

# York County School Division

## Local Plan for the Education of the Gifted

2023-2027

<b>LEA#</b>	<b>098</b>		
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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.

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

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**General Information regarding the Gifted Program in the York County School Division**

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.

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

(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**

The York County School Division is committed to a rigorous and innovative instructional program that fosters the highest level of excellence and recognizes the right of each student to receive intellectual challenge appropriate for his/her capabilities. The Division provides differentiated instructional services for intellectually gifted students from a variety of social, economic, and cultural backgrounds, including under-represented learners, economically disadvantaged students, English learners, and students with disabilities. The gifted program, designed to meet the academic, social, and emotional needs of gifted learners from kindergarten through grade 12, allows students to develop more fully and appreciate their abilities and talents. In addition, the program encourages students to make meaningful contributions to society.

**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.

Students in the York County School Division who are identified as gifted in general intellectual aptitude are designated as such by their demonstrated abilities which provide evidence that they require differentiated instruction to meet their educational needs. Gifted students generally score at or around the 95% percentile on standardized ability and achievement tests, receive supportive ratings on teacher and parent questionnaires, and perform above grade level when compared to their same-aged peers across a broad range of disciplines. These students require curriculum and instruction modified to accommodate their exceptional academic abilities.

**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:** Implement consistent and equitable identification and screening procedures for students in grades K-12.
- Identify students in grades K-2 for talent development (TD) services
  - Identify students for specific academic aptitude (SAA) services in math
  - Include assessment data that reflects building norms when making eligibility decisions
  - Include a performance-based task as part of the evidence collected during the gifted referral process
  - Provide referral paperwork and implement procedures for talent development services (TD) and specific academic aptitude services (SAA) to include research-based best practice standards
  - Improve assessment tools and screening options to increase identification of underrepresented populations
  - Increase awareness of screening and referral process for the gifted program, including professional development for staff
- B. Delivery of Services:** Evaluate and increase services offered in grades K-12 that reflect research-based best practice standards which address the needs of all identified gifted students.
- Continue and expand gifted program support for all identified gifted students including those who are underachieving, minority, English learners, economically disadvantaged, or have a disability
  - Meet the needs of students who demonstrate advanced math abilities
  - Expose all K-2 students to critical and creative thinking experiences
  - Provide enriched learning opportunities for students who lack access, advocacy, and/or affirmation of their strengths
  - Improve service options for grades 6-12
- C. Curriculum and Instruction:** Continue to develop K-12 curriculum and instruction that are differentiated for advanced learners and are commensurate with students' demonstrated academic abilities.
- Plan, modify, and improve curriculum and instruction for gifted learners
  - Provide enriched learning opportunities for students who lack access, advocacy, and/or affirmation of their strengths
  - Meet the needs of students who demonstrate advanced math abilities
  - Provide opportunities for gifted learners to develop an understanding of diverse perspectives and beliefs
- D. Professional Development:** Provide annual professional development on identifying and educating gifted students.

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- Design and implement a plan for staff, to include: administrators, school counselors, teachers, and testing coordinators using multiple modalities to address topics related to gifted identification (both GIA and SAA), social-emotional needs, underrepresented populations, differentiated curriculum and instruction, talent development, testing/norming procedures, and the use of performance tasks
- Stay abreast of current trends to create, provide, and continue professional development efforts for gifted education

### **E. Equitable Representation of Students:** Establish processes and opportunities to refer and consider all students equitably.

- Identify students in grades K-2 for talent development (TD) services
- Include assessment data that reflects building norms when making eligibility decisions
- Improve assessment tools and screening options to increase identification of underrepresented populations
- Continue and expand gifted program support for all identified gifted students including those who are underachieving, minority, English learners, economically disadvantaged, or have a disability
- Expose all K-2 students to critical and creative thinking experiences
- Provide enriched learning opportunities for students who lack access, advocacy, and/or affirmation of their strengths
- Design and implement a plan for all to include administrators, school counselors, gifted cluster teachers, and testing coordinators using multiple modalities related to underrepresented populations, talent development, testing/norming procedures, and the use of performance tasks
- Use available resources to communicate to parents and community members regarding opportunities available for gifted students
- Maintain a variety of methods to communicate the goals and processes of the gifted education program to all YCSD families

### **F. Parent and Community Involvement:** Increase parental awareness of the needs of gifted students and involve the community in providing opportunities to help meet those needs.

- Use available resources to communicate to parents and community members regarding opportunities available to gifted students
- Maintain a variety of methods to communicate the goals and processes of the gifted education program to all YCSD families
- GEAC (Gifted Education Advisory Committee) members will serve as advocates for the gifted program at the schools they represent

**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

School administrators and teachers identify potential candidates on a trimester basis for the gifted program through a screening process. Particular attention is paid to under-represented populations.

