted program administrator has been contacted, the parent/guardian will receive an *Appeal of Placement Decision Form*, which must be completed by the parent and returned within another fifteen (15) instructional days.
3. Once the gifted program administrator has received the completed *Appeal of Placement Decision Form*, it is his/her responsibility to schedule a meeting of the Appeals Committee within twenty (20) instructional days.
4. Parents may present in writing any additional information they would like the Appeals Committee to consider, including data from outside the division.
5. The Appeals Committee shall consist of the Superintendent or his designee, the County Gifted Administrator and the Director of Elementary or Secondary Education.

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Part II, continued

C. Delivery of Services [8 VAC 20-40-60. A. 9]

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies; and (2) evaluated with goals for the program for gifted learners. Use numbers from codes on page 13 to complete this form.

Levels/Grades	General Intellectual Aptitude (GIA)	Specific Academic Aptitude (SAA)	Practical/ Technical Aptitude (PTA)	Visual/ Performing Arts Aptitude (VPA)
Primary Grades _____	2a,2b,7a,7b, 8b,12a,12b, 17	2a,2b,7a,7b,8b, 12a,12b,17		
Elementary Grades _____	2a,2b,7a, 7b,8b,12a,12 b,	2a,2b,7a,7b, 8b,12a,12b,		
Middle School Grades _____	2a,2b,3a,3c, 3d,3e,5b,7a,7 b,8d,12a,12b, 15,	2a,2b,3a,3c,3d, 3e,5b,7a,7b, 8d,12a,12b,15		2a,3f,7a,7b,
High School Grades _____	1,2a,2b,3a,3b 3c,3d,3e,4a, 4c,4d,4e,6,7a, 7b, 11,16,	1,2a,2b,3a,3b,3c, 3d,3e,4a,4d,4c,4e ,6,7a,7b,11,16,		3f,7a,7b,

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Part II, continued

Codes (All appropriate codes for each area of giftedness the division serves will be entered on the chart in Part II, C. Delivery of Services)

1. Academic-Year Governor's School
2. Acceleration based on individual needs
 - 2a. Content area
 - 2b. Grade level
3. Advanced/Honors classes in specific content areas
 - 3a. English
 - 3b. Foreign language
 - 3c. Mathematics
 - 3d. Science
 - 3e. Social Studies
 - 3f. Other _____
4. Advanced Placement
 - 4a. English
 - 4b. Foreign language
 - 4c. Mathematics
 - 4d. Science
 - 4e. Social Studies
 - 4f. Other _____
5. Center-based program
 - 5a. Biweekly
 - 5b. Full-time
 - 5c. Weekly
 - 5d. Other _____
6. Dual enrollment
7. Guidance services addressing special needs of the gifted
 - 7a. College/career counseling
 - 7b. Small group sessions
 - 7c. Other _____
8. In-class differentiation by regular classroom teacher (cluster model)
 - 8a. Heterogeneously grouped
 - 8b. Homogeneously grouped
 - 8c. Multi-age grouped
 - 8d. Other cluster format accelerated _____
9. Independent study
 - 9a. For credit
 - 9b. Not for credit
10. International Baccalaureate
11. Mentorship program
12. Resource teacher
 - 12a. Pull-out
 - 12b. Within regular classroom
13. Special seminars
 - 13a. For credit
 - 13b. Not for credit
14. Saturday or Summer Services
(May not be used as the division's single delivery of services)
15. Summer Regional Governor's School
16. Summer Residential Governor's School
17. Talent Pool, grades K-2

A list of all center-based programs should be included using the table on page 14. The type of school or program and the grades served should be noted. Divisions may not use 5a, 5c, 5d, 12a, 12b, or summer or weekend services as the sole services provided to students at any grade level. [*Virginia Plan for the Gifted*, page 9].

