

Giles County 2018-2019

Local Plan for the Education of the Gifted

2018-2019

LEA#	035		
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Local School Board Chairperson	Marion Ballard		
Date Approved by School Board	June 29, 2018		

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.

General Information regarding the Gifted Program in Giles County Public Schools

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)	Kg- 12
Specific Academic Aptitude (SAA) - English	Kg - 12
Specific Academic Aptitude (SAA) - Mathematics	Kg - 12
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	Kg- 12

(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

Giles County Schools work to provide Virginia's best education for all students. Students identified as gifted and talented are served by the division's educational program, including adaptations to curriculum that address the academic, social, and emotional needs of gifted learners.

B. Division Operational Definition of Giftedness

Giles County Schools recognize giftedness as a definable set of learning characteristics found in the student population. Students who are identified as gifted learners have specific instructional needs that are met through appropriate instructional planning, including in-class differentiation, advanced curricular offerings, and enrichment.

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: To formalize screening, referral and identification process.

B. Delivery of Services:

- To support classroom teachers in gifted education for each division school by offering training on gifted education topics.
- To provide a division coordinator of gifted education for K - 12.

C. Curriculum and Instruction:

- To continue to develop resources for a differentiated curriculum according to changing needs, which is standards-based and appropriate for the instructional needs of gifted.
- To develop and/or update DEPs (Differentiated Education Plan) for each identified student. These plans will include short-term goals that have been utilized by the classroom teacher to adapt the curriculum to meet the student needs.
- Students identified Academically Gifted (General Intellectual Ability and Specific Academic Ability) and students identified Visual and Performing Arts will have their individual needs addressed by appropriate curricular goals, objectives, and programs developed by the classroom teacher.
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D. Professional Development:

To provide training for professional staff to improve understanding of instructional needs of gifted.

To develop a plan to ensure that the Differentiated Education Plan (DEP) for each student is implemented by educational staff by district administrative memos or individual consultation.

E. Equitable Representation of Students:

To research and implement best practices for identifying students from the under-represented populations.

To provide staff development to teachers in the characteristics and needs of students from under-represented populations

F. Parent and Community Involvement:

To increase awareness of programs and opportunities for gifted students through e-mail, website and brochures.

To provide information on differentiation opportunities to parents on a consistent basis through DEPs.

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

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

Screening Procedures for General Intellectual Aptitude

Screening Procedures for Specific Academic Aptitude - English

Screening Procedures for Specific Academic Aptitude - Mathematics

Screening Procedures for VPA - Visual Arts

Screening Procedures for General Intellectual Aptitude , Specific Academic Aptitude - English , Specific Academic Aptitude - Mathematics

1. Screening Procedures

This section describes the process used to create a pool of candidates. It includes the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Section A.

Area of Giftedness:

General Intellectual Aptitude

Specific Academic Aptitude

X Visual and Performing Arts Aptitude

Giles County Schools selects and uses evaluative instruments that do not have racial or cultural bias, are valid and reliable measures, and those instruments are administered by personnel who are qualified and have been trained in their use.

Screening

(For General Intellectual Aptitude and Specific Academic Aptitude)

Students may be referred by classroom teachers, all other instructional staff members, parents, students, and by self-referral for the gifted identification process in Giles County Schools.

The process of screening for possible identification occurs continuously throughout the school year. Pals assessment, SOL data as well as teacher and parent input are utilized.

School psychologists, who are routinely assisting with the identification of students for Special Education programs from time to time, discover students who should be considered for identification as twice-exceptional. Students who are evaluated for inclusion in certain Special Education programs are sometimes found to be potential candidates for the gifted program. This is especially true of physically handicapped students, and sometimes students identified as ADHD. No child is excluded from consideration for identification as gifted based on race, income, ethnic background, or for cultural background.

Increased attention will be focused on students who represent traditionally underserved populations, such as minorities, those of low socio-economic status and those receiving services from Special Education. No child is excluded from consideration for identification as gifted based on race, ethnic background, or for cultural background.

