

Williamsburg-James City County Public Schools

Local Plan for the Education of the Gifted

2021-2026

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Local School Board Chairperson	Mr. Jim Kelly		
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Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Williamsburg-James City County

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	Insert grades
Career and Technical Aptitude (CTA)	Insert grades
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	Insert grades

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

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

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

Mission Statement of the Department of Gifted Education and Talent Development
(GTD Department):

To support appropriately rigorous curriculum and instruction for all students based on their unique academic strengths and needs so that all students, including our gifted and potentially gifted students, are challenged and engaged in their learning.

Williamsburg-James City County Public Schools (WJCC) is committed to excellence in education for all students. As a division, WJCC expects all students to experience challenging, rigorous coursework based on their academic strengths and needs. Gifted and Talent Development Resource Teachers (GTD Resource Teachers) support general education teachers to implement meaningful differentiation for all students, while also advancing the unique academic needs of gifted learners. Thus, the Local Plan for the Gifted aligns to the [WJCC Strategic Plan](#), the [Virginia Regulations Governing Educational Services for Gifted Students](#), and the [5 C's from the Virginia Profile of a Graduate](#) (critical thinking, creative thinking, collaboration, communication, and citizenship).

WJCC holds a philosophy of talent development with regard to gifted education. School is a talent development process, and students who demonstrate one or more areas of academic strength or the potential for academic strength must be nurtured through appropriately differentiated curriculum and instruction in their strength area(s). Students exhibiting extremely high levels of performance in academics need curriculum and instruction that is specially designed for gifted learners. Giftedness and potential giftedness occurs in all cultural and socio-economic backgrounds. In addition, all students must have exposure to and training in higher-level critical and creative thinking skills and activities as part of the core curriculum (Tier I instruction) beginning in Kindergarten.

Giftedness can show itself in many ways (including high intelligence scores), but new research helps us understand that giftedness is "... malleable, affected by opportunity, and develops over time from potential to increased competency and expertise," (*National Association for Gifted Children Talent Development Task Force Report to the Board of Directors, 2015, p.2*). The WJCC GTD Department will promote efforts in every school to nurture the academic potential of all students. As a result of these efforts, in addition to other WJCC initiatives, every student will be ready to access rigorous coursework that matches their academic strengths (WJCC Strategic Plan Goal 2, Strategy #2- Promote equitable access for underrepresented student populations to rigorous academic courses/programming).

B. Division Operational Definition of Giftedness

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

WJCC adheres to the definition of gifted students for General Intellectual Ability as put forth in the *Proposed Regulations Governing Educational Services for Gifted Students, 2020*:

"Gifted students" means those students in public elementary and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of achievement or who show the potential for higher levels of achievement when compared to others of the same age, experience, environment, or cultural background. Their aptitudes and potential for achievement are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in the area of General Intellectual Aptitude.

Further, students identified as gifted in the area of “General Intellectual Aptitude” demonstrate or have the potential to demonstrate several of the following characteristics beyond their age-level peers: advanced thinking and reasoning; persistent intellectual curiosity; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; or creative and imaginative expression across a broad range of intellectual disciplines.

The multiple criteria collected for gifted identification cover four categories: student’s ability, achievement, display of gifted behaviors, and performance on high-level work products. The data collected for these categories include scores and ratings from nationally norm-referenced ability and achievement tests, nationally norm-referenced gifted behavioral teacher and parent checklists, and gifted task assessments and in-class work samples. Students are eligible for gifted services when the majority of their performance as shown by their data in the four categories is in the “advanced” range as compared to others of the same age, experience, environment, or cultural background.

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

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

A. Identification:

Goal Statement: To create a comprehensive, equitable gifted identification system.

WJCC Strategic Plan Alignment: Goal 2- Educational Equity, Strategy 2- Promote equitable access for underrepresented student populations to rigorous academic courses/programming.

Objectives:

1. Audit all identification tools to ensure appropriateness with regard to gifted program services and equity in order to eliminate use of identification tools that are inequitable (meaning the testing tools do not equitably measure all populations of students) and do not match our gifted program services.
2. Research and implement new screening tools as needed that reflect equity to increase the diversity of our gifted population (ex. HOPE Scale, etc.).
3. Design a new *Student Identification Profile* protocol for K-12 to reflect best practice in gifted identification according to *Identifying Gifted Students, A Practical Guide* (edited by Susan K. Johnsen, Ph.D., 2018, and aligned to the *NAGC Pre-K-12 Gifted Programming Standards*).
4. Create a WJCC Gifted Identification Manual for staff to increase standardization of our gifted identification protocols across the division so all schools follow the same equitable identification practices.
5. Implement a Talent Development Program for K-2 in order to expose all students to selected critical and creative thinking skills in an effort to better prepare them for advanced academics and programming.
6. Use a Talent Pool in K-5 in order to monitor and nurture students who demonstrate gifted potential, especially students from underrepresented populations and those identified as Emerging Scholars.
7. Support diversity efforts by our regional Governor's School for Science and Technology through increased ways to inform parents of the program and through counselor training in middle school and high school.
8. Explore the feasibility of including other areas of giftedness in WJCC gifted programming (ex. Fine Arts areas or Career and Technology).

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B. Delivery of Services:

Goal Statement: To provide a continuum of services using our Multi-Tiered System of Supports (MTSS) for Academics to address the academic needs of all students in their strength area(s), including gifted students and students with gifted potential.

WJCC Strategic Plan Alignment: Goal 1- Academic Achievement/College & Career Readiness, Strategy 9- Promote positive relationships and provide a student-centered environment to meet students at their level and challenge them to reach their highest potential, AND Goal 4- Safety & Security, Strategy 5- Build a positive and inclusive school culture that inspires all students to participate fully in their school experience.

Objectives:

1. Inform internal and external stakeholders of the MTSS Academics model so everyone understands how to challenge students through differentiation of content, process, or product at each tier of the continuum. Tier I is Challenge for All, Tier II is Challenge for Many, and Tier III is Challenge for Some (those identified for the gifted program and needing specially designed curriculum and instruction).
2. Train teachers on Tier I and Tier II differentiation strategies that will be supported by working with Gifted & Talent Development Teachers (GTD Resource Teachers):

Tier I- Challenge for All: Diagnostic-Prescriptive Teaching with Tiered Assignments, Concept-based/Theme-Based Teaching, Questioning for Rigor, and Discussion Protocols

Tier II- Challenge for Many, including Gifted Learners, when appropriate: Curriculum compacting, Investigations and Inquiries, Independent Studies, Open-Ended Problem Solving in various fields of study

3. Create/procure resources (such as lesson plans, activities, units, etc.) for K-12 teachers to use for Tier I and Tier II Differentiation that extend the core curriculum in order to challenge all students in the general education classroom.
4. Create/Procure specially designed curriculum for K-12 that can be used with Tier III identified gifted students in their general education cluster classrooms, Honors, Advanced Placement, or Dual Enrollment classes to challenge them at a level commensurate with their advanced ability in their strength area.

C. Curriculum and Instruction:

Goal Statement: To articulate a differentiated, culturally responsive curriculum for gifted students to extend the core curriculum in each content area.

WJCC Strategic Plan Alignment: Goal 1- Academic Achievement/College & Career Readiness, Strategy 9- Promote positive relationships and provide a student-centered environment to meet students at their level and challenge them to reach their highest potential, AND Goal 6- Organizational Efficiency & Effectiveness, Strategy 3- Develop and implement standard protocols for the use of data to make decisions

Objectives:

1. Create a scope and sequence of gifted program outcomes for the Gifted Education Program. WJCC Gifted Program Goals correlate with the 5 C's for the Virginia Profile of a Graduate. The Gifted Program Goals are:

Critical Thinking- *Gifted students will think critically at high levels to solve problems in all content areas.*

Creative Thinking- *Gifted students will think creatively at high levels to solve problems and develop new perspectives in all content areas.*

Collaboration- *Gifted students will work collaboratively to solve problems in all content areas.*

Communication- *Gifted students will communicate the results of their independent research and projects in the manner that practitioners in the field would use.*

Citizenship- *Gifted students will develop cultural competence skills that prepare them to become informed global citizens.*

Affective- *Gifted students will develop metacognitive skills that support a Growth Mindset in order to become self-directed, independent learners.*

2. Create/Procure specially designed curriculum for K-12 that can be used with Tier III identified gifted students in their general education, Honors, Advanced Placement, or Dual Enrollment courses to challenge them at a level commensurate with their advanced ability in their strength area.
3. Infuse culturally responsive practices into WJCC's differentiated gifted curriculum to increase instructional equity.
4. Train cluster teachers in using specialized curriculum and instructional practices necessary to meet the academic and social-emotional needs of gifted learners.
5. Explore the expansion of high school gifted services (ex. mentorship and internship programs, promote independent research and leadership opportunities, etc.).

