

**2006 – 2011  
Local Plan for the Education of the Gifted**

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

<b>School Division</b>	<b>Danville Public Schools</b>		
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<b>Date Submitted</b>	<b>June 19, 2006</b>		

**Note:** Mrs. Ellen Joyce was the coordinator for gifted education during the time the 2006-2011 plan was written and approved by the Danville School Board and the Virginia Department of Education.

As of July 1, 2010 comments or suggestions regarding the local plan for the education of the gifted in Danville Public Schools should be forwarded to Dr. Dave Cochran, Coordinator of Academic & Operational Services.

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## **2006-2011 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 2006-2011 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, [Donna.Poland@doe.virginia.gov](mailto:Donna.Poland@doe.virginia.gov).

### **Timeline for Submission, Review, and Approval**

June 30, 2006	Draft 2006-2011 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 2006	Peer Review Sessions
September 2006	If needed, plans are returned to school divisions for modification and approval by the local school board.
December 2006	Revised plan with local school board approval is sent to the Department of Education.
January 2007	Letters of approval are issued to the division superintendent from the Department of Education

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

### **A. Division Vision/Mission Statement**

Recognizing that all learners have unique abilities, the Danville Public Schools will provide a challenging, personalized, academic, and social environment designed to produce responsible, creative, and productive citizens.

### **B. Division Statement of Philosophy for Education of the Gifted**

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

The Danville Public Schools believe that learners who are identified as having exceptional academic ability require specialized services. Recognizing that these learners benefit from differentiated instruction that is both accelerated and enriched, the school division is committed and obligated to provide a program that is stimulating and challenging for these students. The philosophy supports the school division's pledge to educate all learners to the maximum of their potential.

We further believe that education for gifted learners should include a complex and in-depth study of major concepts that allow for integrated curricula across all content areas. Higher level thinking skills, creativity, technology, specialized resources, and independent research must be included.

Differentiated curricula should be presented and taught at all levels by qualified professionals. Those who work in gifted education should strive to meet the challenges of an ever changing and interdependent world. Instructional strategies should be varied to enable gifted learners to function in a global society at a level commensurate with their abilities.

### **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: Information describing the characteristics and behaviors of gifted learners in the area of general intellectual ability will be disseminated each year to principals, parents, teachers, and the community. We continuously strive to use the best assessment tools available to identify gifted learners based on general intellectual ability regardless of ethnic origin, gender, economic status, or physical disabilities.**
- 2. Delivery of Services: Gifted services in grades K-5 will be designed to enrich and supplement the differentiated curriculum in the regular classroom. In grades 6-8, identified gifted learners will receive instruction in core subjects in homogeneous classes where the enriched curriculum is compacted, accelerated, and taught by teachers with endorsements in gifted education. In grades 9-12, learners have the opportunity to enroll in advanced classes, advanced placement classes, and dual enrollment classes.**

3. **Curriculum Development:** Teachers of gifted learners will modify grade level *Standards of Learning* to accommodate gifted learners, who require challenging, tiered, and modified curricula to meet their needs.
4. **Professional Development:** At least every two years, teachers who have gifted clusters in their classrooms and those who are full time teachers of gifted learners will be invited to attend in- service staff development related to meeting the needs of gifted learners. The SOL Institute hosted by Danville Public Schools in the summer often has appropriate classes and workshops that fulfill this professional development need. Averett University offers the series of endorsement classes for teachers seeking gifted endorsement.
5. **Parent and Community Involvement:** The Gifted Education Department will provide information on screening, identification, the delivery of services, curriculum, policies, programs, and time tables to the public via news articles for the newspaper, newsletters for parents of gifted learners, television interviews on *Chalk Talk* , and WEB page information. Progress Reports will be sent home at the mid-nine weeks grading period at the middle school level and at the end of each nine weeks grading period for identified Gifted Learners and Talent Development learners in the elementary resource clusters.

Parents and the community are invited to participate in all PTA meetings/events at the schools and are encouraged to volunteer. Parents of gifted students and the public are invited to attend the three Gifted Advisory Committee's meetings held in the fall, winter and spring.

