***Bath County Public Schools***



**Local Plan for the Education of the Gifted**

**2023 - 2028**

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| **LEA#** | **009** |
| **Superintendent**  | **Dr. Rick Bolling** |
| **Mailing Address** | **12145 Sam Snead Highway, P.O. Box 67, Warm Springs, Virginia 24484** |
| **Gifted Education Coordinator/ Designee** | **Mrs. Jane Hall** | **Title****Address****Telephone****E-mail**  | **Director, Pupil Personnel and Special Education****(540-839-5307****janeh@bath.k12.va.us** |
| **Local School Board Chairperson** | **Mrs. Karen Hise** |
| **Date Approved by School Board** | **April 4, 2023** |

## 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 Bath 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) | K – 12th Grades |
| Specific Academic Aptitude (SAA) - Choose an item. | K – 8th Grades |
| Career and Technical Aptitude (CTA) | 8th – 12th Grades |
| Visual and/or Performing Arts Aptitude (VPA) - Visual ArtsVisual and/or Performing Arts Aptitude (VPA) - Instrumental Music | 8th – 12th Grades |

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

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

1. **Division Statement of Philosophy for the Education of Gifted Students**

Bath County Public Schools recognizes that all students deserve the most appropriate and most challenging program for their own unique interests, achievement levels, and learning styles. As a part of providing educational opportunities for the continuous progress of all students, gifted students need expanded programs in order to meet their greatest potential. Services for gifted will compact, expand, enrich, and/or accelerate instruction to meet the needs of the gifted learner. The key persons in education of our gifted students are the general education team that strives towards enhancing instruction for the gifted student. Bath County Public Schools recognize that within any group of learners, there are differences in backgrounds, abilities, and interests. Varieties of educational opportunities are provided from kindergarten through twelfth grades to suit the needs of gifted students. Visual or Performing Arts Aptitude (VPA) students have the potential to demonstrate superior creative reasoning and imaginative expression, persistent artistic curiosity, advance acquisition, mastery of technique, perspective, and concepts in visual arts or instrumental music. Career and Technical Education (CTE) provides academic and technical skills, along with the necessary training to succeed in future careers to help students prepare for the world of work in a hands-on format.

1. **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.

Bath County Public Schools is committed to excellence in education, equality of educational opportunities, and the recognition of each student’s individuality. Gifted students are those students in kindergarten through twelfth grade who demonstrate high levels of accomplishment when compared to others of the same age, experiences, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. We use multiple measures to identify gifted students: general intellectual aptitude test, specific academic aptitude in English, math, science and social studies, teacher observations, record of academic progress, achievement tests, interview and interest inventories, and honors and awards. Visual or performing arts and career and technical education are measured by teacher/parent rating scales, student portfolio and student work.

**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.

1. **Identification:**

Bath County Public Schools will establish the identification process for gifted students in grades K through 12 and define appropriate criteria for identification.

Objective 1: Implement screening for gifted in all 2nd and 6th grade classrooms and

 Individual students based on teacher recommendations.

Objective 2: Each year the gifted committee will re-evaluate the gifted program for

 improvements.

Objective 3: Create the criteria for identification of gifted students in visual performing arts (VPA) for visual arts and instrumental music.

Objective 4: Create the criteria for the identification of gifted students in career and technical education (CTE).

1. **Delivery of Services:**

Bath County Public Schools will provide appropriate services to students identified as gifted in grades K-12.

Objective 1: Create a gifted curriculum model for grades K – 4, 5 - 7 and 8 – 12.

Objective 2: Explore and develop opportunities for elementary and secondary gifted learners to work on independent coursework and/or interdisciplinary

 projects.

Objective 3: Increase class offerings, participation for secondary students in dual

 enrollment, advanced placement, online courses and governor’s school.

Objective 4: Increase opportunities for participation in summer programs and camps.

Objective 5: Create a gifted program information flyer for parents.

1. **Curriculum and Instruction:**

Bath County Public Schools will work to develop appropriate curriculum and instructional programs to meet the needs of gifted students in grades K-12.

Objective 1: Create a gifted curriculum model for grades K-4, 5-7, and 8-12.

Objective 2: Identify and promote enrichment opportunities for gifted students in and

 out of the school setting.

1. **Professional Development:**

Bath County Public Schools will provide teachers an opportunity to understand the process for identification of students into the gifted program.

Objective 1: Provide professional development to teachers on differentiation and

 enrichment for gifted students.

1. **Equitable Representation of Students:**

Bath County Public Schools is aware of the diversity among students and seeks to meet the needs of all students across all populations and gap groups.

1. **Parent and Community Involvement:**

Bath County Public Schools seeks to increase the involvement of parents and community members by strengthening communication.

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

1. **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 – (GIA)

Special Academic Aptitude – (SSA) – English, Math, Science, Social Studies

Bath County Public Schools screens students K-12th grades in the referral process through the efforts of the in-school gifted coordinator at each school. At the beginning of each school year, the in-school gifted coordinator of each school creates a pool of possible candidates for referral for evaluation by reviewing a variety of data, which includes test scores, student grades, work samples, and discussion with classroom teachers and school counselors.