D. Professional Development:

Goal Statement: To provide differentiated, comprehensive annual professional development opportunities for all staff on gifted education and talent development resources, strategies, and programmatic information.

WJCC Strategic Plan Alignment: Goal 1- Academic Achievement/College & Career Readiness, Strategy 8- Deliver high-quality professional learning to build staff capacity and elevate instruction, AND Goal 5- Human Capital & Positive Culture, Strategy 5- Provide professional growth opportunities for all categories of employees.

Objectives:

1. Create a four-part, basic annual training module that can be delivered synchronously or asynchronously for all instructional staff members that teaches:
 - a. What is giftedness? What are characteristics of giftedness in underrepresented populations?
 - b. The WJCC Gifted Education and Talent Development Model;
 - c. Classroom differentiation for talent development/Talent Pool (Tier I and Tier II) and for identified gifted learners (Tier III); and
 - d. The WJCC Gifted Identification Process (Screening, Referral, Testing, and Eligibility).
2. Create annual training modules that can be delivered synchronously or asynchronously to staff based on their roles (ex. administrators, general education teachers, cluster teachers, school psychologists, special education teachers, English Learner teachers, school counselors, math specialists, reading specialists, student support teachers, and centers and electives teachers).
3. Create an electronic repository of GTD curriculum and instruction resources for staff within the GTD Department (Sharepoint) and for staff who are not in the GTD Department (intranet).

E. Equitable Representation of Students:

Goal Statement: To increase the identification of students from underrepresented subgroups to within the 20% Equity Index as described by Dr. Donna Ford.

WJCC Strategic Plan Alignment: Goal 2- Educational Equity, Strategy 2- Promote equitable access for underrepresented student populations to rigorous academic courses/programming.

Objectives:

1. Train all teachers annually on the characteristics of gifted and potentially gifted students from traditionally underrepresented populations such as cultural and

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linguistically diverse students, special education students, and students from poverty.

2. Implement a Universal Screening Protocol at least twice a year (at the beginning of the school year and at mid-year) for GTD Resource Teachers to work with each team of teachers in their schools to create a Talent Pool of potentially gifted students, with special attention to students from underrepresented populations.
3. Begin using a Talent Pool, K-5, in order to monitor and nurture students who demonstrate gifted potential, especially students from underrepresented populations and those identified as Emerging Scholars.
4. Update the Gifted Identification Process to reflect best practices in identifying students from underrepresented populations (such as utilizing alternative data, dynamic testing protocols, etc.).
5. Collaborate with the WJCC Office of Community Engagement and Equity to inform parents of students from underrepresented populations of the Gifted Identification Process (Screening, Referral, Testing, and Eligibility), nurturing talent at home, opportunities for enrichment programming, etc.
6. Investigate the feasibility of adopting the Young Scholars model from Fairfax County Public Schools or Virginia Beach City Public Schools in order to better nurture potentially gifted students from underrepresented populations.

F. Parent and Community Involvement:

Goal Statement: Increase communication about and engagement with the WJCC Gifted Education and Talent Development Program.

WJCC Strategic Plan Alignment: Goal 3- Communication and Engagement, Strategy 5- Engage parents more fully through targeted programming and the expansion of involvement opportunities.

Objectives:

1. Conduct annual Family Information Sessions to describe the Gifted Education and Talent Development Program in WJCC and identify talent development opportunities for family engagement related to possible mentorships, career exploration, Independent Study courses, parent workshops, extra-curricular volunteering, etc.
2. Create a WJCC Gifted Education and Talent Development Program brochure.
3. Translate all Gifted Education and Talent Development Program documents into the languages needed for our English Learner populations.

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4. Partner with the Office of Community Engagement and Equity to provide at least one Family Academy presentation a year (ex. Nurturing Talent at Home, etc.).

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

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

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

Screening Procedures for General Intellectual Aptitude

All students in WJCC are continuously screened for the potential need for gifted services each year of school. GTD Resource Teachers work with principals, classroom teachers, and other specialists in the building to screen regularly collected student testing data and look for test scores that might indicate a need for more academic challenge in the classroom. Some of the types of tests that all students may take are:

- VKRP (Virginia Kindergarten Readiness Program, grade K),
- PALS (Phonological Assessment of Literacy Skills, grade K-2),
- Achievement test scores in Reading, Math, Science, and/or Social Studies (such as Measures of Academic Progress tests, grades 3-8, or Virginia Standards of Learning tests, grades 3-11),
- Math pre-tests and post-tests for each math unit in each grade level (grades K-8),
- A nationally-normed ability test (typically in grade 2), and
- PSAT (Preliminary Scholastic Aptitude Test, grades 9 and 11).

GTD Resource Teachers collaborate with teachers of students who consistently meet high and/or above-grade-level benchmarks on one or more of these tests each year and are exceeding expectations in the classroom. They support the teacher with providing Tier II differentiation in the classroom, which is when the curriculum, instruction, and activities are adapted to be more rigorous than the Tier I core curriculum. Work products from Tier II assignments as well as behavioral characteristics displayed by students are also screened at least once each school year, typically at mid-year once all mid-year data is collected by K-12 teachers.

Based on the screening of all of these data, a pool of potential candidates is created to either refer for gifted testing or monitor through further use of Tier II differentiated curriculum and instruction (Talent Pool).

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

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

Referral procedures for General Intellectual Aptitude

The Commonwealth of Virginia allows teachers, school personnel, parents, guardians, community members, peers, and even the student himself or herself, to refer a child for consideration for a school division's gifted program at any time. Referrals made by school staff members are considered "Internal Referrals" and referrals made by other stakeholders are considered "External Referrals." The Referral Process and timeframes are advertised to families and community members through division and school websites, school newsletters, e-mails, and division social media accounts.

Internal Referrals

Teachers

When a student's test scores, classroom performance, and/or potentially gifted behavioral characteristics (see #2 below) is far beyond that of grade level expectations, the teacher may consider the student to be someone who might be eligible for the gifted program. In this situation, the teacher may refer the student for the gifted program by completing a [Referral Form](#) and submitting it to the GTD Resource Teacher for the school. Parents are then contacted by the GTD Resource Teacher for permission to allow the student to undergo the gifted identification and eligibility process. This typically happens in the spring of each school year, when the student has had a whole semester to demonstrate his or her academic abilities.

Other School Personnel

As described in *Part III, Section A* above, internal K-12 universal screening procedures can prompt gifted personnel to make referral of students for the gifted program. Any school staff member can make a referral based on observations from working with the student by completing a [Referral Form](#) and submitting it to the school's GTD Resource Teacher, as well.

External Referrals

Parents, Guardians, and Self-Referrals

When considering whether to refer their child for gifted services, parents or guardians may want to ask their child's classroom teacher the following questions (self-referring students can also ask their teacher these questions):

1. In what areas are my child showing strength beyond grade level expectations?
2. What types of potentially gifted behaviors are my child showing in your class (a few examples of these behaviors are intense curiosity, passion for learning in a strength area, outside-of-the-box thinking, and the potential for very high achievement in a strength area)?
3. What types of Tier II differentiation is my child receiving in his/her strength areas ("Tier II differentiation" means curriculum, instruction, and activities that are modified to provide enrichment or acceleration in the regular classroom)?
4. Are there any other things that can be done to challenge my child in the classroom in his or her strength area that you have not tried yet?

After parents decide to refer their child for the Gifted Program, they must complete a [Referral Form](#) and a [Parent Consent Form for Gifted Testing](#). These must be turned in to the GTD Resource Teacher at the child's school. The GTD Resource Teacher will also ask the parent/guardian to complete a Parent Questionnaire for background information about the child, and possibly a form called the "Scales for Identifying Gifted Students." This form asks a series of questions related to observable behaviors for the child in several different areas. Self-referring students must also complete a referral form, get parent consent for testing, and work with the referred student's parents on the questionnaire and "Scales for Identifying Gifted Students" form.