Screening for possible identification of gifted students will be conducted continuously at the school level. The Coordinator of Gifted programs is responsible for informing parents of the screening process upon request.

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

Referral procedures for General Intellectual Aptitude

Referral procedures for Specific Academic Aptitude - English

Referral procedures for Specific Academic Aptitude - Mathematics

Referral procedures for VPA - Visual Arts

The District Gifted Coordinator solicits referrals of students to the gifted program from the classroom teachers or other professional staff. It is the District Gifted Coordinator's responsibility to inform parents of the referral process upon request. The district coordinator makes all of the appropriate forms available to parents and classroom teachers. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. A hardcopy of forms can be

obtained by requesting them from the district coordinator or forms can be downloaded from the gifted link on Giles County Schools' Homepage or all of the Schools' homepages. Completed forms are returned to the in-school coordinator of gifted or to the principal. The District Gifted Coordinator and the classroom teacher make all of the appropriate forms available to parents. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. Completed forms are returned to the District Gifted Coordinator. Students enrolling in Giles County Schools, from out-of-district, both in state and out-of-state, who have been served by gifted services in their previous district, will be referred for evaluation following their enrollment. This will follow the timeline set in this plan.

Upon receipt of a referral, the District Gifted Coordinator sends the parent a letter informing them of the referral, requesting permission for evaluation and data collection, including a parental rating scale. Once permission is received, the District Gifted Coordinator begins a file, reviews collected data, and records information relevant to the identification process. Following this, the data on an identification profile is recorded.

The determination of eligibility for gifted services is always a committee decision. The identification committee is school-based, and may include the principal or designee, the guidance counselor, the referring teacher, and others as requested by the District Gifted Coordinator.

When eligibility decisions have been made, it is the responsibility of the District Gifted Coordinator to notify parents of the results of the process. If identified and parental permission is provided, inclusion is granted.

Also, the District Gifted Coordinator is responsible for providing each principal with a list of students that have been identified for inclusion in programs for gifted.

Referral procedures for:

General Intellectual Aptitude

The district coordinator makes all of the appropriate forms available to parents and classroom teachers. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. A hardcopy of forms can be obtained by requesting them from the district coordinator or forms can be downloaded from the gifted link on Giles County Schools' Homepage or all of the Schools' homepages.

- a. For screening, screening by teacher observation, classroom performance, administration and review of test scores
- b. For referrals, teachers, parents, peers and self.
- c. For identification, use of multiple criteria, psychological test results, standardized test results, out-of-level testing, products, observation, checklists, and performance

Screening and identification in the area of General Intellectual Aptitude is conducted to find and serve the students whose intellectual functioning is extremely high (94%tile / SS 122 or higher) in more than one discipline or area, evaluated according to age norms.

Specific Academic Aptitude

Screening, referral, and identification is focused at finding students whose intellectual functioning in a specific area of aptitude or discipline is excellent or superior. During the middle school years, classroom performance and course selection by a student may be indicators that a student may have specific academic aptitude.

- a) Screening by teacher observation, classroom performance, review of test scores
- b) Referral by teachers and professional staff, parents, self, peers
- c) Identify multiple criteria using tests, psychological and standardized test results, products, observation, checklists, and performance

Visual Arts Aptitude

Screening for possible identification as talented in visual arts is conducted by the art instructor who works as a committee member of the identification committee. The art teacher uses portfolio based assessment, and provides guidelines for expertise in the area of visual arts to assist the committee in making a determination. A portfolio of student art work is created to document the selection of a student in the area of visual arts.