Screening options include the following:

Review of standardized achievement test results of 3<sup>rd</sup>-8<sup>th</sup> grade students

Review of standardized ability screening results of all first grade students

Review of records as students transfer into the York County School Division

Review of student academic performance in the classroom

Use of the *Data Collection for Gifted Education Screening* form, with emphasis on the review of data for students in grades K-2

Observations and checklists of student behaviors

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### **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 Division creates a pool of potential gifted students in grades K-12 through a referral process that permits school personnel, parents, legal guardians, community members, peers, and students themselves to initiate gifted education referrals. All students in the pool are referred for further consideration. Referral forms are available in the principal or designee's office of each Division school. Also, each school principal/designee regularly reviews available student performance data for potential candidates. Once a referral is received by the principal/designee, he/she compiles available data to create a profile of the referred student. The completed referral is then forwarded to the Gifted Education Coordinator who arranges additional assessment of the referred student if necessary. The referral and pertinent test data are submitted to the school-based Gifted Education Identification/Placement Committee. Each committee bases its eligibility determination on multiple criteria that include: individual or group aptitude/ability tests, individual or group achievement tests, characteristics of intellectual giftedness teacher rating scales, parent questionnaires, grades, and examples of student academic work. Referrals to the gifted program are reviewed and placements are determined in no longer than 45 instructional days.

The York County School Division *Student Handbook and Conduct Code*, distributed annually to Division employees and parents of students enrolled in the York County School Division, informs all stakeholders of the Division's gifted education program. Staff members ensure that information is provided in languages other than English as the need arises. In addition, this information can be found on the York County School Division's website and in informational brochures which can be found in school offices and York County's public libraries.

**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:

**2. Additional identification information for General Intellectual Aptitude**

The Division does not permit a single specific criterion to deny or guarantee access to gifted education services. Determination of a student's eligibility may be modified as individual student circumstances dictate, to include students for whom accurate identifications may be impacted because they are economically disadvantaged, have limited English proficiency, or have a disability. The Gifted Education Identification/Placement Committee makes eligibility decisions by consensus after careful review of all criteria recorded on the Eligibility Summary Profile, and includes additional up-to-date input from classroom teachers. If a student is found ineligible, the decision can be appealed. Students may be referred again the following year.

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**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: Gifted Education School Contact

Classroom teachers do not attend meetings, however their input is essential. They complete an additional, more current, anecdotal report along with the previously submitted questionnaire to be reviewed by the Identification/Placement Committee.

- b. Type of Identification/Placement Committee

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

- School-level                       Division-level

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**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

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Teacher Observation Report</i>	<i>Current classroom teachers</i>	<i>Gifted Education Staff</i>	<i>Gifted Education Coordinator (GEC)</i>
<i>Parent Questionnaire</i>	<i>Parent</i>	<i>Gifted Education Staff</i>	<i>Gifted Education Coordinator (GEC)</i>
<i>Current Grades</i>	<i>Current classroom teachers</i>	<i>Classroom teacher</i>	<i>GEC</i>
<i>Academic Performance Rating</i>	<i>Current classroom teachers</i>	<i>N/A</i>	<i>GEC</i>
<i>Nationally normed ability and/or achievement tests</i>	<i>Designated Staff</i>	<i>Gifted Education Staff or scoring service</i>	<i>GEC</i>
<i>Anecdotal teacher input form</i>	<i>Current classroom teachers</i>	<i>N/A</i>	<i>Gifted Education School Contact</i>
<i>Student Products</i>	<i>Parents/guardians or teachers</i>	<i>N/A</i>	<i>Referring Source</i>

Gifted education referrals are solicited five times each year: Three cycles for grades 1-12, separately for kindergarten students, and a final spring cycle for grades K-12. Each school principal/designee solicits gifted education referrals based upon the screening process and obtains written permission from parents for additional assessments that may be required. The school principal/designee then submits these referrals to the Gifted Education Coordinator who arranges additional assessment of the referred students if necessary. School division staff administers standardized assessments and compiles the results of these norm-referenced evaluations. Standardized test results and other data, such as current school performance, grades, teacher observations, and parent questionnaire responses are compiled on the Eligibility Summary Profile for review by the Identification/Placement Committee. The Identification/Placement Committee makes eligibility decisions by consensus after careful review of all criteria recorded on the Eligibility Summary Profile, which includes additional anecdotal information from the classroom teachers.

If the committee cannot make a clear-cut determination due to a discrepancy in the data, additional data will be obtained to determine if the need for services exists. In this case, a temporary “hold” will begin while more information is gathered. This information may include, but is not limited to: additional testing, teacher input, and consideration of updated scholastic performance. The Gifted Education Coordinator will communicate this decision to parents by phone so the decision can be explained.

If a student is found ineligible, the decision can be appealed. Students may be referred again the following year. Referrals to the gifted program are reviewed and placements are determined in no longer than 45 instructional days. Additionally, in accordance with § 22.1-360. Interstate Compact on Educational Opportunity for Military Children, the York County School Division will identify in an expedited manner any military children who have been served as gifted students in their sending school.