Community Members and Peers

Community Members or peers who would like to refer a student for the gifted program may complete a [Referral Form](#) and submit it to the GTD Resource Teacher at the student's school. It is suggested that the community member or peer talk over the idea of referral with the student's parent or guardian first to ensure that they would give permission for the gifted identification process to occur.

Once permission for gifted testing is received, the division operates under a 90-school-day timeline to complete the identification and eligibility processes. This means that the timeline for completing all of the processes necessary for a gifted referral only uses days in which students are actively engaged in new instruction, whether online or in-person. Thus, school holidays, weekends, and teacher workdays do not count in the timeline.

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Referrals may be accepted once a year. Subsequent referrals may be accepted one calendar year or more from the date of the Determination Letter from a prior referral. Evaluation for gifted services is a complex process that has an emotional investment for students, parents/guardians, teachers, and administrators. In an effort to minimize the emotional strain of repetitive evaluations, it is essential that parents/guardians understand the kinds of data that are collected and the expectations for performance of eligible students.

Transfer Students

Students who transfer into WJCC and were identified gifted in another school division will need to go through some or all of the WJCC gifted testing process if there is not existing test data that matches WJCC gifted program services from the students' prior school files. Parents of newly enrolled students who were identified gifted in a prior school division should let the principal and GTD Resource Teacher of the new school know this upon registration, then follow the referral steps previously outlined.

Students who transfer into WJCC and were *not* identified gifted in another school division will need to go through the entire WJCC gifted testing process. Parents of these students should let the principal and GTD Resource Teacher of the new school know that they are interested in making a referral for their child for the Gifted Education and Talent Development Program, then follow the referral steps previously outlined.

Military Transfer Students who were Identified Gifted

Note: § 22.1-360. Interstate Compact on Educational Opportunity for Military Children.

A military compact law pertaining to identified gifted students was passed on July 1, 2009. In Article V, section B, it states:

"The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to, (i) gifted and talented programs and (ii) English as a second language (ESL) programs. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student."

Any student from a military family moving to WJCC with verified, written gifted education documentation should be placed in the most appropriate class(es) to match the student's academic strength areas. The Coordinator for Gifted Education and Talent Development will work together with the receiving school personnel to determine which placement would be an equivalent placement. The student may still

need to undergo some or all of the WJCC gifted testing process to determine the most appropriate class placement.

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

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

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

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

General Intellectual Aptitude

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

Specify: Anecdotal notes, PALS scores, DRA-2 Scores, SOL Test Scores, PSAT Scores, Performance Tasks/Products

2. Additional identification information for General Intellectual Aptitude

Once gifted personnel receives gifted referrals, then the identification process begins. The division has a 90-school-day timeline to complete the entire identification (testing) and eligibility processes. The GTD Resource Teacher at each school conducts the gifted testing activities. Data is collected for four areas:

Ability: The GTD Resource Teacher will administer a new ability test to the student if there is not a current ability test score on file from the 2nd grade ability screening done at all elementary schools each spring (ability test scores are valid for three years). The ability test will produce ability scores for the areas of Verbal, Quantitative, and Nonverbal.

Achievement: The GTD Resource Teacher will collect achievement test scores in Reading, Math, Science, and/or Social Studies in grades 3-11 (as available), using tests with high ceilings that are nationally normed whenever possible. These types of tests are the most useful for gifted identification.

Gifted Behavioral Checklists: Classroom teachers and specialists who serve the referred student will be asked to complete a gifted behavioral checklist to provide insight into how the student performs in his or her general education class. Teachers should write down anecdotal notes and specific examples of students' higher level thinking ability and performance as well as note student performance in any Tier II Differentiation activities provided by the teacher. Parents will also be asked to provide observational input based on examples of gifted behaviors the student might display at home and in the community.

Gifted Performance Tasks (Products): The GTD Resource Teacher will collect performance task data on the student. These tasks could be math problem solving activities, writing samples, literature analysis activities, creative or critical thinking activities, etc. Ideally, students who are referred for the gifted identification process should have experienced some Tier II Differentiation in their regular classroom, as well, and that performance data will be collected for the student, too.

GTD Resource Teachers will also gather input from any specialists who work with the referred student, such as case managers for special education students or English Learners. Data pertaining to those specialized programs will also be collected. In addition, GTD Resource Teachers will collect a Parent Questionnaire for background information about the student and any anecdotal notes from teachers or classroom observations.

Once collected, all the data must be scored, and the results placed on a *Student Identification Profile*.

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

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

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

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

General Intellectual Aptitude

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: Classroom Teacher, Building Specialist for Math or Reading, Special Education Case Manager, English Language Learner Teacher, etc. AS NEEDED

b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Ability test score(s)	GTD Resource Teacher	GTD Resource Teacher and/or Testing Company	GTD Resource Teacher
Achievement test scores	Current classroom teacher	GTD Resource Teacher and/or Testing Company	GTD Resource Teacher
Parent Questionnaire and Home Behavioral Checklist	Parent	GTD Resource Teacher	GTD Resource Teacher
School Behavioral Checklist	Classroom teacher(s) and Specialists working with the student	GTD Resource Teacher	GTD Resource Teacher
Gifted Performance Tasks (Products)	GTD Resource Teacher	GTD Resource Teacher	GTD Resource Teacher
Response lessons from K-2	GTD Resource Teacher	GTD Resource Teacher	GTD Resource Teacher
Academic record and work products	Current classroom teacher(s)	Current classroom teachers	GTD Resource Teacher
Classroom observation (optional)	GTD Resource Teacher	GTD Resource Teacher	GTD Resource Teacher
Student Interview (optional)	GTD Resource Teacher	GTD Resource Teacher	GTD Resource Teacher

After all gifted testing data is collected, scored, and placed on the *Student Identification Profile*, the Identification/Placement Committee meets to determine each students’ eligibility for gifted services within 90 school days of

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receiving parents' consent for assessment. The committee is made up of an administrator, 1-2 Gifted Resource Teachers, and the WJCC Coordinator for Gifted Education and Talent Development, who facilitates the eligibility meeting. Other school personnel may attend if appropriate or if requested (such as teachers, specialists, or case managers).

The purpose of the gifted program is to meet the academic needs of students who are performing at such high levels of achievement or who show the potential for such high levels of achievement when compared to others of the same age, experience, environment, or cultural background. Their aptitudes and potential for achievement are so outstanding that they require special programs to meet their educational needs. To be eligible for gifted services for General Intellectual Aptitude, the student must score in the "Advanced" range on at least three of the four criteria areas discussed- Ability, Achievement, Gifted Behaviors, and Gifted Products.

No one test, score, or criterion may include or exclude a student from eligibility. Students who score very close to the eligibility thresholds (by meeting two of the four criteria for eligibility) may be provisionally placed into the gifted program under certain conditions or may be identified as Emerging Scholars. Students who are not eligible for gifted services (by meeting only one or two of the four criteria for eligibility) may be recommended for monitoring by the GTD Resource Teacher through the Talent Pool.

Provisional Placement

Provisional Placement is designed for students who may be gifted but their ability as measured by the gifted testing process might be masked by one or more extenuating circumstances or by scattered test performance. Once identified as provisionally placed, students will have the opportunity to receive gifted services for up to 12 months. The Identification/Placement Committee will meet again within one calendar year to determine if the student has been successful and should continue in the program.

Students going through the identification process may be designated as provisionally placed for two reasons: extenuating circumstances or alternative data.

Extenuating Circumstances

The Identification/Placement Committee may, if unanimously agreed, find a student provisionally eligible for gifted services even though the student does not meet all of the qualifications for gifted placement if the student has one or more extenuating circumstances. "Extenuating Circumstances" include but are not limited to:

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- Disabilities due to being a special education or 504 plan student;
- Language barriers due to being an English Learner;
- Multiple change of schools due to military movement, homelessness, etc.;
- Poverty based on federal poverty guidelines for family size; and
- Various types of trauma (such as, but not limited to, homelessness, abuse, an incarcerated parent, etc.).