**Part II: Current Status of Gifted Education**

- A. **Area(s) of Giftedness/Grade Levels Served in the Division**  
[8 VAC 20-40-60. A. 3]

Area of Giftedness	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	

- B. **Screening, Identification, Placement Procedures** [8 VAC 20-40-40]

1. **Screening Procedures** [8 VAC 20-40-40]

This section describes the process used annually to create a pool of candidates. It describes the routine, annual review of data for students for areas of giftedness identified by the division in Part II, Section A.

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

- PreK-2 In early September, Resource Specialists in the elementary schools distribute screening information to all PreK-2 teachers outlining observable behavioral characteristics in young gifted learners. Primary teachers use the *Kingore Observation Inventory* to target students whose behaviors appear to exceed expectations for the grade level. Teachers also refer to the PALS data searching for children who score significantly above the benchmarks during the screening. One student from each classroom at each grade level is selected to participate in the Talent Development Clusters for the first nine weeks. The AG Resource Specialists use a different curriculum for each grade level that focuses on critical thinking and problem solving skills: deductive and divergent reasoning, observation skills, recognizing and predicting patterns, recognizing likenesses and differences, mathematical, pictorial, and quantitative reasoning, and vocabulary building. At the end of the nine weeks, the teachers select another student from each of the classes at each of the grade levels to participate in the second Talent Development Cluster. The same procedure is followed for the third and fourth nine weeks grading periods. Progress Reports are sent home at the end of each grading period.
- Grade 2 Each year during the month of February, the *Otis Lennon School Ability Test* is administered to **all** second graders. Students having total scores at the 90%ile or higher are placed in a pool of potential candidates so that necessary additional data can be gathered and evaluated for eligibility for gifted services. Those students scoring at the 80%ile -89%ile (total score) on the second grade OLSAT are eligible (with teacher recommendation and parental permission) for inclusion in the Gifted Clusters in third grade as Talent Development students. These Talent Development students become referrals for gifted evaluation in the spring of their third grade year (as well as their fourth and fifth grade years if they have not yet been identified.)
- Grades 3-5 Screening for students in grades three, four, and five are ongoing. The Gifted Resource Specialists assigned to each school conduct classroom observations, interview teachers, and teach rotating Talent Development clusters and identified gifted AG clusters during the year. The Resource Specialists rely on teachers to recommend outstanding students to add to the screening pool. Information on behavioral characteristics that are observable in gifted students is available in the main office of all schools.
- Grades 6-8 Screenings for sixth, seventh, and eighth grade learners are ongoing. Regular classroom teachers are made aware of gifted behaviors exhibited by gifted students. When there is a potential candidate, the teacher e-mails the *Office of Gifted Services*, and the Gifted Coordinator gathers preliminary data on the learner for evaluation. The process is sensitive to economically disadvantaged students, and students who are culturally diverse or have limited English proficiency. Information on gifted services, referral forms, and checklists of observable gifted behaviors are available in the main office at each school site and on the Danville Public Schools WEB site.

Grades 9-12 Information on advanced placement classes, Honors classes, dual enrollment classes, governor's schools, and the International Baccalaureate Diploma Program is provided for rising ninth grade learners during middle school guidance sessions prior to their ninth grade year. Guidance counselors counsel all new high schools students on what is offered at the high schools and guide them to the programs that meet their instructional needs and interests. There are also additional school personnel who screen/recruit students for various academic programs.

**2. Referral of Students** [8 VAC 20-40-40]

This section includes a description of the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Part II, Section A. This section should include from whom referrals may be received, to whom they are returned, and the timelines for their acceptance and for the division to provide parents/guardians with the results of the eligibility process.

Self-referrals, teacher referrals, administrative referrals and community members' referrals are accepted at any time. Information about the referral process and referral forms is available from any Resource Specialist, or from the main office of each school. Information about referrals is available on the district web page, through student newsletters, local newspaper inserts (*Positive Parenting*), and the local *Chalk Talk* informational program sponsored by the Danville Public Schools. Referral forms that have been completed are mailed, emailed, brought to the *Office of Gifted Services*, or returned to the child's school to be picked up by the site assigned Gifted Resource Specialist.