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Part II, continued

Center Information

NAME OF CENTER	GRADES SERVED	TIME FRAME (Daily, Weekly, Biweekly, Monthly)	AREAS OF GIFTEDNESS SERVED (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	SPECIAL PROGRAMS (Advanced Placement - AP, International Baccalaureate-IB, Cambridge, etc.)
Goochland Middle School Center Based Gifted	6-8	Daily, all academic courses.	General Intellectual, Specific Academic-all	
Maggie L. Walker Governor's School	9-12	Daily, full time	General Intellectual, Specific Academic-all	
Blue Ridge Virtual Governor's School	9-12	Daily, part time	General Intellectual, Specific Academic-all	

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Part II, continued

D. Instructional and Pedagogical Frameworks [8 VAC 20-40-60 A. 10]

1. Theoretical Foundations

This section describes the theoretical foundations that frame the division's curricula and instruction for gifted learners.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Using the Virginia Standards of Learning and the Goochland County Public Schools' curriculum guides as a framework, the curriculum for gifted learners is modified to meet the distinct needs and characteristics of gifted learners. The curriculum is accelerated and enriched with respect to content, process, and product.

The primary focus of the academic curriculum for learners identified as either 'general intellectual' or 'specific academic' is to provide rigorous academic courses, while emphasizing problem-solving and high level concepts. The process of student learning will capitalize on the gifted learner's desire to think analytically, critically, and creatively. Learning experiences are created which will allow for in-depth study of major ideas, issues, and problems of interest to students. Products will allow students to demonstrate knowledge and understanding in various ways, using varied modes of expression.

The primary focus of the visual arts curriculum for learners, identified as having giftedness in visual arts aptitude, is to provide a concentrated array of visual arts instruction and varied means of expressing this ability. Students are encouraged to utilize this gift for academic products whenever appropriate. Students with visual arts aptitude are encouraged, given many opportunities for creative expression, and are mentored by the art educators in the school division.

2. Instructional Strategies

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.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

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The Goochland County Public Schools' Program for Gifted Education is modeled after the National Association for Gifted Children program standards. These standards define exemplary programs as those that provide gifted services that accelerate and enrich the basic curriculum and differentiate the instructional strategies for gifted learners at all grade levels.

Differentiation of the content, process and product creates an instructional environment in which students take an active role in learning. Students are encouraged to become self-directed, independent learners and to develop organizational, research, and communication skills.

At the elementary level, identified gifted students and the gifted talent pool students, are cluster grouped within the regular classroom in first and second grades. Classroom teachers work closely with resource teachers to provide appropriate services. In grades K-5, students will receive gifted services through the Enrichment Resource and classroom teacher. Curriculum content for students in grades K-5 may be modified through curriculum compacting, thematic, cross-curricular units of study and opportunities for students to explore areas of interest in depth. Instructional strategies used may include direct teaching, higher-order questioning, creative problem solving, cooperative learning, research and independent or small group study contracts. Students included in the Young Explorer's talent pool may be offered a four-week summer enrichment program. Students may be offered the opportunity to participate in week long, summer classes of interest, called Summer Challenge.

At the middle school level the gifted program takes a layered approach, offering accelerated courses in all core content areas grades 6-8 as well as a center-based gifted program. Accelerated courses are designed specifically to meet the needs of high achieving and identified gifted students. Students in accelerated courses have the option of earning high school credit upon the successful completion of several accelerated courses in seventh and eighth grade.

Identified gifted students may enroll in a center-based program in which they are grouped together for rigorous courses in English, mathematics, science, social studies and foreign language in grades 6-8. In the center-based gifted program, students will earn high school credits due to the compacting and acceleration of the curriculum. School counselors work closely with students and parents to assist in curriculum choices and career counseling. Art educators provide appropriate services in visual arts through honors art courses available in grades 6-8. Students are offered the opportunity to participate in the Summer Regional Governor's School at the Math and Science Center and may participate in week long, summer classes of interest, called Summer Challenge.