Evidence of the extenuating circumstance must be provided at the gifted eligibility meeting. In light of this evidence, the Identification/Placement Committee may consider the following adjustment to the established gifted eligibility criteria: the student scores in the “Advanced” range on at least two of the four criteria on the *Student Identification Profile* AND has documented evidence of one or more extenuating circumstances.

Alternate Data

The Identification/Placement Committee may, if unanimously agreed, find a student provisionally eligible for gifted services even though the student does not meet all of the qualifications for gifted placement if the student has a scattered testing profile but strong alternative data that indicates giftedness. Examples of this alternative data include:

- prior success in another division’s gifted program,
- high performance on products from multiple Tier II differentiated instructional activities,
- high criterion-referenced test scores (such as from a state’s end-of-year testing programs or division-level benchmark tests),
- documentation of accelerated growth from specialized programs and tests (such as high growth percentiles on Measures of Academic Progress testing or high growth on ACCESS testing for English Learners), or
- other types of data deemed appropriate by the Identification/Placement Committee.

The alternative data must be provided at the gifted eligibility meeting. In light of this evidence, the Identification/Placement Committee may consider the following adjustment to the established gifted eligibility criteria: the student scores in the “Advanced” range on at least two of the four criteria categories on the *Student Identification Profile* AND has documentation of strong alternative data indicating giftedness.

Classroom teachers and GTD Resource Teachers will scaffold instruction, based on individual needs, for students found provisionally eligible for gifted services due to extenuating circumstances or through use of alternative data. In addition, schools will provide students with disabilities and students who are English

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Learners with the supports and accommodations specified in their Individualized Education Program, 504 Plan, LIEP Plan, or Student Assistance Plan.

If the provisionally placed student is showing adequate progress in the gifted placement, then his or her status may change from “provisional” to “permanently placed” for gifted services within one calendar year of provisional placement. If the student is not making adequate progress in the gifted placement during the year, then the GTD Resource Teacher and parent will meet to discuss instructional options to support the student through a *Plan of Action for Successful Performance*. If the student still has not made adequate progress in the gifted placement by the end of the *Plan of Action* timeframe or by the end of one calendar year, then he or she will no longer participate in the gifted program and will receive appropriate academic services through the regular classroom. The parent will receive an *Exit Letter* from the GTD Resource Teacher as notification of the end of gifted services. The definition of “Adequate progress” is:

1. Maintaining the current level of performance in the classroom and scores at or above the class average in each core content area on the benchmark/theme assessments through the end of the provisional period; and
2. Demonstrating responsibility, motivation, commitment, and abilities necessary for success in the gifted placement and the general education classroom. This may be evidenced by the ability to work independently when required, keep pace with classmates on in-class assignments, turn in quality class work and homework in a timely manner that reflects effort, assume leadership roles in a small group, and participate in class discussions.

There is no appeal to the exit decision for provisional status. A student may be re-referred for gifted services identification one calendar year after exit letter is sent.

Emerging Scholars Program

The Emerging Scholars Program exists to identify, support and nurture the academic potential and continuous growth of underrepresented students who may not qualify for the gifted program, yet show potential giftedness. The goal of the Emerging Scholars Program is to nurture high academic potential at an early age so identified students will be prepared to engage in challenging and rigorous coursework and programming as they get older.

Emerging Scholars are a part of the Talent Pool for their grade level, and are cluster grouped with other Emerging Scholars and a trained cluster teacher to form a cohort of learners. These students receive Tier II Differentiation in their academic strength area(s) in their regular classroom. The GTD Resource Teacher collaborates with the cluster teacher on the differentiated work, monitors student

progress in the program for possible gifted identification, and mentors the students through periodic meetings to nurture the students' academic identity and to promote a pathway of rigorous academic courses.

Talent Pool

The "Talent Pool" is designated for students in grades K-5 who do not qualify for gifted services but show potential giftedness. The purpose of the Talent Pool is to nurture that potential.

Talent Pool students may be identified in three ways:

1. Through high-potential products based on Talent Development lessons in grades K-2,
2. Through annual screening in beginning of year and mid-year universally collected data in grades K-5, or
3. Through ineligibility for the gifted program after the identification process, yet the student's data indicates potential giftedness in grades K-5.

When a student is in the Talent Pool, the GTD Resource Teacher will collaborate with the student's classroom teacher to design Tier II differentiated instruction and activities for the student. The GTD Resource Teacher will monitor the student's performance on the Tier II differentiated work and may refer the student for gifted testing based on the student's response to the work. A student may remain in the Talent Pool indefinitely, receiving appropriately challenging work in his or her strength area(s) from the classroom teacher through consultation and collaboration with the GTD Resource Teacher.

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

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

General Intellectual Aptitude

The Identification/Placement Committee at each school reviews the *Student Identification Profile* to determine if a student currently meets the criteria for the gifted program. Once a student is identified as eligible for gifted services, written notification of the decision of eligibility is sent home to the parent/guardian. Written parental permission is required for a student to receive gifted services. Students who are eligible may participate in any of the available services with parental permission. The Identification/Placement Committee may recommend specific services/options that they believe best matches the academic needs of the student.

Each spring, rosters of identified and provisionally placed gifted students will be distributed to each school for the next school year. The building administrator, with the support of the Coordinator of Gifted Education and Talent Development, school counselors, and the GTD Resource Teacher, determines appropriate instructional placement of identified gifted students with respect to gifted education service options available in the next grade level and the students' academic strength area(s). All gifted and provisionally placed students are cluster grouped as a basic service delivery option. This model places a group (or cluster) of gifted students together in a heterogeneous general education, honors, advanced, Advanced Placement, or Dual Enrollment classroom with a teacher (a cluster teacher) who has basic training in gifted characteristics, differentiation, and specialized gifted curricula. In addition, the cluster teacher collaborates with the GTD Resource Teacher on implementing the differentiated curriculum and instructional strategies for the gifted. This model allows identified gifted students to work with age-level peers and intellectual and academic peers every day.

All possible services that eligible students may receive are as follows:

Grades K-2

- Quarterly push-in, whole-class Higher Level Thinking Skills lessons as part of the Talent Development Program for all students (grades K-2)
- Cluster grouping with a trained classroom teacher (grades K-2)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student's area(s) of strength (grades K-2)
- A minimum of once weekly in-person or asynchronous gifted class (grades 1-2)

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Grades 3-5

- A minimum of once weekly in-person or asynchronous gifted class (grades 3-4)
- Cluster grouping with a trained classroom teacher (grades 3-5)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student's area(s) of strength (grades 3-5)
- Acceleration to Math 6 for 5th graders if a student's data meets eligibility criteria (subject to change as a result of the Virginia Department of Education's math standards revision process)
- Enriched English class if supported by student data (grade 5)

Grades 6-8

- Cluster grouping with trained content area teachers in the student's area(s) of strength (grades 6-8)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student's area(s) of strength (grades 6-8)
- Honors English classes if supported by student data (grades 6-8)
- If strong in Math & Science, students are encouraged to join the [Prospective Student Pipeline](#) for the New Horizons Governor's School for Science and Technology

Grades 9-12

- Cluster grouping with trained content area teachers in the student's area(s) of strength (grades 9-12)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student's area(s) of strength through courses such as Honors or Advanced courses (grades 9-12), Advanced Placement courses (grades 10-12), and Dual Enrollment courses (grades 11-12)

Other high school programs of interest to some gifted students include:

- Year-round New Horizons Governor's School for Science and Technology (Grades 11 & 12; the [Prospective Student Pipeline](#) begins in Grade 8)
- Summer Residential Governor's School for Visual & Performing Art, Academics, and Mentorships (Rising 11 & 12)
- Summer Residential Governor's World Language Academies (Rising 11 & 12)

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

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

General Intellectual Aptitude

A parent/guardian is notified by letter, phone call, or e-mail requesting written permission to begin the identification process for a student that includes individual standardized testing and collection of additional information. The process begins after receiving parental permission. An eligibility decision is made within ninety (90) school days from the time parent permission is received. The WJCC Gifted Webpage states when eligibility will be completed for the semester.

After all data is collected and scored, the Identification/Placement Committee makes an eligibility determination for the student. A Determination Letter is sent home to the parent/guardian with the decision. In the case of eligibility, parents are asked to give permission for gifted services. Gifted services begin after receipt of parental permission at the next transition period of school (start of new quarter, semester, or school year). In the case of a determination of ineligibility, the letter home includes information about meeting with the GTD Resource Teacher as well as information concerning the appeals process.