The Gifted Coordinator and Resource Specialists gather multiple data on each referral including standardized test scores (ability tests and achievement tests) if available, teacher checklists (Characteristics of Gifted Learners Grades K-2 or Renzulli-Hartman Rating Scale Grades 3-12), grade point averages (2<sup>nd</sup>-12<sup>th</sup> grades), and/or individual product portfolios (K-1.) Resource Specialists schedule and administer testing. The *Office of Gifted Services* provides this service on site during the summer months for students who are moving into the community from other school systems. After collected data have been evaluated (using a matrix based point method) and the Identification/Selection Committee at the child's school has made its decision, parents are notified by letter of the student's eligibility status. The division has thirty working days from receipt of the referral to its eligibility decision. Referrals from within the school system are not accepted after May 15 to insure that there is ample time to complete the eligibility process prior to the end of the school year.

**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 (K-1)
2. Record of observation of in-class behaviors (KOI)
3. Appropriate rating scales, checklists, and questionnaires (K-12)
4. Individual interviews
5. Individual or group aptitude test(s) (K-12)

Specify: Otis –Lennon School Abilities Test 8<sup>th</sup> Edition, Level C and 7<sup>th</sup> Editions for Levels A, B, F, and G ; Cognitive Abilities Test- Form 6, Levels B,C,D, and E 2001; Wechsler Abbreviated Scale of Intelligence , 1999; The Naglieri Test of Non-verbal Intelligence will be added by June of 2007.

6. Individual or group achievement test(s) (K-12)  
Specify: California Achievement Test, 5<sup>th</sup> Edition; Metropolitan Achievement Test, Form 5 ; Wechsler Individual Achievement Test 2<sup>nd</sup> Edition Abbreviated; Terra Nova 2<sup>nd</sup> Edition , Level 13, Form C
7. Record of previous achievements (awards, honors, **grades**) (Grades 2-12)
8. Additional valid and reliable measures or procedures

Specify: At the 5<sup>th</sup> grade level and above a writing sample is included as part of the multiple criteria used on the identification matrix for gifted evaluation. Each component of the SOL writing score (from 5<sup>th</sup> or 8<sup>th</sup> grade) on Composition, Written Expression, and Usage and Mechanics is inserted in the Gifted Identification Matrix (A perfect score on the matrix is a total of 12 points. A perfect score on the SOL writing test is a 24. Hence, each component on the SOL writing test is transferred to the Gifted Identification Matrix at half its value.)

If the referred student does not have an SOL writing score, a grade level appropriate writing prompt is provided and the student



Kingore Observation Inventory/Renzulli-Hartman Rating Scale (3-12)/Characteristics of Gifted Learners (K-2)	Current Classroom Teacher	School Gifted Resource Specialists	School Gifted Resource Specialist
Ability Tests OLSAT A and B,	Gifted Resource Specialist	Gifted Resource Specialist	Gifted Resource Specialist
Ability Test, OLSAT C, Second Grade	Current Classroom Teacher	Harcourt Scoring Center	Classroom Teacher
Ability Test Cog AT Levels B, C, D, and E (Gr.3-6)	Gifted Resource Specialists/Gifted Coordinator	Gifted Resource Specialists	Gifted Resource Specialists/School Division Gifted Education Coordinator
Ability Tests, OLSAT F and G ,WASI	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Achievement Tests: California Achievement Test ( 3 <sup>rd</sup> -5 <sup>th</sup> grades) , Terra Nova 2 <sup>nd</sup> Edition, Level 13 ( 2 <sup>nd</sup> Grade)	Gifted Resource Specialist	Gifted Resource Specialists/ Gifted Coordinator	Gifted Resource Specialists/Gifted Coordinator
California Achievement Test (6 <sup>th</sup> -8 <sup>th</sup> grades), WIAT	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Metropolitan Achievement Test, ( 9 <sup>th</sup> -12 <sup>th</sup> grades)	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Writing Sample (Grade 5 and up)	If available, the student's most current SOL Writing Test score is copied from the cumulative folder by the Gifted Resource Specialist or the Gifted Coordinator and inserted on the Gifted Identification Matrix. If no score is available, the Gifted Resource Specialist or Gifted Coordinator provides a grade appropriate writing prompt and the student completes a writing sample. An SOL writing rubric is used as an	Gifted Coordinator	Gifted Coordinator