At the high school, students are given the opportunity to take honors or advanced

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courses in academics and fine arts. These courses are designed specifically to meet the needs of high achieving and gifted students. Independent expression, critical thinking, problem solving, and group discussions are encouraged. Dual-enrollment courses from local colleges and Advanced Placement courses allow students to earn both secondary and collegiate credits for courses taken. Students may also apply to and be selected for placement in the Maggie L. Walker Governor's School (MLWGS), a full time governor's school in Richmond, or the Blue Ridge Virtual Governor's School (BRVGS) a half time, distance-learning opportunity based at Goochland High School.

Students are also informed of many enrichment opportunities offered outside of school, some may be paid in full by the gifted program. Some of these may include the Summer Residential Governor's School, Summer Challenge and the Radford Conservatory for the Arts.

3. Assessment Strategies

This section includes the assessment strategies used to assess students' solutions, products, or projects resulting from the accelerated, enriched, and/or differentiated curricula presented to gifted learners.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Student assessment is used to evaluate the effectiveness of the instructional strategies and not as a means for judging the giftedness of the student. It is an ongoing process designed to understand and improve student learning. Teacher, peer, and self-evaluation are encouraged at all levels.

A variety of assessment strategies are used to assess the solutions, products and/or projects of learners. Traditional assessments such as teacher-made or standardized tests may be used when appropriate. Performance-based assessments are encouraged and teachers may use such methods as portfolios, checklists, and rubrics. All such assessments will include clear, concise and meaningful criteria for acceptable performance and will be explained to the student prior to being used. Teacher-student reflection and feedback is encouraged.

Student performance on the Virginia Standards of Learning Assessments is reviewed annually by teachers and guidance staff and may be used to make curriculum modifications.

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Part II, continued

E. Personnel and Required Training [8 VAC 20-40-60. A. 11]

1. Designation of Personnel and Training Requirements

Teachers who are considered teachers of the gifted, whether in full- or part-time positions, are designated in this section. The section includes training requirements for the designation.

Full-time teachers of the gifted are typically those personnel who work predominantly during the day and/or week with identified gifted students.

TEACHING/GRADE	PROGRAM (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	REQUIRED TRAINING
Enrichment Resource Teachers-3	Young Explorers Talent Pool and Identified Gifted K- 5	Have or working actively toward gifted endorsement. ("working toward" is defined as successfully completing one course a year of toward this endorsement)
Enrichment Resource Teachers	Center-Based Gifted Programs grades 6-8 Accelerated Courses grades 6-8.	Have or working actively toward gifted endorsement.
Gifted Specialist 1	Goochland County Public Schools K-12	Virginia Gifted Endorsement

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Part II, continued

Part-time teachers of the gifted are typically those persons who provide services for gifted students through the regular classroom or for only a portion of their teaching day.

TEACHING/GRADE	PROGRAM (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	REQUIRED TRAINING
Cluster Group Teachers (Regular Classroom Teachers) 10-16	Young Explorers Gifted Talent Pool and/or Identified Gifted grades K-5.	Have or working actively toward gifted endorsement.
Cluster Group Teachers 10-12	Center-Based Gifted Program grades 6-8.	Have or working actively toward gifted endorsement.
Blue Ridge Virtual Governor's School Teachers-4	Blue Ridge Virtual Governor's School grades 9-12.	Have or working actively toward gifted endorsement.
Accelerated, Honors, A.P. and Advanced Teachers 28-38	Courses grades 6-12.	Annual local training in curriculum differentiation, the referral process and recognition of characteristics of gifted students. Relevant graduate courses
School Gifted Coordinators-2 Enrichment Resource Teachers 3	School Based Coordinator of Gifted Programs grades K-12	Have or working actively toward gifted endorsement.

Goochland County Schools employs licensed instructional personnel qualified in their assigned subject areas. In addition, all teachers are required to attend local training designed to help them meet the needs of the gifted learners in their classrooms. The Enrichment Resource Teacher is required to have or be working actively toward the gifted endorsement and provides one-on-one assistance to classroom teachers.

At the elementary level, building administrators are responsible for selection of staff members to be designated as cluster group teachers. These teachers will receive local in-service training and also be required to have or work toward the gifted endorsement. The county Administrator of Gifted Programs and Director of Personnel are

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responsible for the selection of the staff for the gifted center-based program. These teachers must have or be working toward their gifted endorsement.