If the parent/guardian disagrees with the written decision of the Committee, the parent/guardian should contact the GTD Resource Teacher to set up a conference within ten (10) school days of receiving the Determination Letter to review the decision. This should occur before the parent makes an appeals request.

Appeal of Eligibility Decision

After the conference with the GTD Resource Teacher, the parent/guardian may request to appeal the decision. This written request is made to the Coordinator of Gifted Education and Talent Development, the principal of the school, and the GTD Resource Teacher within ten (10) school days of the conference. The request must include the parent's reasons for the appeal. Upon receiving the written request for an appeal, the Coordinator of Gifted Education and Talent Development will examine the student's eligibility records to ensure that all pertinent data was reviewed at eligibility and will recommend a change to the eligibility determination if the records review allows for it. If not, then the Coordinator of Gifted Education and Talent Development will convene the Appeal Committee within thirty (30) school days of the written request for appeal. The Coordinator of Gifted Education and Talent Development will notify the parent/guardian

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via phone call and/or in writing regarding meeting date, time, location, and format of the meeting.

The steps of the appeal process are:

1. The Appeal Committee meets as needed.
2. The Committee includes the Division Coordinator of Gifted Education and Talent Development, two on or near grade level GTD Resource Teachers from other schools, and any specialists as needed.
3. The GTD Resource Teacher representing the student presents documentation to the Committee. None of the members of the Appeal Committee, with the possible exception of the Division Coordinator of Gifted Education and Talent Development, has participated on the school-level Identification/Placement Committee.
4. During the Appeal Committee meeting, the parent/guardian making the appeal has a maximum of ten (10) minutes to state the reason for the appeal. The parent/guardian may present data from sources outside the school division and share any information about their child that the committee might not know, such as hobbies, talents at home, extenuating circumstances at home, habits, etc.
5. Committee members may ask questions for a maximum of twenty (20) minutes of the party making the appeal. If the Appeal Committee deems it necessary to request additional assessment data in determining identification or placement of the student, the Division Coordinator of Gifted Education and Talent Development will obtain written permission from the parent/guardian.
6. At the end of thirty (30) minutes, the Appeal Committee will discuss the information presented by the parent/guardian, as well as the student file of collected data.
7. If additional standardized testing was done by school sources, these data are presented by the school psychologist or another diagnostician to the committee. Committee members may ask questions of the psychologist or other diagnostician.
8. The Appeal Committee analyzes the original Student Identification Profile form, additional assessment data, and data presented by the parents/guardians making the appeal to determine a decision.
9. The Division Coordinator of Gifted Education and Talent Development notifies the parent/guardian and the school of the decision of the Appeal Committee in writing within seven (7) school days of the Appeal meeting.
10. There is no option to appeal a non-placement appeal decision.
11. Parent/guardian may re-refer a student one calendar year from the date of the final decision letter sent.

Appeal of Change in Placement or Program Exit Decisions

Occasionally, the gifted program is not a good fit for a student, even after working with the parent/guardian and implementing a *Plan of Action for Successful Performance*. In this case, the school might recommend a change of placement for the student or exit from the gifted program at the next transition period of school (start of a new quarter, semester,

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or school year, or the beginning of a school break). If the parent/guardian disagrees with the written decision of the school, the parent/guardian should contact the GTD Resource Teacher to set up a conference within ten (10) school days of the recommendation letter to review the decision. The conference should occur before the parent requests an appeal.

After the conference with the GTD Resource Teacher, the parent/guardian may request to appeal the recommendation. This written request is made to the Coordinator of Gifted Education and Talent Development, the principal of the school, and the GTD Resource Teacher within ten (10) school days of the conference. The request must include the parent's reasons for the appeal. Upon receiving the written request for an appeal, the Coordinator of Gifted Education and Talent Development will examine the student's *Plan of Action for Successful Performance* records to ensure that all pertinent data was reviewed and will recommend a modification to the recommendation for change of placement if the records review allows for it. If not, then the Coordinator of Gifted Education and Talent Development will convene the Appeal Committee within thirty (30) school days of the written request for appeal. The Coordinator of Gifted Education and Talent Development will notify the parent/guardian via phone call and/or in writing regarding meeting date, time, location, and format of the meeting.

The steps for the appeal process for a determination of change of placement or exit from the gifted program is the same as for a determination of ineligibility for the gifted program. There is no appeal to the exit decision for students with provisional placement status. A student may be re-referred for gifted services identification one calendar year after exit letter is sent.

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

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

General Intellectual Aptitude

School Personnel Recommends a Change in Placement or to Exit from Gifted Services for Identified Gifted Students

On-going monitoring of each student's placement is conducted by the GTD Resource Teacher through observation of performance, observation of student's adjustment to the program, and via conferences with the student, staff, and parent/guardian. If concerns with a student's progress in gifted program services arise, the GTD Resource Teacher will confer with the building administrator, general classroom teacher, school counselor, parent/guardian, and student to determine the reason for the problem and to establish a plan of action and a timeline for correction of the problem. This plan will be placed in writing on the *Plan of Action for Successful Performance* template and signed by the student, parent/guardian, and GTD Resource Teacher. The goal is to facilitate success for every student.

If the student's progress has not improved by the end of the *Plan of Action* timeline, the Gifted Identification/Placement Committee will conduct a comprehensive review of the student's performance and response to the plan to determine if a change of placement would be in the student's best interest at that time. If the committee decides upon a change of placement or exit from the gifted program, the student will retain his or her gifted status and receive services when appropriate for him or her. The parent or guardian may appeal the recommendation of Change in Placement or Exit from the gifted program by following the appeal process delineated in *Part IV- Notification Procedures* of this Local Plan.

The Exit policy for students who were provisionally placed in the gifted program can be found in *Part III, Section 2- Eligibility* of this Local Plan.

Parent/Guardian Request for a Change in Placement or to Exit from Gifted Services

At any time, parents/guardians may request in writing that their student does not take part in gifted services (called a *Change in Placement*) or that the student be removed from the gifted program (called *Exit*). The GTD Resource Teacher will work with the parents/guardians, classroom teacher, and the principal to facilitate the request. The parent's/guardian's letter requesting a change in placement or exit from the program will be filed in the student's cumulative file. With a change in placement, the student will retain his or her gifted identification and remains eligible for gifted services in the future as feasible for the student. The parent/guardian must write a letter to the school

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requesting reactivation of gifted services if so desired. When formal exit from the program occurs, the student must undergo re-screening to obtain gifted services.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

All WJCC identified gifted students in grades K-12 are provided an appropriately differentiated curriculum that extends or enriches the general education curriculum and is responsive to the academic strength area(s) of each gifted student. In addition, identified and provisionally placed gifted students in grades K-12 will also be cluster grouped with teachers who have training in gifted education. This model places a group (or cluster) of gifted students together in a heterogeneous general education, honors, advanced, Advanced Placement, or Dual Enrollment classroom with a teacher (a cluster teacher) who has basic cluster training in gifted characteristics, differentiation, and specialized gifted curricula. In addition, the cluster teacher collaborates with the GTD Resource Teacher on implementing the differentiated curriculum and instructional strategies for the gifted. Specifically, eligible students may receive any of the following continuous and sequential service options in WJCC:

Grades K-2

- Quarterly push-in, whole-class Higher Level Thinking Skills lessons as part of the Talent Development Program for all students (grades K-2)
- Cluster grouping with a trained classroom teacher (grades K-2)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student’s area(s) of strength (grades K-2)
- A minimum of once weekly in-person or asynchronous gifted class (grades 1-2)

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Grades 3-5

- A minimum of once weekly in-person or asynchronous gifted class (grades 3-4)
- Cluster grouping with a trained classroom teacher (grades 3-5)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student's area(s) of strength (grades 3-5)
- Acceleration to Math 6 for 5th graders if a student's data meets eligibility criteria (subject to change as a result of the Virginia Department of Education's math standards revision process)
- Enriched English class if supported by student data (grade 5)

Grades 6-8

- Cluster grouping with trained content area teachers in the student's area(s) of strength (grades 6-8)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student's area(s) of strength (grades 6-8)
- Honors English classes if supported by student data (grades 6-8)
- If strong in Math & Science, students are encouraged to join the [Prospective Student Pipeline](#) for the New Horizons Governor's School for Science and Technology