	assessment tool for evaluating the writing sample.		
GPA: Grade 2- Math and Reading only; Grades 3-12 - Un weighted GPA	Gifted Coordinator extracts necessary grades / GPA from school data base; STARBASE.	Information extracted from STARBASE or computed from most recent report card by Gifted Resource Specialists/ Gifted Coordinator	Gifted Resource Specialists/Gifted Coordinator
Portfolio K-1	With parental assistance, student compiles samples of his/ her best work to submit and discuss during the interview with the Gifted Coordinator the Gifted Resource Specialist.	Gifted Resource Specialists/ Gifted Coordinator	Gifted Resource Specialists/Gifted Coordinator

Eligibility decisions are made by the school based Identification/Placement Committee applying all gathered data. Decisions are based on a matrix based points method, and the decision does not allow any one criterion to deny or guarantee access to gifted services. Additional information can be provided by the learners or by parents. Parents are notified by letter of the Committee's decision along with information on the appeals process. The entire process is completed within thirty days of the receipt of the referral in the *Office of Gifted Services*.

A learner who is deemed not eligible may appeal the decision, proceed with the appeals process, and may be declared eligible based on additional data supplied by the learner or alternative assessments administered by the Resource Specialists or the Gifted Coordinator.

Additional alternative assessment may include nonverbal assessments that may target students who are twice exceptional, members of ethnic minorities, economically disadvantaged, or ESL learners.

Student referrals having written documentation of having participated in a gifted program in another school system, will be evaluated on an individual basis by the Gifted Coordinator and the Gifted Resource Specialists to determine if the student is eligible for gifted services in Danville Public Schools. The documentation must be commensurate with the eligibility requirements for gifted identification in Danville Public Schools in order for the student to be deemed eligible to receive services. If the documentation does not meet division requirements, then the referral must follow the same procedural steps for gifted identification as students within the system.

Students applying for specific classes/programs such as advanced classes, dual enrollment, Honors classes, advanced placement classes, governor's schools, and the International Baccalaureate Diploma Program will be assessed and evaluated by the individual programs.

**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:       X    General Intellectual Aptitude  
                                        Specific Academic Aptitude  
                                        Practical and Technical Arts Aptitude  
                                        Visual and Performing Arts Aptitude

The Identification /Placement Committee determines the proper placement of each learner after eligibility has been decided. Services are determined based on the gifted learner's grade level and academic needs.

K-5 Students are provided appropriate services through:

- Regular classroom differentiation
- Gifted pull-out clusters
- Summer Camp Invention for students who have completed kindergarten through fifth grade
- Piedmont Regional Governor's School held in June in Chatham for grades 4-7.

6-8 Students are invited to participate in:

- The self-contained Gifted Program at Bonner Middle School. This is a school within a school where SOL based core curriculum is compacted, accelerated, and a learning environment enables the gifted child to develop his/her potential and exceptional abilities, particularly in the areas of decision making, planning, performing, reasoning, creating, and communication.
- Exceptionally gifted children may travel to a high school or Averett University for content acceleration
- The Piedmont Regional Governor's School in Chatham serves grade 4-7.

9-12 Students may choose:

- Content acceleration
- Honors classes
- Dual enrollment classes
- AP classes
- Piedmont Governor's School for Mathematics, Science, and Technology (11<sup>th</sup> and 12 graders)
- Summer Residential Governor's Schools (11<sup>th</sup> and 12<sup>th</sup> graders)

**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:     \_\_\_X\_\_\_ General Intellectual Aptitude  
                              \_\_\_      \_\_\_ Specific Academic Aptitude  
                              \_\_\_      \_\_\_ Practical and Technical Arts Aptitude  
                              \_\_\_      \_\_\_ Visual and Performing Arts Aptitude

Information on gifted services is available for the public at each elementary, middle, and high school. The Danville Public Schools' website also has the basic information on all program options and contact information.