We use a universal screener for the identification of students in 2nd and 6th grades to ensure all of our students are captured for possible identification for gifted services each school year.

Screening activities include, but are not limited to working directly with the classroom teacher to observe students, examine assessment data, review student work, review academic grades, honors, awards and conducting interest inventories with students and parents. Students are referred that demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment.

In March of each year, all second grade students will take the “screening test” of the the Cognitive Abilities Test (CogAT). Any student in grades K-2 may be referred for evaluation for gifted education services by a parent/guardian, teacher, gifted coordinator, or other advocates. Any student who scores in the 90th percentile or above on this screening test and/or has shown other indicators may be referred for further evaluation for gifted identification.

The referral process for visual and performing arts (VPA) for visual and instrumental music is conducted annually by the art and instrumental music teachers, in-school gifted coordinator and the gifted committee. Referrals can be submitted by the art and/or instrumental music teachers or parents who have knowledge or expertise to make such a referral. Referrals may start at the end of 8th grade and continue through 12th grade for VPA students. Students must meet criteria for a gifted VPA program.

Referral procedures for gifted career and technical education (CTE) students is conducted annually by the CTE teachers, in-school gifted coordinator and the gifted committee. Referrals can be submitted by the CTE teachers or parents who may have knowledge or expertise to make such a referral. Referrals may start at the end of 8th grade and continue through 12th grade for CTE students. Students must meet criteria for a gifted CTE program.

1. **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

 Specific Academic Aptitude (SAA) – English, Math,

 Science, Social Studies.

Referrals of a student for evaluation for gifted education services may be made at any time by parent/guardian, teachers, professionals, or other advocates for the students. Referral forms are available on the Bath County Public Schools website and/or from the in-school gifted coordinator. Once the referral is made, the school’s gifted coordinator will request in writing within 10 days to the parent/guardian permission to further evaluate the student. When the evaluations are completed, the in-school gifted coordinator shall assemble the gifted team and the division’s gifted coordinator at the child’s school to determine eligibility using multiple data criteria and evaluations components. Eligibility decisions are made within 90 days from the date that the parent/guardian permission for evaluation is received.

Transfer students to Bath County Public Schools who have previously been identified as gifted will be automatically included in the Bath County Public Schools Gifted Program for a period of one year if documentation of the student’s eligibility is provided by the school division where the student was identified for services. During that time, the student’s records will be reviewed to determine if further data collection is needed to confirm continue eligibility for gifted programming based on criteria used by Bath County Public Schools.

Visual or Performing Arts (VPA)

Referrals are accepted throughout the year. The gifted team at each school will meet to score portfolios. Students who have completed referrals (referral and parent checklists) and a complete portfolio will be considered.

Career and Technology Education (CTE)

Referrals are accepted throughout the school year. Students must have the following: 22 competencies, 3 letters of recommendations, 5 to 10 hours of volunteer work, CTE certification, member of a CTE club, earned the micro credential and must have a “C” GPA average.

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: Transfer records, interest inventory, creativity measure

2. Additional identification information for Specific Academic Aptitude - English , Math, Science and/or Social Studies.

 Once a referral is made, the in-school gifted coordinator will administer all the requirements for general intellectual aptitude identification and in addition, administered the Specific Academic Aptitude for Elementary and Secondary Students (SAGES) to identify the specific academic aptitude area(s) for gifted identification.

3) VPA – Visual Arts and Instrumental Music

* Assessment of appropriate student products, performances, or portfolio.
* Record of observation of in-class behavior.
* Take the Khatena-Morse Multitalent Perception Inventory (KMMPI) Assessment.
* Appropriate rating scales, checklists or questionnaires.

 4) CTE – Career and Technology Education

* Completed 22 Competencies
* 3 Letters of Recommendation
* 5 to 10 volunteer hours
* Earned certification
* Member of a CTE club
* Earned micro credential

**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)

1. 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) – as necessary

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

1. Type of Identification/Placement Committee

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

 School-level  Division-level

VPA - Visual Arts VPS – Instrumental Music

 Classroom Teacher(s)

 Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s) – as necessary

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: Arts Teachers

Career/Technical Aptitude

 Classroom Teacher(s)

 Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s) – as necessary

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify: CTE Departmental Chair

1. **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

Specific Academic Aptitude – English/Math/Science/Social Studies

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure** | **Administered/****Completed by** | **Scored by** | **Provided to the committee by** |
| **Classroom Performance** |  Teacher(s) | Teacher(s)In-School Gifted Coordinator | Teacher(s) |
| **Interest Inventory** | In-School Gifted Coordinator | In-School Gifted Coordinator | In-School Gifted Coordinator |
| **Achievement Measure****Woodcock Johnson IV**  | In-School Gifted Coordinator | In-School Gifted Coordinator | In-School Gifted Coordinator |
| **Cognitive Abilities Test (CogAT)** **2nd-12th Grades** | In-School Gifted Coordinator | In-School Gifted Coordinator | In-School Gifted Coordinator |
| **Achievement Measure - Screening Assessment for Gifted Elementary and Middle School Students (SAGES)** | Division Gifted Coordinator | Division Gifted Coordinator | Division Gifted Coordinator |
| **Torrance Test of Creative Thinking (TTCT)** | In-School Gifted Coordinator | In-School Gifted Coordinator | In-School Gifted Coordinator |
| **Scales for Rating the Behavioral Characteristics of Superior Students****(Renzulli)** | Teacher(s) | Teacher(s) | In-School Gifted Coordinator |
| **VKRP/PALS/SOLs** | Teacher(s) | Teacher(s) | Teacher(s) |