**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 Gifted Education Identification/Placement Committee places eligible students in grades K-7 in the appropriate gifted education service option based on the student's grade assignment. In addition to the pull-out services described below, identified students in grades 1-5 are placed in cluster groups at the home schools. Eligible students in grades 8-12 are encouraged to select from the available advanced secondary program options listed below.

Kindergarten

Mini-seminar classes designed to provide enrichment in the areas of literature, history/social sciences, math, and science are conducted during the 4<sup>th</sup> quarter of the school year.

Grades 1-5

Differentiated instruction through the EXTEND Program designed to provide enrichment and exploratory activities in all academic and related art areas is provided by means of a pull-out program conducted at the gifted education center and at Waller Mill Elementary School.

Grades 6-7

Differentiated instruction through the EXTEND Program designed to provide enrichment and exploratory activities in the areas of history/social sciences and science is provided by a pull-out program conducted at each middle school.

Grades 8-12

Eligible students in eighth through twelfth grade are encouraged to select from the available advanced secondary program options which include: The York County School Division Honors Program, Virtual Virginia online courses, the International Baccalaureate Programme, Advanced Placement courses, the School of the Arts, Summer Residential Governor's School, and New Horizons Governor's School for Science and Technology. In addition, concurrent dual enrollment in cooperation with local colleges, seminars, and enrichment activities are available to eligible students.

**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

Parent letter: Parent/Guardian Permission for Evaluation

A parent whose child has been recommended for assessment to determine eligibility for the gifted program is notified by a letter sent from the student's home school. A *Parent/Guardian Permission for Evaluation* form attached to the notification letter must be completed by the parent and returned to the school's principal/designee before the assessment process begins.

Parent letter: Notification of Eligibility or Ineligibility

After the Gifted Education Identification/Placement Committee makes its eligibility determination by consensus, the Gifted Education Coordinator notifies the parent in writing of the eligibility decision and the standardized test results. If the student has met the criteria for gifted education services, a *Permission for Placement* form accompanies the letter to the parent. This permission must be signed and returned in order for the child to participate in the gifted education program. Gifted Education School Contacts (GESC) in each school share the Division's gifted education calendar/timelines with parents. If the student has been determined ineligible for gifted education services, the parent is informed in writing of the appeals procedure and timeline for re-referral.

Parent Notification of Progress: Progress Reports

Parents of identified students who participate in the pull-out programs in grades 1-7 are sent quarterly progress reports from the gifted education teacher. Parents are informed that the placement of all identified students may be reviewed at any time, and students may be moved to 'inactive' or withdrawn status based on unsatisfactory progress in the home school classroom as well as in the gifted education program. Written parent permission is required for changes in instructional services (inactive placement as well as reentry into the program).

Appeal Procedures

To initiate a review of and/or appeal the decision of the gifted education eligibility committee, parents or legal guardians must submit a written request to the school's principal within ten instructional days of receiving notification of the eligibility committee's decision. The principal and the school's gifted contact should provide an opportunity to meet with the parents to discuss the decision made. Parents are given an opportunity to share their concerns and ask additional questions.

After the meeting, and within the ten instructional days' deadline, if parents feel their concerns were unaddressed or unresolved, they may submit a written appeals request to the school principal detailing their concerns along with any new information they have gathered (further teacher input, work samples, and/or

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results of additional testing they have obtained). Parents may also seek private testing for their child from licensed psychologists or psychiatrists in order to obtain further evidence.

The principal forwards the parents' letter and additional information to the Gifted Education Coordinator within the ten instructional days' deadline. Receipt of the letter is acknowledged via written letter from the Gifted Education Coordinator. Parents are informed that they will receive a final placement decision by mail within 20 instructional days.

An appeals committee (the Gifted Education Coordinator, an administrator from a different school, and a central office liaison) meets to determine if information shared in the parents' letter and/or extenuating circumstances may have impacted the original decision. The appeals committee determines if further information is required to make an appropriate placement decision.

If the appeals committee determines the parents' input does not impact the placement decision, parents are notified by written letter that the original decision will be upheld.

If the appeals committee determines the parents' input impacts the placement decision, parent permission is obtained and additional evidence (further teacher feedback, classroom observation, and/or testing) will be gathered.

If the new evidence gathered for the appeals committee is supportive of placement, the original placement decision is overturned, and the student can begin participation in the program. Parents are notified of this decision by written letter.

If the new evidence gathered for the appeals committee is not supportive of placement, the original placement decision is upheld, and the student is not found eligible. Parents are notified of this decision by written letter.

If the student was found ineligible, he/she may be re-referred for consideration after a calendar year has passed.

All decisions made by the appeals committee are final.

### **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

#### **Parent letter: Notification of Eligibility or Ineligibility**

After the Gifted Education Identification/Placement Committee makes its eligibility determination by consensus, the Gifted Education Coordinator notifies the parent in writing of the eligibility decision and the

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standardized test results. If the student has met the criteria for gifted education services, a *Permission for Placement* form accompanies the letter to the parent. This permission must be signed and returned in order for the child to participate in the gifted education program. Gifted Education School Contacts (GESc) in each school share the Division's gifted education calendar/timelines with parents. If the student has been determined ineligible for gifted education services, the parent is informed in writing of the appeals procedure and timeline for re-referral.