K-8

Within ten working days of having received a written referral, *The Office of Gifted Services* notifies parents that the Resource Specialist will begin gathering data and written permission is needed before any additional testing is begun. If the child is not currently enrolled in the Danville Public Schools, a behavioral checklist for the parents to complete and return is included with the letter. If the child is enrolled in Danville Public Schools a behavioral checklist is sent to the child's current teacher(s) to complete and return to the Resource Specialist. The Gifted Resource Specialists and/or the Gifted Coordinator schedule testing and assessments commensurate with the child's grade level and chronological age. Other multiple criteria are collected on each referral. All data is compiled and presented to the school Identification/ Placement Committee to determine eligibility for gifted services. Within **thirty** working days of having received the referral, the *Office of Gifted Services* notifies the parents by letter explaining the assessments and the decision of the Identification/Placement Committee. If the student is eligible for gifted services, the parent is notified by letter and he/she must indicate on the enclosed permission form what placement options he/she wishes for the child to receive and returns the form to the *Office of Gifted Services* within five working days. If the student is deemed "not eligible" for gifted services, the letter also provides information on the appeal process, a time frame, and the necessary form to file an appeal.

Upon receipt of the signed placement form from the parent, the Coordinator of Gifted Services notifies the principal about the placement of the child in the appropriate resource cluster at his/her elementary school or at the proper grade level in the self-contained gifted program at the middle school. The placement form is sent to the appropriate school and the principal notifies the classroom teacher(s) of the placement.

At the elementary level, identified gifted learners are placed in the resource clusters at anytime. Identified gifted learners are placed in the middle school gifted program at the beginning of the nine weeks grading period.

Additional re evaluations may be initiated by the teacher(s) or the parents at any time. However, parents must always be notified of the reevaluation, the results of the reevaluation, and their right to appeal.

Parents of fifth grade gifted learners are invited by letter to a Fifth Grade Open House in the spring. A copy of the “*diagnostic reassessment*” form is included with the letter. The letter urges the parent(s) to accompany their child to the Fifth Grade Open House to learn more about the Change of Services, the middle school concept, as well as to meet the faculty and tour the facilities.

9-12

High school gifted learners who apply for various high school programs are notified by letter of their eligibility, the proper procedures to follow for the program, and the time line established by the specific program. In the same manner, they are notified by mail if they are not eligible and given information on waiting lists if applicable.

**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

A *diagnostic reassessment* occurs when an identified gifted learner moves from elementary school (5<sup>th</sup> grade) to middle school (6<sup>th</sup> grade). *Diagnostic reassessment* refers to reevaluating each fifth grade learner’s elementary grades, writing skills, task commitment, and attendance history to ensure that each one is academically and psychologically ready to progress to the rigorous, competitive environment that exists in the middle school gifted classes. The instructional service changes from pull-out enrichment clusters at the elementary level to a full time gifted program in middle school. A gifted learner who moves into the homogeneous classes at the middle school should have maintained a minimum **“B”average** in fifth grade core classes, have a good attendance history, understands what task commitment is and has documentation to that fact, and must have received a passing score on the SOL writing test in fifth grade. He/she must receive written recommendation from the Identification/ Placement Committee at his/her elementary school before transitioning to the sixth grade middle school gifted program.

Parents of fifth grade gifted learners with weaknesses in one of more of the targeted areas are scheduled to attend a parent/teacher conference to determine alternative placement options and/or receive information on how they can best ensure their child’s readiness for success in the rigorous, compacted curricula maintained in the middle school gifted program.

Final decisions on fifth grade *diagnostic reassessments* are made by the Identification /Placement Committee at each school.

A *Change of Service Policy* is in place for gifted learners in the middle school gifted program who do not achieve at an expected level in the core classes. A gifted learner who makes two report card grades below a “C” in one core subject or two different core subjects during the school year will be subject to a *diagnostic reassessment*. The Change of Service Policy includes an intensive support plan involving the teacher(s), learner(s), and parent(s).

With the first Progress Report grade at mid-nine-weeks the teacher(s) will contact the parent(s) informing them of any academic and/or behavioral concerns that they have about the gifted learner. A conference will be scheduled for the gifted learner(s), parent(s), and teacher(s) to determine strategies for improvement. At the end of the nine–week grading period if the report card grade has not improved, a follow up conference will be held to discuss the problems. At the middle of the second nine-week grading period when Progress Reports go out and the grade(s) are still below a “C,” the teacher(s) will meet with the parent(s) to discuss the options should a change of services be necessary at the end of the grading period. At the end of a second nine–week grading period, the report card grades and conduct reports will determine placement and behavioral consequences for the remainder of the academic year.