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

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

- 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
 - Specific Academic Aptitude - Mathematics
 - Specific Academic Aptitude - English
 - VPA - Visual Arts

General Intellectual Aptitude

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. The profile includes six criteria for the committee to review. Criteria collected for evaluation and included on the profile form can include all of the following: Ability Test results, Academic Achievement test results, Teacher Checklists Summary, Classroom Performance Summary, Parent Checklists Summary, Classroom Observation Report. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

VPA - Visual Arts

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student submitted portfolio is evaluated based on the following multiple areas of artistic ability including composition, perspective, and complexity of work. This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. Teacher and parent checklist summaries as well as observation summary may be used in the identification process. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

Specific Academic Aptitude - Mathematics

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. The profile includes six criteria for the

committee to review. Criteria collected for evaluation and included on the profile form can include all of the following: Ability Test results, Academic Achievement test results for the specific area referred, Teacher Checklists Summary in the subject referred, Classroom Performance Summary in the subject referred, Parent Checklists Summary, Classroom Observation Report. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

Specific Academic Aptitude - English

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. The profile includes six criteria for the committee to review. Criteria collected for evaluation and included on the profile form can include all of the following: Ability Test results, Academic Achievement test results for the specific area referred, Teacher Checklists Summary in the subject referred, Classroom Performance Summary in the subject referred, Parent Checklists Summary, Classroom Observation Report. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

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.

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

Giles County Public Schools

b. Type of Identification/Placement Committee

- School-level Division-level

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

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>
K-Bit (Ability)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
SAGES (ACH)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
K-TEA (ACH)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
SCALE (ACH)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
C-Toni 2 (Ability)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
WIAT III (Ability)	Division Psychologist	Division Psychologist	Division Psychologist
WISC IV (Ability)	Division Psychologist	Division Psychologist	Division Psychologist
Parent Rating	Parent	Gifted Coordinator	Gifted Coordinator
Teacher Rating	Classroom teacher	Gifted Coordinator	Gifted Coordinator
Classroom Observation	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Interview	Gifted Coordinator Teacher	Gifted Coordinator	Gifted Coordinator
Portfolio (ART only)	Student	Gifted Coordinator/ Gifted Art Teacher	Gifted Coordinator

Profile/Timeline Form G5a outlines timeline of 90 days for making eligibility decision. Once all the data is collected an eligibility meeting is scheduled. The Identification/Placement Committee meets to review the collected data. Minority students, students from disadvantaged environments, and students with handicapping conditions may need further consideration. An identification profile is completed for each student. The profile documents eligibility and the area of giftedness.

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
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

The classroom teacher(s), will determine the service options for all students who have been declared eligible for gifted programs. Administrators, guidance counselors, and parents can be involved in service decisions, *however the responsibility of documentation of services will be with the classroom teacher(s)*. Appropriate services will be reviewed annually, and a Gifted Education Plan (GEP) will be developed at the school level by the classroom teacher.

The Identification/Placement Committee determines eligibility for appropriate services following a review of all available data. Service options are as follows:

- The student demonstrates aptitude and performance potential to the extent that differentiated learning options are necessary to meet his/her needs.
- The student does not, at this time, exhibit ability and performance to the degree that services beyond those provided by the general curriculum are necessary to meet his/her needs.

Parents will be notified by letter of the appropriate services, their right to an appeal, and the process of appeal.

Recommendations of the School Identification/Placement Committee are forwarded to the Principal, Guidance Counselor and classroom teacher(s).

Specific Academic Aptitude
(Same as General Intellectual Aptitude)
Visual and Performing Arts Aptitude

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

Once a student has been referred for formal assessment through the general screening process, as a transfer, or directly by a parent or other person, the referral is recorded by the Gifted Coordinator. A letter that provides information about the division's gifted programs is sent to the parent, explaining the formal assessment and identification process. Following this a form is sent requesting written permission for testing and data collection. No action is taken until permission has been received. If there is no response, at least two additional attempts to obtain permission (by letter and phone) will be made.

After the Identification/Placement Committee has made a determination, the Gifted Coordinator sends a second letter to the parent, noting the decision of the committee. If placement is recommended, the letter will state that written permission for placement is necessary to begin services in the program. Included in the identification notification is the notation that the parent/guardian has the right to appeal the identification decision.