At the secondary level, building administrators are responsible for selection of a staff member to serve as the School Gifted Coordinator. This staff member receives local training and must be working toward or have a gifted endorsement. This staff member must also have prior experience working with gifted learners and have demonstrated an understanding of the characteristics and needs of gifted learners.

Training opportunities may be made available through building-level in-service, division-wide in-service, study groups, as well as opportunities to attend workshops and seminars conducted by experts in the field of gifted education. Graduate-level coursework toward the gifted endorsement is also encouraged and often paid for by the gifted program.

Goochland County Public Schools

Part II, continued

2. Methods of Selection

This section includes the methods used to select teachers of the gifted.

Applicants are interviewed by the Assistant Superintendent for Instruction and the building administrator(s). Candidates are recommended to the Superintendent. All applicants will hold a valid teaching certificate at the appropriate grade level and subject of anticipated responsibility. A prospective teacher of the gifted is expected to demonstrate a willingness to receive training in the field and encouraged or required to complete coursework toward the gifted endorsement. The prospective teacher of the gifted must have: a good academic record, the willingness to use varied pacing, assorted materials, and diverse instructional methods.

3. Methods of Evaluation

This section includes methods used to evaluate teachers of the gifted.

The building administrator(s) and designated central office personnel evaluate teachers. Formal evaluations take place annually. During the course of observations, teachers of the gifted are expected to demonstrate knowledge of students within their classroom who are identified as gifted, as well as knowledge and implementation of appropriate instructional strategies for the gifted.

Goochland County Public Schools

Part II, continued

F. Parent and Community Involvement [8 VAC 20-40-60. A. 13]

This section includes the strategies used to encourage parents and community members to become and remain actively involved in the education of gifted learners.

Gifted Advisory Committee

Parent Teacher Conferences

Parent Survey

Program Brochures

News Media Articles

School Newsletters and Handbooks

Presentations by mentors and business representatives to student groups

Parent Workshops/Information Sessions

Presentations to parent or community groups

Extra Curricular Enrichment Activities

Exhibitions of student work

Partnerships with businesses, organizations, and local colleges and universities

Web page

Goochland County Public Schools

Part III: Plan for the Education of the Gifted

Divisions are required to indicate objectives and activities for the goals indicated in Part I, C. of this document. This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals in the following components of a five-year plan:

1. Identification
2. Delivery of Services
3. Curriculum Development
4. Professional Development
5. Parent and Community Involvement

Divisions should provide the required information using Form A, page 21 of this document. Divisions should use a separate page for each goal and may duplicate the pages, as needed. Please number all pages consecutively, 21-1, 21-2, etc. Divisions may complete Form B, page 22, which is optional; it summarizes the division's required activities across years and goal areas.

Goochland County Public Schools

Form A

GIFTED PLAN COMPONENT				
GOAL STATEMENT				
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS

[Insert School Division Name Here]

Form B (optional)

2005-2006	2006-2007	2007-2008	2008-2009	2009-2010

Goochland County Public Schools

Part IV: Local Advisory Committee and Assurances

A. Local Advisory Committee [§ 22.1-18.1, Code of Virginia]

1. Composition of Local Advisory Committee (LAC)

Categories	Number represented
Parents	14
Teachers	4
Administrators	1
Support Staff	
Community □ representatives of business, industry, arts	
Community □ persons who are not parents of identified students	1
Students (optional)	0

2. Selection of Members for the Local Advisory Committee

This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.

The Gifted Advisory Committee is composed of parent representatives from each of the five schools in Goochland County, as well as the gifted program administrator, and the enrichment resource teachers. Each principal is asked to recommend two parent volunteers to serve on the Gifted Advisory Committee. -There will be a broad geographic and ethnic representation on this committee. The Gifted Advisory Committee is appointed by the Goochland County School Board.

3. Meeting Schedule of the Local Advisory Committee

Number of times the committee is scheduled to meet annually.