Should a change of services become imminent, a letter and *Change of Service Form* will be sent to the parent(s). This form explains the actions that are taken for gifted learners who do not achieve academically at the level of expectations for the middle school gifted program. If the parents prefer for their child to remain at Bonner Middle School and transition to the advanced curriculum there, this transition is possible provided there is space in the classes that will receive the gifted learner. (This space issue is determined by the principal.) If the classes are full, the gifted learner must return to his or her zoned school and transition into the advanced curriculum. There must be at least one semester (two grading periods) before the gifted learner can request readmission to the gifted program. Consideration for readmission will be based on grades, current classroom teacher recommendations, and gifted faculty consensus.

If, at anytime, a parent /guardian, student, counselor, classroom teacher, or Gifted Resource Specialist wishes to reevaluate a gifted learner’s instructional services at the elementary level, he/she must submit a written request to the *Office of Gifted Services*. The Gifted Coordinator notifies The Identification/Placement Committee at the school site and schedules a meeting to review the request for change of services and the rationale supporting the request. When the Identification/Placement Committee has made a decision on placement, a representative of the committee notifies the principal. Written notification of the change of placement is sent to the parents. If the request for change of placement is NOT approved, a conference is scheduled with the person who submitted the request for change of placement and the Identification/Placement Committee to determine alternative solutions to the request.

The Identification /Placement Committee of the school may make the decision to terminate a gifted learner's participation in the gifted program. This decision would apply to any learner whose *conduct* consistently creates a confrontational situation compromising the teacher-student relationship or the function of the teacher in a class environment as stated in the school system's *Code of Conduct* signed by each learner at the beginning of the year.

Gifted learners whose participation in the gifted program has been terminated because of persistently poor confrontational conduct as outlined in the *Code of Conduct* shall not return to the gifted program during the current academic year. Reinstating participation in the gifted program in subsequent years shall be based on the student's academic record, attendance record, and documentation of improved conduct as well as consensus from the gifted faculty.

The guidance counselors will notify parents of high school learners who move from an honors/advanced placement level class to a standard level class.

**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

Any parent, guardian, or any adult may file an appeal on behalf of a student by following the appeals process below. The Appeals Committee will accept additional data from sources outside the division if those sources are reliable sources within the community. (psychologists, medical doctors, etc.) The Appeals Committee is made up of the Assistant Superintendent for Instruction, The Gifted Coordinator, and the Principal of the school where the student attends. The majority of the members of the Appeals Committee will not have served on the Identification/Placement Committee at the school level.

1. The parent/guardian completes the *Appeal Form* that is included with the letter explaining the Identification/Placement Committee's decision and mails the document within five days.
2. The document is mailed directly to the Assistant Superintendent for Instruction to the address printed on the letter.
3. The Assistant Superintendent notifies the Gifted Coordinator upon receipt of the request for an appeal and the rationale supporting the appeal.
4. The Gifted Coordinator confers with the school's Principal and the Assistant Superintendent of Instruction to reach a resolution. The Gifted Coordinator implements any strategies agreed upon by the committee as resolution to the appeal.
5. The Gifted Coordinator notifies the parents of the Appeals Committee's actions /decision within ten school days from the initiation of the appeals process.
6. The decision of the Appeals Committee is final.

**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 <u>K-2</u>	2a,2b,,8a, 12a, 12b, 14,17			
Elementary Grades <u>3-5</u>	2a,2b,8a, 12a, 12b, 14, 15,17			
Middle School Grades <u>6-8</u>	2a, 2b, 3c, 5b, 8b, 14			
High School Grades <u>9-12</u>	1,2a, 2b, 3a,3b,3c,3d,3e4 a,4b,4c,4d,4e 6, 7a,7b, 8a, 8c, 9b, 10,11, 13b, 14, 16,			

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
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].