Appeals

Should a parent or student not agree with the services recommendation of the Identification/Placement Committee, the following appeals process shall be followed:

- Services for the gifted program may be refused by completing the appropriate portion of the Parent Permission form.
- Appeal for denial of services may be made by contacting the Division Superintendent in writing and requesting an appeal hearing to review the student's placement.
- An Appeal Committee composed of a least three professional staff members reconsider a referral within thirty days of the request.
- During an appeal, the reasons for the appeal and for the denial of services will be documented and shared with the new committee, and records as well as Identification/Placement informational data will be reviewed. Original test data as well as a complete battery IQ test administered by the District Psychologist will be used. The Appeal Committee will also use criteria consistent with the Identification/Placement criteria to maintain continuity of placement standards.
- The individual requesting the appeal will be notified within three business days of the appeal hearing regarding the decision of the Appeal Committee.
- If the parent wishes for additional testing to be completed, the parent is responsible for the expense of the assessment.

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

Monitoring of student placement is conducted continuously by the Gifted Coordinator and grade level Classroom Teacher. This is done on an informal basis through observation of performance and through annual conferences with parent(s). Parents are notified of any apparent or potential difficulties. Conferences and Parent communication are encouraged.

Review of placement of all participants is conducted as needed. This review is to determine whether a change in placement or services might be necessary. Parents or school staff may request a change in placement at any time. Exit from the program will occur when the parent, student, or school staff determines this is necessary.

The parent/guardian will write a letter to the Gifted Coordinator requesting exit from the program. The school will document any relevant measures (grades, tests, performance in class, etc.) that indicate a need for change in placement. The letter and documentation will be filed in the student's cumulative folder. Change of Placement decisions will be made as a committee decision. Review of grades, tests, performance in class, etc....will be used as data to make a change in placement decision.

Appeals

Should a parent or student not agree with the services recommendation of the Identification/Placement Committee, the following appeals process shall be followed:

- Services for the gifted program may be refused by completing the appropriate portion of the Parent Permission form.
- Appeal for denial of services may be made by contacting the Division Superintendent in writing and requesting an appeal hearing to review the student's placement.
- An Appeal Committee composed of a least three professional staff members reconsider a referral within thirty days of the request.
- During an appeal, the reasons for the appeal and for the denial of services will be documented and shared with the new committee, and records as well as Identification/Placement informational data will be reviewed. Original test data as well as a complete battery IQ test administered by the District Psychologist will be used. The Appeal Committee will also use criteria consistent with the Identification/Placement criteria to maintain continuity of placement standards.
- The individual requesting the appeal will be notified within three business days of the appeal hearing regarding the decision of the Appeal Committee.
- If the parent wishes for additional testing to be completed, the parent is responsible for the expense of the assessment.

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

VPA - Visual Arts

A. Service Options are Continuous and Sequential

Giles County Schools offers services to gifted students in grades K-12. When a student is identified as eligible for services under General Intellectual Aptitude, acceleration and in-class differentiation are the main tools used in grades K-8 to meet the student's intellectual needs. Beginning at the 9th grade level and continuing through to the 12th grade, Giles County Schools provide opportunities for students to attend Summer Governor's School programs, mentorships, Virtual Virginia Courses and year-long Governor's School opportunities become available.

Should a student be identified as requiring services for a Specific Academic aptitude, honors and advanced placement courses, dual enrollment, and independent study (Virtual Virginia Courses and other) supplement the services offered to support the student's identified needs.

Programs and courses in visual arts are available to meet the needs of those students identified in these areas. In-class differentiation is the main method used to deliver services to students so identified.

Additionally, contests, performances, exhibitions, and other opportunities are employed to supplement the in-class differentiation.

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

VPA - Visual Arts

General Intellectual Aptitude, Specific Academic Aptitude:

Students at the elementary level(grades k-5) spend the majority of their time in heterogeneous groups. At the middle school level (grades 6-7), students are heterogeneously grouped. Their instruction is differentiated in the regular classroom setting.

At the high school level (grades 8-12), students are grouped heterogeneously in elective courses.