___ Monthly ___ 3 times X 4 times ___ 5 times

___ Other, specify _____

Goochland County Public Schools

Part IV, continued

B. Assurances [8 VAC 20-40-60. A. 6 and 7]

The applicant for approval of the Local Plan for the Education of Gifted Students hereby assures the Superintendent of Public Instruction that:

1. Records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia."
2. Testing and evaluative materials selected and administered to gifted students are sensitive to cultural, racial, and linguistic differences.
3. Procedures used to identify gifted students are constructed so that they identify high potential/ability in all underserved and culturally diverse, low socio-economic, and disabled populations.
4. Standardized tests have been validated for the specific purpose for which they are used.
5. Multiple criteria are used in the identification of students for the gifted education programs.
6. The division encourages teachers of the gifted to pursue the add-on gifted endorsement.
7. The division has designated an administrator with responsibility for supervising the gifted education program.

C. Superintendent's Certification

I, the undersigned authorized official of the local school division, agree to comply with all assurances. To the best of my knowledge, all information in this Local Plan for the Education of the Gifted is accurate and meets the requirements as specified in the *Regulations Governing Educational Services for Gifted Students*.

Superintendent's Signature

School Division Name

Superintendent's Name

Date

Goochland County Public Schools

Part IV, continued

D. Approval by the Local School Board

I, the undersigned authorized official of the local school board, do certify that this local plan for the education of the gifted was approved on

_____.

Board President's Signature

School Division Name

Board President's Name

Date

Goochland County Public Schools

Part V: Appendices

The following items must be included in the appendices:

- ❑ Narrative of the division's services
Goochland County Gifted Programs Overview
- ❑ Referral form(s)
Gifted Program Referral Form
Visual Arts Aptitude Evaluation Procedures/Requirements
- ❑ Checklists/observation documents for parents/teachers/others
Hawthorn GES 2 Rating Form
Visual Problem Solving Task
Renzulli Rating Scale
- ❑ Permission to test form
Permission To Test/Place Letter-Academic
Permission To Test/Placement Letter-Visual Arts
- ❑ Permission to place form
- ❑ Matrix/profile/other data collection instrument
Gifted Programs Identification Matrix-General Intellectual Aptitude, Specific Academic Aptitude
Gifted Program Identification Holistic Review
Gifted Visual Arts Aptitude Matrix
Art Portfolio Score Sheet
Gifted Program Student Referral Process Flow Chart
- ❑ Letter of acceptance
Gifted Identification/Placement Letter-Academic
Gifted Identification/Placement Letter-Visual Arts
- ❑ Letter denying eligibility with indication of parent's/guardian's right to appeal
Gifted Identification/Placement Denial Letter-Academic
Gifted Identification/Placement Denial Letter-Visual Arts
- ❑ Change in placement form
Academic Standards Policy and Procedures Form
Criteria and Procedures for Enrollment in Accelerated, Advanced, A.P. and Honors Courses
Double Grade Promotion Policy and Procedures
- ❑ Exit form
Parent Letter With Exit Form
- ❑ Appeals process document
Appeal of Placement Decision Form
Appeal of Placement Decision Letter
- ❑ Professional development schedule for the current year
Gifted Education Professional Development Schedule 2004-2005
- ❑ Professional personnel evaluation document, if different from division's standard process

Goochland County Public Schools

Gifted Class Opportunity Information Flyer

- Letter/ announcement of local advisory committee meeting
 - Gifted Advisory Committee Meeting Notice-March 16, 2005*
 - Gifted Advisory Committee Agenda-January 19, 2005*
 - Gifted Advisory Committee List 2004-2005*
 - Gifted Advisory Appointment Letter*
- Letter/ flyers on Information Nights for Parents
 - Information Night for 8th Grade Students and Parents on Governor's Schools*
 - Young Explorers Information Night for Parents Letter*
 - Middle School Gifted Programs Information Night for Parents and Students*
 - Gifted Center-Based Elementary Information Night Letter and Shadowing Day*
- Summer Enrichment Opportunities
 - Summer Challenge Flyer 2004*