**Center Information**

<b>NAME OF CENTER</b>	<b>GRADES SERVED</b>	<b>TIME FRAME</b> (Daily, Weekly, Biweekly, Monthly)	<b>AREAS OF GIFTEDNESS SERVED</b> (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>SPECIAL PROGRAMS</b> (Advanced Placement – AP, International Baccalaureate-IB, Cambridge, etc.)
Bonner Middle School	6-8	Daily	GIA	Curriculum compacting, acceleration, in depth study, enrichment (Math, Language Arts, Social Studies, Science)

Students who do not choose to attend the center-based program may attend any of the middle schools and receive differentiated services in the regular classroom.

**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

The theoretical foundations that guide Danville Public Schools’ instruction and curricula for gifted learners in the elementary schools are based on the research of Joseph Renzulli. His ideas address the need for “qualitatively different” learning environments for identified gifted learners and differentiated instruction in the classroom for all learners.

The ultimate goal of gifted services in the smaller elementary schools (two classes at each grade level) is for the classroom teacher in collaboration with the Gifted Resource Specialist to provide direct instruction for all students on topics that are SOL related as well as those that are not a normal part of the school’s curriculum (Type 1 Renzulli’s Enrichment Triad). When the highly motivated and gifted learners in the classroom are ready to move on to Type 11 activities, (written communication, authentic problem solving, organizational skills, and

critical thinking skills) the Gifted Resource Specialist expands on the topics taught in the classroom and designs appropriate differentiated activities to engage identified gifted and highly motivated students in their cluster groups. The classroom teacher designs activities to challenge and meet the needs of the other learners in the class. Since the classroom teacher and the Gifted Resource Specialist at the school plan collaboratively, the curriculum is both sequential and continuous for the identified gifted and the highly motivated learners.

This model also offers exciting, creative learning for students who may not be highly motivated or identified gifted. This approach applies teaching strategies used in our gifted programs to challenge a broader range of students, emphasizing talent development. All students are encouraged to work far beyond their comfort level and try self-directed learning to help prepare them for the world of the future.

The Kaplan plan of differentiation with cluster grouping in heterogeneous classes is the preferred model in the larger elementary schools with five to six classes at each grade level. The Gifted Resource Specialist teaches one to two gifted clusters per week at each grade level. The curriculum is SOL based with concentration on math/science enrichment, research skills via independent research products, creative problem solving, advanced interactive technology skills, and critical thinking.

The Gifted Resource Specialists also go into the classrooms and teach classes that offer differentiation strategies for content, process, and products. This collaborative teaching provides diverse learning opportunities and enrichment for all learners.

The middle school self-contained gifted curriculum integrates the four main core subject areas and is taught by teachers with gifted endorsements. Differentiation techniques developed by Carol Ann Tomlinson and Susan Winebrenner are used within the instructional process to address the diversity and provide differentiation strategies within the identified gifted classes.

Howard Gardner's theories of multiple intelligences and preferred learning styles are accommodated with variable teaching techniques and adherence to the multiple intelligences to ensure maximum achievement.

## 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

Gifted strategies are used throughout the division to accelerate and enrich the curriculum. Teachers encourage divergent thinking as well as authentic products through Socratic questioning on content material and the application of content knowledge. *Renzulli's Type I Enrichment Activities* are observed in whole class exploratory activities involving direct teaching, field trips, Meet the Author, and other guest speakers. Strategies used in the elementary gifted resource clusters Type 11 activities are centered on meta cognition, creative problem solving, and critical inquiry. Emerging technology is also incorporated in research and the creation of authentic products.

Teachers in the accelerated middle school gifted classes use pre- assessment with compacting, acceleration, and tiering of assignments to accommodate differentiation needs that still exist within the homogeneity of the gifted classroom. Interdisciplinary teaching ensures in –depth studies well beyond the scope of the regular grade level curriculum. The curriculum emphasizes academic rigor, complexity, abstractedness through integrated content experiences.

High school AP teachers as well as the governor's school teachers use contracts, flexible grouping, and have high expectations for independent research in developing final products using cutting edge technology. Presentation skills are practiced on a regular basis allowing the students to speak before an authentic audience.

Grade level and content acceleration are considered on a case by case basis

New technologies infuse the content, process, product, and environment in all the twenty -first century classrooms in the division.