### Parent letter: Notification of Withdrawn or Inactive Status

Students in the EXTEND pull-out program are expected to maintain satisfactory progress in their home schools and in the gifted education program. Parents are informed in the letter of acceptance that the progress of participating students is monitored quarterly. Parents may request that their child be withdrawn from the program at any time. If a change in a student's placement is contemplated by the gifted education teacher, a meeting with the parents and gifted education teacher (and classroom teacher if necessary) is held. The teacher will present documentation of the student's progress, and after discussion with parents, a plan of action will be implemented to help the student meet program expectations. Although rare, instructional staff may recommend that a student withdraw from the program if he/she is not performing commensurate with his/her ability and/or participation is negatively impacting or causing issues that inhibit the student's academic growth. If a plan of action is created, the situation will be reassessed according to the timeline established in the plan. At this time, it will be determined if the student should be placed on inactive status or if withdrawal from the program best meets the student's socio-emotional and/or academic needs. If students are withdrawn, it is for the remainder of the current academic year, and this change is confirmed by written letter to the parents. Students can re-enter the program the following year at their parents' request. Students in the York County School Division maintain their identified gifted status whether or not they participate in the pull-out program.

Students in the EXTEND program may also be placed on "inactive" status. This indicates that the student is experiencing a temporary issue that is preventing or limiting his/her success (i.e. new classes at the base school, adjustment to a new grade level, extended illness, parents' deployment or separation), and that students will not participate for the rest of the current unit of study. It is expected that students will re-enter the program at the beginning of the next unit, and this change is confirmed by written letter to the parents.

### Parent Letter: Acceleration

As outlined in the Division's Standard Operating Procedure: Acceleration, requests for acceleration are considered and parent permission is obtained for additional assessments as needed. Division staff use a research-based protocol, such as the Iowa Acceleration Scale, to review student readiness for whole-grade or other acceleration options. Results of data collected and discussed are documented and provided in writing to parents.

**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

YCSO provides options for identified students that are both continuous and sequential. In grades 1-5, identified gifted students are grouped in clusters for instruction. In addition, they are served through a pull-out resource program where they are exposed to a curriculum that is differentiated in content, process, and product. Students in grades 6 and 7 are also served by a pull-out resource program. In addition, students in grades 6 have the option to take advanced coursework in English and math. Students in grades 7 and 8 have the option to take advanced English, high school credit math, and high school credit world language courses. Eligible students in ninth through twelfth grade are encouraged to select from the available advanced secondary program options which include: The York County School Division Honors Program, Virtual Virginia online courses, the International Baccalaureate Programme, Advanced Placement courses, the School of the Arts, Summer Residential Governor's School, and New Horizons Governor's School for Science and Technology. In addition, concurrent dual enrollment in cooperation with local colleges, seminars, and enrichment activities are available to eligible students.

**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

At the elementary, middle, and high school levels, students in the York County School Division are typically placed in classes with their age-level peers.

**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

At the elementary level, identified gifted students are cluster grouped with their intellectual peers at their base schools, and they are grouped with identified gifted students from other schools in the pull-out resource program. Students are grouped by ability levels through some of their course selections at the middle and high school levels, and students in grades 6 and 7 work with intellectual peers when they participate in the pull-out resource program for intellectually gifted students. At the high school level, students work with intellectual peers as they select options for study. Eligible students in eighth through twelfth grade are encouraged to select from the available advanced secondary program options which include: The York County School Division Honors Program, Virtual Virginia online courses, the International Baccalaureate Programme, Advanced Placement courses, the School of the Arts, Summer Residential Governor's School, and New Horizons Governor's School for Science and Technology. In addition, concurrent dual enrollment in cooperation with local colleges, seminars, and enrichment activities are available to eligible students. Instruction is accelerated and enriched as described in service options under Section E below.

**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

Students in the York County School Division are afforded many opportunities to work independently throughout their courses. Classroom teachers and gifted resource teachers provide opportunities for independent learning through differentiation, independent research, and contracts as they promote student engagement.

**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

The York County School Division is committed to engaging all students in rigorous educational experiences. By monitoring student performance, classroom teachers determine which strategies and activities best meet the needs of their gifted learners to foster intellectual and academic

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growth. Strategies include, but are not limited to: Problem-based learning, differentiation, inquiry-based learning, and math activities that promote problem-solving and discourse. Furthermore, the gifted education resource teachers incorporate the use of Kaplan's depth and complexity prompts, research skills and independent research activities, Socratic dialogue and questioning, and advanced content in their interdisciplinary units of study.