VPA - Visual Arts

In Grades K-7 identified students receive a gifted art class with age level peers. In Grade 8-12 Identified students spend time with age-level peers during the regular art class, according to their schedule.

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

Identified gifted students participate in the pull-out program at the elementary level (Grades K-7) for visual arts. This pull-out program provides gifted students with the opportunity to interact with other gifted visual arts students. K-7 students are offered differentiation by the classroom teacher. Group activities are planned when appropriate. At the high school, participation in AP Virtual Virginia Courses, Dual Enrollment, and/or Governor's School Courses provide students time with their intellectual and academic peers.

D. Service Options Provide Instructional Time to Work Independently

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

General Intellectual Aptitude

Gifted students are given the opportunity to work independently as needed as part of their individualized DEP. This will be determined by the classroom teacher.

VPA - Visual Arts

Identified students are given the opportunity to work independently on art projects during the gifted art class, regular art class and in the after-school and summer programs.

E. Service Options Foster Intellectual and Academic Growth

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

The curriculum for gifted students will be differentiated by the classroom teacher in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills. This emphasizes application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available.

VPA - Visual Arts

Curriculum for gifted art students will focus on communication and expression, creating unique and complicated works using real-world issues and images. The curriculum for gifted visual art students will be differentiated in content and process from the regular art program by the gifted art teacher.

F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

General Intellectual Aptitude

Pre- and post-assessments will be used to document the growth of gifted students. SOL scores may also be used. However, measuring student growth in gifted students involves looking beyond just the use of test scores. The use of nontraditional assessment tools such as rubrics, portfolios, and performance based assessments may be utilized to document student growth. As part of teacher evaluations in Giles County schools, classroom teachers will document a pattern of achievement for all students and data will be recorded and monitored for each student.

VPA - Visual Arts

Evidence of student growth will be assessed through student created products. The Gifted art teacher will use rubrics and goals to assess growth of gifted art students.

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

VPA - Visual Arts

The gifted curriculum will be differentiated by the classroom teacher in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills. This emphasizes application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration and original research and/ or products are also available for students demonstrating mastery of grade level content.

The curriculum for gifted is also designed to be different from the general educational program in Giles County Schools. While it rests within the regular curriculum, it is focused to provide not "more" of the same activities, but qualitatively "different" learning opportunities. The educational experiences offered are intended to help gifted students develop their potential.

At the elementary level, differentiation of assignments and student choice are woven throughout the elementary curriculum. Teachers are encouraged to focus their assignments on tasks that are not considered "extra work" but "different work" that challenges the gifted student to show growth. The classroom, for the student identified as eligible for services under Specific Academic Aptitude, is expected to be a place that allows for the in-depth learning within the specific area of study (LA or Math).

An important aspect of the classroom for the student identified under Visual Arts is that it will help the student develop advanced skills and techniques. The gifted art teacher of students enrolled in the visual arts will integrate basic skills as well as higher level art skills into the curriculum.

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

General Intellectual Aptitude, Specific Academic Aptitude, Visual Arts Aptitude :

Students are provided opportunities for class selection based on prior performance and needs. In consultation with faculty, guidance, and gifted coordinators and facilitators, student enrollment in appropriate and specific classes is determined by grades and scores, (performance and portfolio) evaluations, prerequisites, and recommendations.

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

Professional development in the listed criteria occurs in:

- On-going school-wide professional development opportunities (periodic inclusion in faculty meeting programs)
- On-going division-wide professional development opportunities (in-service for differentiation, emotional and social needs, twice exceptional, etc.)
- Summer regional professional development opportunities (Speaking for the Gifted)
- State and national attendance at gifted conferences
- Consultation with division gifted coordinator.

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

Annual reviews of the Giles County Program for Gifted Education includes:

- Review of the individual Gifted Education Plans (GEP) to determine effective Implementation and student progress by the district coordinator.
- Development of the Annual Report of Accomplishments of the Gifted Program to be presented to Local School Board (February)
- Receiving School Board Approval for the Local Plan

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 division has elected to not establish a Division Local Advisory Committee.

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