Grades 9-12

- Cluster grouping with trained content area teachers in the student's area(s) of strength (grades 9-12)
- In-class differentiation with specialized curriculum and instruction designed for gifted learners in the student's area(s) of strength through courses such as Honors or Advanced courses (grades 9-12), Advanced Placement courses (grades 10-12), and Dual Enrollment courses (grades 11-12)

Other high school programs of interest to some gifted students include:

- Year-round New Horizons Governor's School for Science and Technology (Grades 11 & 12; the [Prospective Student Pipeline](#) begins in Grade 8)
- Summer Residential Governor's School for Visual & Performing Art, Academics, and Mentorships (Rising 11 & 12)
- Summer Residential Governor's World Language Academies (Rising 11 & 12)

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

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

General Intellectual Aptitude

Cluster grouping with in-class differentiation is the main service model for delivering gifted services to students through their regular, honors, advanced, Advanced Placement (AP), or Dual Enrollment (DE) classes. This model places a group (or cluster) of gifted students together in a heterogeneous general education, honors, advanced AP, and DE classroom with a teacher (a cluster teacher) who has basic training in gifted characteristics, differentiation, and specialized gifted curricula. In addition, the cluster teacher collaborates with the GTD Resource Teacher on implementing the differentiated curriculum and instructional strategies for the gifted. This model allows identified gifted students to work with age-level peers and intellectual and academic peers every day.

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

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

General Intellectual Aptitude

The service model of cluster grouping with in-class differentiation allows gifted students time with their age-level as well as their intellectual and academic peers every day. Two strategies are embedded within this model: acceleration and enrichment.

Acceleration

Accelerated Content

All differentiation for gifted students should start with accelerated content. To that end, cluster teachers and GTD Resource Teachers use curriculum materials based on the Integrated Curriculum Model which is designed around three dimensions that address the needs of gifted learners: the Advanced Content Dimension (to address precocity), the Process/ Product Dimension (to address intensity), and the Issues/Themes Dimension (to address complexity).

Source:

VanTassel-Baska, J. and Little, C. (2017). *Content-Based Curriculum for High-Ability Learners*, Prufrock Press: Waco, TX.

Advanced and Accelerated Courses

Another acceleration option that WJCC schools offers to students is accelerated courses- one middle school course in Elementary School (subject to change as a result of the Virginia Department of Education's math standards revision process), several high school courses in Middle School (subject to change as a

result of the Virginia Department of Education’s math standards revision process), and many college-level courses in High School. Though these options are available to all students through data-informed course placement or open enrollment, they are taught at a level and with differentiated curriculum and instructional strategies that are appropriate for identified gifted students. Students may only be placed in an accelerated course at the beginning of the school year. The accelerated courses that are available for gifted students based on their data and strength areas are:

- For Elementary School: Acceleration to Math 6 for 5th graders if a student’s data meets eligibility criteria (subject to change as a result of the Virginia Department of Education’s math standards revision process)
- For Middle School: Honors English courses, Algebra I and Geometry (subject to change as a result of the Virginia Department of Education’s math standards revision process), Year 1 of a World Language
- For High School: Honors or advanced courses, Advanced Placement courses in a multitude of content areas, Dual Enrollment courses in select content areas

Whole-Grade and Subject-Specific Acceleration

Occasionally, students perform so far ahead of their same-age peers that they may require whole-grade acceleration (grade skipping) or subject-specific acceleration (grade skipping for just one content area). If a student is referred for acceleration, WJCC uses the Child Study approach to determine whether the student is a candidate for these types of acceleration. Through the Child Study approach, schools implement various types of academic interventions in consultation with the building-level GTD Resource Teacher to better meet the student’s needs in his or her current grade level and classroom before going through the acceleration testing process. All decisions are made by the Child Study Team, which includes the parent, the classroom teacher, the GTD Resource Teacher, the School Psychologist, the School Social Worker, a school administrator, and the Coordinator of Gifted Education and Talent Development (if needed).

Sources: Special Report for the Virginia Department of Education (VDOE) from the Virginia Advisory Committee for the Education of the Gifted (VACEG), 2015: [*Educational Opportunities for Gifted Middle School Students*](#) and a Special publication from the Virginia Advisory Committee for the Education of the Gifted (VACEG), 2013: [*Educational Opportunities for Gifted Students at the High School Level*](#)

Curriculum Compacting

Compacting is another acceleration tool used for gifted and high ability students in WJCC. The National Association of Gifted Children defines curriculum compacting as, “... a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the

material to be learned, replacing content students know with new content, enrichment options, or other activities.” This strategy works hand-in-hand with a diagnostic-prescriptive approach to instruction: pretest each unit, provide targeted instruction based on student’s performance level on the pretest, and then create tiered independent work for the gifted student. This independent work can be replacement content that is advanced and enriched for the compacted unit, or the “found time” from compacting can be used by the student to conduct independent research or mini-independent studies for the unit of study.

Sources: <https://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting>

VanTassel-Baska, J. and Little, C. (2017). *Content-Based Curriculum for High-Ability Learners*, Prufrock Press: Waco, TX.

Enrichment

All content and materials used for in-class gifted differentiation, push-in gifted lessons, and/or pull-out synchronous or asynchronous gifted lessons enrich and extend the core curriculum through increased depth and complexity or by studying topics and content not typically taught at a given grade level but related to the core content at that grade level.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

Through curriculum compacting and in-class differentiation, gifted students are afforded time in their classrooms to complete differentiated, independent work or to conduct independent research on topics related to the compacted unit. Gifted students complete at least one independent research project that is related to a theme, concept, or issue being studied during each benchmark period (benchmark periods are K-2, 3-5, 6-8, and 9-12).

In addition, 11th and 12th grade WJCC students have the opportunity to take a pass/fail Independent Study course, which many gifted students take.

The Independent Study Course (ISC) allows students the opportunity to pursue a topic of interest that is not currently offered within the school curriculum. Prior to the school year, the student must have submitted a proposal for review and presented to a division-based committee for approval. Once approved, the student will be engaged in research and activities that will lead to a minimum of one major product, two oral

presentations, and two minor products. A limited number of proposals will be accepted. For more information, see the gifted resource teacher at your school.

A final option for gifted students to work independently that is also available for all high school students in WJCC is to complete an Honors Project as part of the [Honors Program](#). Many gifted students pursue the Honors Program in order to earn the Honors Seal on their diploma (the Honors Program is not a part of the WJCC Gifted Education and Talent Development Program).

In addition to meeting the requirements of the Advanced Studies Diploma, candidates for the Honors Seal Recognition must:

- *Design and complete an in-depth Honors Project*
- *Complete a minimum of five Advanced Placement (AP) courses, in three different content areas, with a grade of C or better.*
- *Take the AP course examinations*
- *Complete a four-course sequence in one global language*
- *Design and complete a Community Service Project of at least 25 hours*

Source: [WJCC Program of Studies, 2021-2022](#)

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude

WJCC uses several different research-based teaching models and strategies in order to foster the intellectual and academic growth of gifted students.

GTD Resource Teachers use many different research-based instructional models and strategies with gifted students. The examples listed here are sorted according to the Gifted Program Goal areas. Each goal correlates with one of the [5 C's of the Virginia Profile of a Graduate](#).

Critical Thinking: Paul's Reasoning Model, Stakeholder Analysis Model, Literature Web, Vocabulary Web, Various Analysis Wheels from Vanderbilt units, Document Based Questions, Various Thinking Routines

Creative Thinking: Elements of Creative Thinking (Fluency, Flexibility, Originality, and Elaboration), Creative Problem Solving, Synectics, Analogies, Genius Hour, Various Thinking Routines

Collaboration: Problem Based Learning, Creative Problem Solving, Design Challenges

Communication: Persuasive Writing Models, Research Models, Analyzing Primary Sources Model, Socratic Seminar, Discussion Protocols, Shared Inquiry, Debate

Citizenship: Community Problem Solving, Ready for Rigor Framework

Affective: Affective Jacob's Ladder Reading Comprehension Program, Book Studies

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

Differentiated units and materials that are used in cluster classrooms incorporate all Gifted Program Goal Areas in their design- Critical Thinking, Creative Thinking, Collaboration, Communication, Citizenship, and Affective Development. Thus, data reviewed by school staff to determine academic growth for gifted learners in cluster grouped classes with differentiated work includes:

- Class grades (K-12)
- Phonological Awareness Literacy Screening scores (grades K-3)
- Achievement test scores in Reading, Math, Science, and/or Social Studies (such as Measures of Academic Progress tests, grades 3-8, or Virginia Standards of Learning tests, grades 3-11)
- Pre/Post test scores in all content areas of giftedness
- PSAT scores (grades 9, 10, and 11)
- Advanced Placement Test scores (grades 10-12)
- SAT scores (grades 11-12)

In addition, gifted student performance in pull-out GT classes in grades 1-4 as related to the six Gifted Program Goals will be reported to parents twice a year (at the end of the first semester and at the end of the school year) by the GT Teacher. Gifted students' pre-test and post-test performance may also be reported to parents from differentiated units in content areas at any grade level, K-12.