### **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

Instruction designed for gifted learners includes pre-assessments, formative assessments, and post-assessments. Teachers implement performance tasks, and checklists, and rubrics designed to measure students' growth and mastery of learning goals. In addition, students who participate in the EXTEND program are assessed by their gifted education resource teachers on a quarterly basis. This information is shared with parents on a progress report that includes a checklist of behavior indicators and a portion for self-evaluation that is completed by the students. Students' projects are assessed through the use of rubrics designed to indicate their performance of both process skills and understanding of content. Students' growth is also assessed through the use of SOL testing, end of course grades and exams, as well as Advanced Placement and International Baccalaureate assessments. Students' growth and performance is regularly communicated to parents through the online-grading system and traditional paper copies.

**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

The mission of the EXTEND gifted pull-out program is to foster an excitement and love of learning through exposure to a variety of topics that differ from those of their age-level peers while requiring students to think creatively, integrate information, and work cooperatively to solve real life problems. Students should feel valued in a learning environment which both challenges and supports them to pursue excellence and develop a passion for lifelong learning. The specific goals of the pull-out program include:

Developing independent learning skills, critical thinking, creative problem solving, and decision making skills

Developing effective communication skills

Enhancing elementary and middle school basics using "real-life" learning by exposing students to a variety of topics to intellectually challenge them while they experience excitement and love of learning

The EXTEND program's curriculum utilizes the Integrated Curriculum Model for Gifted Learners as created by Joyce VanTassel-Baska. Interdisciplinary units are comprised of three key features: overarching concepts, advanced content, and process/product style learning. Units expose students to a variety of topics that promote independent learning while incorporating citizenship, communication, collaboration, creative thinking, and critical thinking.

The York County School Division strives to engage all students in learning the skills and knowledge needed to make productive contributions in the world. One of the belief statements in the YCSD Strategic Plan states that student achievement and continuous student growth are the core priorities of our school division. Therefore, it is essential that gifted students in all grade levels are involved in lessons and activities that include one or more of the following: advanced content and pacing of instruction, original research or production, problem finding and solving, the generation of products, and a focus on issues, themes, and ideas within and across areas of study.

In addition, secondary students are encouraged to select advanced and AP coursework and participate in school-sponsored academic competitions and activities. Gifted secondary students are also encouraged

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to apply for specialty programs (i.e. IB Programme, Summer Residential Governor's School, and New Horizons Governor's School) designed to provide challenge and opportunity to be with academic peers.

Instruction for gifted students is delivered by instructional personnel who are trained to meet the unique needs of these students. Gifted resource teachers who are assigned to the EXTEND Program are required to hold an endorsement in gifted education on their teaching licenses. Other teachers of the gifted, such as elementary cluster teachers and teachers of advanced courses at the secondary level, participate in ongoing professional development opportunities as outlined in Part IX of the local plan.

**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

**File: IGBB PROGRAMS FOR GIFTED STUDENTS**

The 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 gifted in general intellectual aptitude.

The school division will 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. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the school division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the superintendent and the School Board.

ADOPTED: June 20, 1988

REVISED: April 18, 1994; April 19, 1999; November 24, 2003; November 27, 2007; December 16, 2013

RESTATEMENT: January 24, 2011; December 18, 2017

LEGAL REFERENCE: Code of Virginia, 1950, as amended, Section 22.1-18.1, Section 22-1-253.13.1.D.6, 8 VAC 20-40-40, 8 VAC 20-40-55, and 8 VAC 20-40-60.

**File: IGBG ALTERNATIVE MEANS OF INSTRUCTION**

Students completing work in an alternative setting may earn credits towards a diploma with prior administrative approval. Courses taken for credit toward a diploma must be approved as a standard course in the Secondary Program of Studies according to all pertinent School Board policy.

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### Homebound Instruction

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

Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately licensed professional employed by the School Board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the School Board have been met.

### **Instruction through Alternative Technological Means**

Standard units of credit will be awarded for the successful completion of courses delivered through emerging technologies and other similar means when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, and approved by the School Board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The superintendent will develop regulations governing this method of delivery of instruction in accordance with the regulations of the Board of Education.

ADOPTED: June 20, 1988; February 22, 2000; November 27, 2007

REVISED: August 26, 2002; November 24, 2003, November 27, 2007; January 24, 2011; December 16, 2013, December 18, 2017

RESTATEMENT: April 18, 1994; April 19, 1999

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 253.13:1 (D) 7, 54.1-2952.2, 54.1-2957.02., 8 VAC 20-131-180.

### **File: IGBI ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS**

Students and their parents are notified of the availability of dual enrollment, advanced placement classes, career and technical education programs, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The

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superintendent promulgates regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

ADOPTED: November 27, 2007; December 14, 1998

REVISED: April 19, 1999; November 24, 2003; November 23, 2004; November 27, 2007; December 16, 2013; December 18, 2017

RESTATEMENT: January 24, 2011

LEGAL REFERENCE: Code of Virginia, 1950, as amended, Section 22.1 – 253.13:1 D.

**File: IKEB ACCELERATION**

The curriculum and schedule of elementary, middle and high schools provides flexibility in meeting the instructional needs of students through acceleration. Accelerated instruction may be accomplished by enhancing the curriculum at the grade level or by placing certain students in programs or subjects normally considered above their grade level. Scheduling students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

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

ADOPTED: December 16, 2013

RESTATEMENT: December 18, 2017

LEGAL REFERENCE: Code of Virginia, 1950, as amended, § 22.1-78.