### **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:     \_\_\_X\_\_\_ General Intellectual Aptitude  
                                  \_\_\_   \_\_\_ Specific Academic Aptitude  
                                  \_\_\_   \_\_\_ Practical and Technical Arts Aptitude  
                                  \_\_\_   \_\_\_ Visual and Performing Arts Aptitude

Assessment strategies vary depending on grade level and service options.

Types of assessments used are:

- Rubrics created for special assignments
- Standard rubrics
- Use of technology that requires creativity and knowledge of software
- Presentations of long term products reflecting multiple sources of data collection, research, and writing
- Informal peer evaluations
- Observations of process timelines
- Performance tasks based on authentic learning
- Peer evaluations at the high school level

**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.

<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability-GIA, Specific Academic –Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<u>1 Gifted Lead Teacher/Coordinator of Governor’s Schools</u>	<u>GIA</u>	<u>Extensive teaching experience, Master’s Degree, and endorsement in gifted education</u>
<u>2 full time resource teachers/Grades K-5</u>	<u>GIA</u>	<u>Endorsement in gifted education within three years of assuming position</u>
<u>6 full time gifted teachers of core classes at the middle school level</u>	<u>GIA</u>	<u>Endorsement in gifted education within three years of assuming position</u>
<u>59+ Part-time teachers of gifted clusters in 10 elementary schools</u>	<u>GIA</u>	<u>Local workshops, regional conferences or graduate classes in gifted education</u>
<u>10+high school advanced placement/ classroom teachers</u>	<u>GIA 9-12</u>	<u>Master’s degrees, Training through Educational Testing Service-AP Training Program; must have history of successful teaching experience at advanced levels.</u>
<u>9 High School dual enrollment/governor’s school teachers</u>	<u>GIA 11-12</u>	<u>Master’s Degree in the content area taught, classes in characteristics and teaching strategies for gifted students Credentials reviewed and approved by Danville Community College</u>

**2. Methods of Selection**

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

Instructional teachers for the gifted are selected by an interview process from resumes that are mailed to the Human Resources Department at the Central Office. Applicants are interviewed by a committee that assesses the qualifications of each applicant and selects the ones most qualified for the job. Teachers are selected on the basis of successful teaching documentation in the classroom, and recommendations from former principals/supervisors. Qualifications include either master's degrees, gifted add-on endorsement, or preferably both.

Part-time teachers with gifted clusters in their classrooms have:

- Strong leadership and communication skills
- Master teachers with successful /effective teaching experiences
- Commitment to gaining knowledge and training in the facets of gifted education

### 3. Methods of Evaluation

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

Evaluation of teachers of the gifted is the responsibility of the building principals where gifted classes are taught. The Professional Growth Plan for each full time gifted teacher is submitted to the building administrator at the beginning of each academic year. Documentation of goals, strategies, and assessments are part of the collaborative evaluation of the implemented plan.

#### 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.

Danville Public Schools seeks parent and community involvement using all forms of communication and input:

- The Academically Gifted Advisory Committee invites the public to attend and participate in its triennial meetings.
- *Chalk Talk*, a weekly news/informational broadcast of the Danville Public Schools on Adelphia Cable, provides periodic current information on the governor's schools and gifted services available in the Danville Public Schools
- The Danville Public Schools Website keeps the community abreast of what's happening in the field of gifted education
- The *AG Newsletter* published three times each year informs parents of summer opportunities, program options, and other resources to assist them in understanding and assisting in educating their gifted children
- News articles in the quarterly newspaper insert *Positive Parenting*, provides detailed information on all gifted services.

**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.

**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)**

<b>Categories</b>	<b>Number represented</b>
Parents	<b>8</b>
Teachers	<b>9</b>
Administrators	<b>1</b>
Support Staff	<b>0</b>
Community <input type="checkbox"/> representatives of business, industry, arts	<b>1</b>
Community <input type="checkbox"/> persons who are not parents of identified students	<b>1</b>
Students (optional)	

**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 Local Advisory Committee is made up of parents, teachers, an administrator, and a community representative of business. Extreme efforts are made to ensure geographic and diverse balance within the committee.

**3. Meeting Schedule of the Local Advisory Committee**

Number of times the committee is scheduled to meet annually.

Monthly  3 times  4 times  5 times

Other, specify \_\_\_\_\_

**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.