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

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

General Intellectual Aptitude

Identified Gifted Students, K-12

All WJCC identified gifted students in grades K-12 are provided an appropriately differentiated curriculum that extends or enriches the general education curriculum and is responsive to the academic strength area(s) of each gifted student. In addition, identified gifted students in grades K-12 will also be cluster grouped with trained cluster teachers.

GTD Resource Teachers and cluster teachers use instructional strategies to differentiate (modify by extending or enriching) the general education curriculum for gifted students based on their readiness, interest, or learning profile. According to Dr. Carol Ann Tomlinson and Dr. Tonya Moon,

Five components of instruction can be differentiated: (1) *content*—what a student needs to learn or how the student will gain access to the knowledge, ideas, and skills; (2) *process*—how the student will come to master and "own" the knowledge, ideas, and skills; (3) *product*—how the student will *summatively* show what he has learned; (4) *affect*—the climate that encompasses the learning and interactions among students and teacher; and (5) *learning environment*—the personal, social, and physical arrangements in the classroom. All these elements can be differentiated to address students' readiness needs, their interests, and their learning profiles or preferences.

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Source: Association of Supervision and Curriculum Development [Overview](#) of Chapter 1 of *Assessment and Student Success in a Differentiated Classroom* by Carol Ann Tomlinson and Tonya R. Moon (2013)

Differentiated units, materials, and strategies that are used in cluster classrooms incorporate all Gifted Program Goals in their design. Gifted Program Goals extend the 5 C's outlined by the [Virginia Profile of a Graduate](#). WJCC Gifted Program Goals are:

Critical Thinking- *Gifted students will think critically at high levels to solve problems in all content areas.*

Creative Thinking- *Gifted students will think creatively at high levels to solve problems and develop new perspectives in all content areas.*

Collaboration- *Gifted students will work collaboratively to solve problems in all content areas.*

Communication- *Gifted students will communicate the results of their independent research and projects in the manner that practitioners in the field would use.*

Citizenship- *Gifted students will develop cultural competence skills that prepare them to become informed global citizens.*

Affective- *Gifted students will develop metacognitive skills that support a Growth Mindset in order to become self-directed, independent learners.*

In addition, the differentiated units, materials, and strategies that are used in cluster classrooms (grades K-12) and pull-out classes (grades 1-4) address all areas of differentiation that the state delineates as necessary for meeting the advanced learning needs of gifted students:

- (i) advanced content and pacing of instruction;
- (ii) original research or production;
- (iii) problem finding and solving;
- (iv) higher level thinking that leads to the generation of products; and
- (v) a focus on issues, themes, and ideas within and across areas of study.

Some of the curriculum models and materials used with WJCC gifted students are as follows:

Integrated Curriculum Model (ICM) ([Joyce VanTassel-Baska](#), K-12): GTD Resource Teachers and cluster teachers use curriculum materials based on the Integrated Curriculum Model which is designed around three dimensions that address the needs of gifted learners: the Advanced Content Dimension (to address precocity), the Process/Product Dimension (to address intensity), and the Concepts/Issues/Themes Dimension (to address complexity). WJCC has purchased W&M Center for Gifted Education units in Language Arts and Social Studies and Vanderbilt University Programs for Talented Youth units for interdisciplinary Language Arts. These materials utilize the ICM.

Project M3 and M2 Mentoring Mathematical Minds units ([Kendall-Hunt Publishing](#)): GTD Resource Teachers and cluster teachers use these mathematics units with gifted and high ability students through in-class differentiation with compacted units or in the pull-out gifted classes in grades 2-4. Each unit is designed to have students complete mathematical investigations just like practitioners in the field of mathematics would do.

Junior Great Books (K-5):

This curriculum uses culturally diverse literature and a shared inquiry approach to developing students' critical thinking, reading comprehension, listening, speaking, and writing skills.

Talent Development Program, K-2

As part of WJCC's Talent Development Philosophy, all students in grades K-2 will receive instruction in higher level thinking skills from GTD Resource Teachers. For talent to emerge, students must first have opportunities to show their potential talent, then schools must nurture that potential talent ([Siegle, et al, 2016](#)).

To create talent opportunities for students, the Primary GTD Resource Teacher at each school will provide push-in mini-lessons at least once per quarter in each K-2 classroom. These lessons will focus on teaching selected [Thinking Routines from Project Zero](#), developed by the Harvard Graduate School of Education; will extend the core curriculum in each grade level; and will support the Gifted Program Goal areas of critical and creative thinking. Thus, all WJCC K-2 students will be exposed to opportunities for rigorous, higher level thinking lessons and have a chance to show their potential talent areas.

Based on students' responses to the lessons, Primary GTD Resource Teachers will collaborate with classroom teachers to provide in-class differentiation for students showing high performance on the work products, thus nurturing students' strength area(s). By working with grade level teams, the Primary GTD Resource Teacher will monitor students' performance on work products over time. The products collected from the higher-level thinking skills lessons will serve as artifacts for gifted identification and will help support the program's efforts to identify more students from underrepresented populations as gifted.

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

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

General Intellectual Aptitude

WJCC Policy Code: IGBB
Subject: Programs for Gifted Students

The Williamsburg-James City County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division’s website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are identified gifted in general intellectual or specific academic aptitude.

The school division may provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student’s eligibility for the division’s gifted education program, and provide services for an identified gifted student in the division’s gifted education program.

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board per policy BCF.

Adopted: May 4, 1974
Last Reviewed: June 5, 2001
Last Revised: June 21, 2016

LEGAL REFERENCES: Standards of Quality for Public Schools in Virginia
CROSS REFERENCES: IKE Acceleration

In addition to what is stated in the WJCC Policy IGBB for Gifted Programs, the Department of Gifted Education and Talent Development also follows procedures for whole-grade and subject-only acceleration, cluster grouping, change in placement, and exit from the gifted program.

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

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

- 1. Understanding of principles of the integration of gifted education and general education, including:**
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and**
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.**
- 2. Understanding of the characteristics of gifted students, including:**
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;**
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and**
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).**
- 3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:**
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;**
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;**
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;**
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;**
 - e. The evaluation of data collected from student records such as grades, honors, and awards;**
 - f. The use of case study reports providing information concerning exceptional conditions; and**
 - g. The structure, training, and procedures used by the identification and placement committee.**
- 4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:**
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;**
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and**

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Emotional Needs of Gifted Learners, Using Authentic Assessment with Gifted Learners, Thinking Like a Practitioner, etc.

When funds are available, GTD Resource Teachers and cluster teachers may also take advantage of gifted conferences or graduate level gifted courses. WJCC participates in and supports teacher participation in professional development sponsored by professional associations, such as, the National Association for Gifted Children, Virginia Association for the Gifted, the William and Mary National Curriculum Networking Conference, and Region Two Professional Development opportunities.

WJCC building-based GTD Resource Teachers have an endorsement in gifted education. These teachers serve as a resource for the entire building, collaborating with all teachers to support the needs of gifted and high ability students in every classroom. They also write Talent Development lessons for K-2; write differentiated curriculum and activities for gifted students in K-12; monitor multiple forms of formative and summative assessment for equity and potential giftedness; monitor gifted student progress toward gifted program goals; train teachers on various needs of gifted and high ability students; conduct the gifted identification process in their assigned schools; meet with parents as needed; and teach one or more gifted-level classes. GTD Resource Teachers who do not have the gifted endorsement must meet this requirement as soon as possible upon being hired. GTD Resource Teachers are chosen based on a minimum three (3) years' successful classroom teaching experience, including demonstrated ability to differentiate content, process, product, and learning environment and to scaffold instruction for potentially gifted learners.