8 VAC 20-131-50.

8 VAC 20-131-110.

Those interested in accessing this information can find it online on the York County School Division's website: [www.yorkcounty.org](http://www.yorkcounty.org). In addition, printed copies of the policies and regulations can be provided as needed to citizens who do not have online access by contacting the School Board Office.

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

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

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

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b. Current local, state, and national issues and concerns.

In the York County School Division, teachers of the gifted at the EXTEND program are required to hold a gifted endorsement on their teaching licenses. They participate in conferences and seminars as well as local training on a variety of issues related to gifted students. Other teachers of the gifted, such as teachers of a gifted cluster, middle and high school teachers of advanced classes, and AP or IB teachers participate in ongoing local training that addresses the teacher competencies outlined above. These opportunities are offered in different modalities to encourage active professional development. A comprehensive plan that outlines professional development required for the competencies, as well as a list of activities to support the goals and objectives, can be found within the attached “2023-2027 Goals and Objectives” chart.

**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.

The Gifted Education staff annually reviews its effectiveness and documents progress made toward the objectives and goals of the current five-year plan for gifted education. In addition, a parent survey is disseminated and results are compiled, which are used to assist with refining plans within the current goals and objectives. Data is gathered from referrals, identification, and participation for each school, and that information is also used to refine plans for improvement within the current goals and objectives. Finally, information is solicited from the Gifted Education School Contacts and administrators throughout the year to provide constructive feedback that will further enhance the gifted education program.

The local Gifted Education Advisory Committee also conducts an annual review of effectiveness of the gifted education program. The Committee independently examines parent survey results and data from referrals, placements, and participation in the pull-out program from each school. This information is used by the Committee to compose a written letter of review that is sent directly to the Superintendent and the School Board members.

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

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

The local Gifted Education Advisory Committee (GEAC) is composed of parents, school personnel, and other community members. The Gifted Education Advisory Committee reviews the local gifted education plan and its implementation during the spring of each year, using data from an annual parent survey and data from gifted identification and participation rates at each school. Comments and recommendations of the Gifted Education Advisory Committee are submitted in writing directly to the

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School Board members and the Superintendent. The Committee meets 4 times each year, typically in October, January, March, and May. The Committee operates and conducts business according to its bylaws, which were approved on January 24, 2022 by the School Board. Solicitation for new members takes place each spring, as information and applications are provided on the York County School Division’s website and through the GEAC’s email database. Applications are reviewed and members are selected by the School Board, with appointed members’ terms beginning on August 1 of the following school year.

**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

Victor D. Shandor, Ed.D.

Printed Name

April 25, 2022

Date

## 2023-2027 Goals and Objectives

\*This chart is a YCSD working document to accompany the 2023-2027 Local Plan for the Education of the Gifted. It is designed for planning purposes only and the activities listed are subject to change. This document also provides clarity to the program goals and objectives listed on pages 5 and 6 of the Local Plan.

**Identification:** Implement consistent and equitable identification and screening procedures for students in grades K-12.

Objectives	Activities	Expected results
Identify students for specific academic aptitude (SAA) services in math	Develop and implement screening procedures	Additional students will be identified for gifted services
	Develop and implement eligibility procedures	Students' problem-solving skills and math aptitude will be strengthened
Identify students in grades K-2 for talent development (TD) services	Establish and develop screening procedures and eligibility requirements	Students from traditionally underserved groups will be better prepared for future advanced coursework
	Develop and conduct whole class response lessons as part of the talent development screening process	
Include assessment data that reflects building norms when making eligibility decisions	Collect data to determine building norms	Additional students will be identified for gifted services
	Pilot the use of data reflecting building norms at Title 1 schools, review data, and then establish procedures needed to include additional schools in this practice	
Include a performance-based task as part of the evidence collected during the gifted referral process	Research and select/design appropriate tasks and rubrics for each grade level	Students' abilities will be more clearly demonstrated and considered during the gifted referral process
	Pilot the use of performance-based tasks, review data, and then establish procedures	

	needed to include additional schools in this practice	
Provide referral paperwork and implement procedures for talent development services (TD) and specific academic aptitude services (SAA) to include research-based best practice standards	<p>Create and implement screening and referral forms for TD</p> <p>Create and implement screening and referral forms for SAA identification</p>	Referral forms and procedures will reflect research-based best practice standards
Improve assessment tools and screening options to increase identification of underrepresented populations	<p>Determine and use uniform lessons that elicit gifted characteristics in typically overlooked students</p> <p>Investigate the administration of a whole grade screening at an upper elementary grade level (in addition to 1<sup>st</sup> grade)</p> <p>Include a performance-based task or student work assessment in the identification process</p>	More students have access to gifted services and the percentage of underserved gifted students increases
Increase awareness of screening and referral process for the gifted program, including professional development for staff	Improve access to information about the program for staff by providing professional development through multiple modalities	School staffs, parents, and community members are well-informed of gifted education procedures

**Delivery of Services:** Evaluate and increase services offered in grades K-12 that reflect research-based best practice standards which address the needs of all identified gifted students.

<b>Objectives</b>	<b>Activities</b>	<b>Expected Results</b>
Continue and expand gifted program support for all identified gifted students including those who are underachieving, minority, English learners, economically disadvantaged, or have a disability	<p>Use data to flexibly group students with specific attention given to math and reading</p> <p>Select, adapt, and use a repertoire of instructional strategies that differentiate for diverse students</p> <p>Gifted education staff will collaborate with counselors and classroom teachers to promote clubs and activities that are suited for gifted learners</p>	Gifted students receive strengthened and continuous services
Meet the needs of students who demonstrate advanced math abilities	Establish SAA services for math	Students who demonstrate advanced math skills will have an opportunity to have their academic needs met
Expose all K-2 students to critical and creative thinking experiences	Provide whole-class lessons to K-2 classes prior to TD referral	All K-2 students will be exposed to lessons that are purposefully designed to elicit and develop critical and creative thinking skills
Provide enriched learning opportunities for students who lack access, advocacy and/or affirmation of their strengths	Provide services for identified TD students in grades K-2	Students from traditionally underserved groups will be better prepared for future advanced coursework
Improve service options for grades 6-12	Pilot clustering in grades 6-8, matching the elementary cluster model (cluster is defined as 7 or more students) to the extent possible	Gifted students in grades 6-12 receive instruction that better meets their needs

	<p>Include advanced science &amp; social studies options in the program of studies for grades 6-8</p> <p>Select, adapt, and use a repertoire of instructional strategies that differentiate for middle school students in science and social studies</p> <p>Provide additional counseling and academic support for students as they plan their program of studies for grades 7-12</p> <p>Provide periodic seminars for 8<sup>th</sup> grade and high school students</p> <p>Investigate offering a Capstone/independent study course for gifted high school seniors</p>	
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**Curriculum and Instruction:** Continue to develop K-12 curriculum and instruction that are differentiated for advanced learners and are commensurate with students’ demonstrated academic abilities.

<b>Objectives</b>	<b>Activities</b>	<b>Expected results</b>
Plan, modify, and improve curriculum and instruction for gifted learners	<p>Research and implement best practice and appropriate gifted curricula</p> <p>Use pre and post assessments to drive instruction and grouping</p> <p>Develop and implement SAA curriculum for math</p>	Gifted students in grades K-12 receive instruction that better meets their needs

	<p>Develop and implement advanced science and social studies course options for students in grades 6-8</p> <p>Develop 8<sup>th</sup> grade and high school seminars</p> <p>Develop and implement curriculum that provides opportunities for the social and emotional growth of gifted learners in the pull-out program</p> <p>Create opportunities for staff members to collaborate on advanced curriculum and instruction for gifted learners</p>	
Provide enriched learning opportunities for students who lack access, advocacy and/or affirmation of their strengths	Develop and implement TD curriculum for students in grades K-2	Students from traditionally underserved groups will be better prepared for future advanced coursework
Meet the needs of students who demonstrate advanced math abilities	Develop and implement SAA curriculum for students with advanced math abilities	Students who demonstrate advanced math skills will have an opportunity to have their academic needs met
Provide opportunities for gifted learners to develop an understanding of diverse perspectives and beliefs	Develop and embed activities and lessons that enable all students to identify and connect with curricular content	Build awareness of those who have diverse backgrounds, perspectives, and beliefs

**Professional Development:** Provide annual professional development on identifying and educating gifted students.

<b>Objectives</b>	<b>Activities</b>	<b>Expected results</b>
<p>Design and implement a plan for staff, to include: administrators, school counselors, teachers, and testing coordinators using multiple modalities to address topics related to:</p> <ul style="list-style-type: none"> <li>• Gifted identification-both GIA and SAA</li> <li>• Socio-emotional needs</li> <li>• Underrepresented populations</li> <li>• Differentiated curriculum and instruction</li> <li>• Talent development</li> <li>• Testing/norming procedures</li> <li>• The use of performance tasks</li> </ul>	<p>Collaborate to increase awareness and implementation of the 2023-2027 gifted plan</p> <p>Create and implement online trainings for gifted contacts and teachers that address issues related to referral procedures, interpreting scores, and consistent responses to frequently asked questions from staff and parents</p> <p>Provide professional development opportunities to support teachers of advanced science and social studies courses in grades 6-8</p> <p>Gifted staff collaborates with secondary counselors to provide academic support for students as they plan their program of studies for grades 6-12</p> <p>Gifted staff and counselors work together to provide support and encourage participation in Summer Residential Governor’s Schools, Governor’s World Language Academies, and Governor’s School for Science and Technology</p>	<p>Staff knowledge and understanding of gifted learners are increased and supported through a variety of professional development activities</p>
<p>Stay abreast of current trends to create, provide, and continue</p>	<p>Implement a cohort of elementary and secondary teachers to obtain their gifted endorsements</p>	<p>Staff knowledge and understanding of gifted learners are increased and</p>

professional development efforts for gifted education	Support gifted resource teachers as they participate in professional growth opportunities	supported through a variety of professional development activities
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**Equitable Representation of Students:** Establish processes and opportunities to refer and consider all students equitably.