All GTD Resource Teachers receive on-going professional development on topics such as data monitoring for gifted and potentially gifted students, best practices in the field for equitable identification of gifted students, gifted curriculum-based training, culturally responsive teaching practices and curriculum design, talent development lesson-writing, etc.

New GTD Resource Teachers are matched with a seasoned GTD Resource Teacher/mentor to learn the policies, procedures, and practices of the WJCC Gifted Education and Talent Development Program.

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

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

Annually, the Coordinator for the Gifted Education and Talent Development Department will review the WJCC Gifted Education and Talent Development Program through data collection and observations and share results of the review with WJCC Senior Leadership and the School Board, if asked to do so. Sources of information include:

Review of screening, referral, and identification toward the achievement of equitable representation of students

Data Source:

- Gifted Annual Report data
- Numbers of students monitored through the Talent Development Program in K-2

Review of program procedures toward the achievement of equitable representation of students

Data Source:

- Anecdotal notes of equity initiatives used by the program and results of the initiatives

Review of student outcomes

Data Source:

- Anecdotal notes and artifact collection for Gifted Program Goals and student outcomes related to each goal

The academic growth of gifted students

Data Source:

- Pre-Post tests for gifted student curriculum, when used, K-12
- Collaborative Teacher Team data
- Scores from Standards of Learning tests, Measures of Academic Progress tests, Advanced Placement Tests, etc.

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

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

WJCC does not have a Gifted Advisory Committee, but will establish one if required by state gifted regulations. WJCC School Board policy will dictate the steps to take in establishing the committee if needed.

Code: BCF

Section B: School Board Governance and Operations Subject: Advisory Committees to the Board

1. ESTABLISHMENT OF COMMITTEES

Committees may be established by action of the School Board as deemed necessary or as mandated by law. Such committees may be permanent or ad hoc and are subject to the Freedom of Information Act. The composition and duration of advisory and/or task force or ad hoc committees shall be determined by the Board in accordance with any applicable state or federal regulations.

Nothing in this policy shall preclude the Board from establishing other committees at its discretion to advise it on matters of interest.

2. AUTHORITY AND RESPONSIBILITY OF ADVISORY COMMITTEES

Advisory committees appointed by the School Board shall not have any of the powers and duties invested by law in the School Board, but shall act in an advisory capacity only. Unless otherwise provided by law, such committees shall have no role or authority except to advise the School Board.

The School Board may direct advisory committees to undertake studies or assignments on specific topics and to make recommendations related to specific issues. The advisory committees shall report back to the School Board, when so directed, on their findings and recommendations on those topics and issues identified by the School Board for its review within the timeframe requested by the Board. Among other functions of review and advice, each citizen advisory committee shall develop an annual report and recommendations for submission in writing to the School Board by the June School Board meeting. Brief oral summaries may also be presented at a School Board meeting.

3. OPERATING PROCEDURES

The operating procedures outlined in this policy shall govern the operations of all advisory committees and/or task forces, unless otherwise provided by the School Board

or by state or federal law or regulations. All proceedings of committee meetings shall be as prescribed in Robert's Rules of Order.

The committees shall comply with the Virginia Freedom of Information Act. Meetings conducted through telephonic, video, electronic or other communication means where the members are not physically assembled to discuss or transact public business shall be done in compliance with the Code of Virginia. Staff liaisons will be responsible for taking minutes at each meeting, which will include the attendance at each meeting.

4. MEMBERSHIP

The School Board shall determine the number of members to serve on an advisory committee and shall appoint the members of the committee.

Unless prohibited by federal or state law, a member of the School Board will be appointed to each committee.

All committee vacancies shall be announced in order to provide citizens an opportunity to express interest in serving on Board committees. An advisory committee may recommend persons to the Superintendent or designee for consideration to be appointed to membership on the committee.

Citizens must complete and submit an Application for School Board Committees by the end of September for committee assignments.

Citizens may not participate on more than one standing committee per school year.

The Superintendent or designee will review all applications and recommend individuals for appointment by the Board to serve on committees. Membership on committees shall be in accordance with state and federal regulations and shall reflect whenever possible the diversity of the community.

Committee membership is limited to citizens of the City of Williamsburg and James City County. When necessary, staff members employed by the School Division who do not reside in the community may be appointed to School Board committees. With the approval of the School Board, non-resident professionals who contribute specialized knowledge or expertise to a committee may be appointed to meet the specific needs of the committee.

Members of the WJC administrative staff shall serve only as resource persons and liaisons to the advisory committees.

Appointment to standing committees will be made by October of each year. The School Board may make additional appointments to an advisory committee during the school year. Appointment shall be for a specific term. Terms shall be set to provide for an overlap of membership.

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Regular attendance is required at committee meetings. Any appointee missing two or more meetings per year may be asked to resign by the School Board from the committee assignment.

At the discretion of the School Board, any committee vacancies that occur may or may not be filled in a given year.

Members of advisory committees shall not receive compensation for their service, but the School Board may reimburse them for reasonable actual expenses incurred in carrying out their duties.

5. TERM OF SERVICE

Appointments to an advisory committee shall be for a term of 2 years, with the exception of the Student Advisory Committee, which will be up to two year terms. Members of an advisory committee may be appointed for a second consecutive 2 year term. A member appointed to fill the unexpired term of a member who resigned, died or was removed may be appointed to another consecutive 2 year term.

Members shall be ineligible to serve for more than 2 consecutive terms. Members of advisory committees serve at the pleasure of the School Board and may be removed by the School Board at any time with or without cause.

The School Board may dissolve an advisory committee at any time, unless the committee is required by state or federal laws or regulations. An advisory committee shall be deemed dissolved if it has not conducted business for 12 or more months. At its discretion, the School Board may reconstitute an advisory committee that has been dissolved. Ad hoc committees shall be discharged when their assigned work is finished upon presentation of their final report as determined by the Board, or earlier than the specified completion date by a majority vote of the entire School Board.

6. COMMITTEE CHAIR AND VICE CHAIR

A chair shall be elected by the advisory committee according to Robert's Rules of Order to serve a one- year term. The role of the committee chair is to preside over the meetings of the committee. The committee may elect a vice chair to act in the absence or inability of the chair to act.

7. MEETINGS

All meetings of an advisory committee shall be held in a facility of the school system or local government that is accessible to the public. The committee chair shall work with the School Board staff assigned to serve as a resource to the committee and with the School Board's public information office to ensure that the public is notified of all meetings in accordance with the Freedom of Information Act.

There shall be a published agenda for all committee meetings.

A majority of the members of the advisory committee shall constitute a quorum for the transaction of business. The vote of a majority of the advisory committee members

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present at any meeting at which a quorum is present shall be the act of the advisory committee. Each member of an advisory committee shall be entitled to one vote with respect to any matter voted on by the advisory committee. Members not present at a meeting shall not be entitled to vote by proxy. No committee shall vote by secret or written ballot or by telephone or other electronic communication means. In any case where a member has a personal interest in a particular vote of the advisory committee, such member(s) shall excuse themselves and shall not vote on that matter.

8. OFFICIAL PAPERS

All official records of advisory committees shall be kept on file in the School Board Office and shall be open to inspection as provided by the Freedom of Information Act.

Adopted:

Date of Manual Adoption

Revised:

October 17, 1989; August 18, 1992; March 6, 2001; December 3, 2002; August 17, 2004; October 4, 2005; September 20, 2011; February 18, 2014; April 21, 2015, August 16, 2016

Legal References:

Code of Virginia §22.1-86 Freedom of Information Act

Cross References:

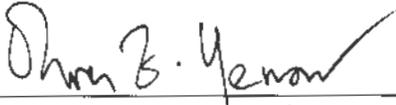
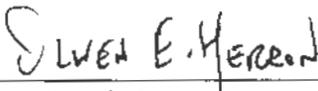
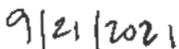
IGBA, Programs for Handicapped Students IIAA, Textbook Selection and Adoption

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

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

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

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

		
Division Superintendent's Signature	Printed Name	Date