<b>Objectives</b>	<b>Activities</b>	<b>Expected Results</b>
Identify students in grades K-2 for talent development (TD) services  Listed in Identification	Develop and conduct whole class response lessons as part of the talent development screening process  Establish and develop Talent Development screening procedures and eligibility requirements	Students from traditionally underserved subgroups will be better prepared for future advanced coursework
Include assessment data that reflects building norms when making eligibility decisions  Listed in Identification	Collect data to determine building norms  Pilot the use of data reflecting building norms at Title 1 schools, review data, and then establish procedures needed to include additional schools	Additional students will be identified for gifted services
Improve assessment tools and screening options to increase identification of underrepresented populations	Determine and use uniform lessons that elicit gifted characteristics in typically overlooked students	More students have access to gifted services and the percentage of underserved gifted students increases

Listed in Identification	<p>Investigate the administration of a whole grade screening at an upper elementary grade level (in addition to 1<sup>st</sup> grade)</p> <p>Include a performance-based task or student work assessment in the identification process</p>	
<p>Continue and expand gifted program support for all identified gifted students including those who are underachieving, minority, English learners, economically disadvantaged, or have a disability</p> <p>Listed in Delivery of Services</p>	<p>Use data to flexibly group students with specific attention given to math and reading</p> <p>Select, adapt, and use a repertoire of instructional strategies that differentiate for diverse students</p> <p>Gifted education staff will collaborate with counselors and classroom teachers to promote clubs and activities that are suited for gifted learners</p>	Gifted students receive strengthened and continuous services
<p>Expose all students to critical and creative thinking experiences</p> <p>Listed in Delivery of Services</p>	Provide whole-class lessons to K-2 classes prior to TD referral	All K-2 students will be exposed to lessons that are purposefully designed to elicit and develop critical and creative thinking skills
<p>Provide enriched learning opportunities for students who lack access, advocacy and/or affirmation of their strengths</p> <p>Listed in Delivery of Services and Curriculum and Instruction</p>	<p>Provide services for identified TD students in grades K-2</p> <p>Develop and implement TD curriculum for students in grades K-2</p>	Students from traditionally underserved groups will be better prepared for future advanced coursework

<p>Design and implement a plan for professional development to include: administrators, school counselors, gifted cluster teachers, and testing coordinators using multiple modalities related to underrepresented populations, talent development, testing /norming procedures, and the use of performance tasks</p> <p>Listed in Professional Development</p>	<p>Create and implement online trainings for gifted contacts and teachers that address issues related to referral procedures, interpreting scores, and consistent responses to frequently asked questions from parents</p>	<p>School staff, parents, and community members are well-informed of gifted education procedures</p>
<p>Use available resources to communicate to parents and community members regarding opportunities available to gifted students</p> <p>Listed in Parent and Community Involvement</p>	<p>Provide talking points/fact sheets for elementary teachers to share at conferences</p> <p>Include gifted education information on all school websites</p> <p>Maintain an online presence to increase awareness of gifted education</p>	<p>Increased communication with parents and community members provides additional information related to the gifted program</p>
<p>Maintain a variety of methods to communicate the goals and processes of the gifted education program to all YCSD families</p>	<p>Utilize electronic and print communication tools to provide updates related to gifted education</p> <p>Ensure that current brochures and fact sheets are posted in a variety of locations in the community</p>	<p>Communication of gifted education opportunities increases</p>

Listed in Parent and Community Involvement		
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**Parent and Community Involvement:** Increase parental awareness of the needs of gifted students and involve the community in providing opportunities to help meet those needs.

<b>Objectives</b>	<b>Activities</b>	<b>Expected results</b>
Use available resources to communicate to parents and community members regarding opportunities available to gifted students	<p>Provide talking points/fact sheets for elementary teachers to share at conferences</p> <p>Include gifted education information on all school websites</p> <p>Maintain an online presence to increase awareness of gifted education</p>	Increased communication with parents and community members provides additional information related to the gifted program
Maintain a variety of methods to communicate the goals and processes of the gifted education program to all YCSD families	<p>Utilize electronic and print communication tools to provide updates related to gifted education</p> <p>Ensure that current brochures and fact sheets are posted in a variety of locations in the community</p>	Communication of gifted education opportunities increases
Gifted Education Advisory Committee (GEAC) members will serve as advocates for the gifted program at the schools they represent	<p>Delineate/articulate the role of GEAC members with school administrators and families of gifted students</p> <p>GEAC school representatives develop and maintain open communication with administrators and families</p>	GEAC members better advocate for the needs of the gifted and their families