Within 10 instructional days of receiving a referral, the in-school level gifted coordinator requests in writing from the parent/guardian permission to further evaluate the student. After the in-school level gifted coordinator receives in writing the parent/guardian’s permission for further evaluation, eligibility for gifted education services must be determined within 90 instructional days. A rubric will be used to rate each of the following areas with a point value of 1 to 5.

* Classroom performance (grades, assessments, work samples, portfolio)
* Achievement measures (Woodcock Johnson IV)
* Ability measures (KBIT an CogAT, SAGES)
* Creativity (TTCT)
* Teacher ratings (Renzulli)
* Other assessments (interest inventory, parent input, VKRP/PALS/SOLs)

The in-school gifted coordinator shall provide all relevant information for the gifted committee to consider for determination of eligibility.

Parents/guardians will be notified by letter of the decision of the committee. In case of a student who is found, “not eligible for services,” parents/guardians are informed of the opportunity for a conference; at which time their right to appeal and the appeal process will be explained. Procedures for appeals will be included in the letter bearing the committee’s decision, regardless of whether or not the parents/guardians elects to have a conference with the gifted coordinator.

VPA - Visual Arts VPS – Instrumental Music

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure** | **Administered/Completed By** | **Scored By** | **Provided to the Committee By** |
| **Achievement Test****Khatena-Morse Multitalent Perception Inventory (KMMPI)** | In-School Gifted Coordinator | In-School Gifted Coordinator | Division Gifted Coordinator |
| **Classroom Performance** | Art TeacherInstrumental Teacher | Art TeacherInstrumental TeacherIn-School Gifted CoordinatorGifted Committee | Art TeacherIn-School Gifted CoordinatorDivision Gifted Coordinator |
| **Art Portfolio or Instrumental Portfolio** | In-School Gifted CoordinatorArt TeacherInstrumental Teacher | Art TeacherInstrumental TeacherIn-School Gifted CoordinatorGifted Committee | Art TeacherInstrumental TeacherIn-School Gifted CoordinatorDivision Gifted Coordinator |
| **Teacher Checklist** | Art TeacherInstrumental Teacher | Art TeacherInstrumental TeacherIn-School Gifted CoordinatorGifted Committee | Art TeacherInstrumental TeacherIn-School Gifted CoordinatorDivision Gifted Coordinator |
| **Parent Checklist** | Parent | In-School Gifted CoordinatorGifted Committee | Art TeacherInstrumental TeacherIn-School Gifted CoordinatorDivision Gifted Coordinator |

The gifted committee will meet to evaluate student portfolios. Portfolios, along with observed art samples and teacher/parent checklist will be used to determine eligibility. Eligibility decisions are based on attainment of a set cut-off score on the division matrix. The committee reserves the right to determine a student’s eligibility even if the score is below cut-off as determined by consensus of the committee.

CTE

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure** | **Administered/****Completed by** | **Scored by** | **Provided to the committee by** |
| **Behaviors checklist** | CTE Teacher(s)CTE Departmental Chair | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorGifted Committee | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorDivision Gifted Coordinator |
| **Competencies** | CTE Teacher(s)CTE Departmental Chair | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorGifted Committee | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorDivision Gifted Coordinator |
| **List of Volunteer Work** | CTE Teacher(s)High School Counselor | CTE Teacher(s)High School CounselorIn-School Gifted CoordinatorGifted Committee | CTE Teacher(s) In-School Gifted CoordinatorDivision Gifted Coordinator |
| **Certifications** | CTE Teacher(s)CTE Departmental Chair | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorGifted Committee | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorDivision Gifted Coordinator |
| **CTE Club** | CTE Teacher(s)CTE Departmental Chair | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorGifted Committee | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorGifted CommitteeDivision Gifted Coordinator |
| **Micro Credential** | CTE Teacher(s)CTE Departmental Chair | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorGifted Committee | CTE Teacher(s)CTE Departmental ChairIn-School Gifted CoordinatorGifted CommitteeDivision Gifted Coordinator |

The CTE Gifted Committee will meet to evaluate student referral information. Eligibility decisions are based on attainment of a set cut-off score on the division CTE matrix. The committee reserves the right to determine a student’s eligibility even if the score is below the cut-off as determined by consensus of the committee.

1. **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, Math, Science and Social Studies

In grades K-12, Bath County Public Schools delivery of services will be determined by the gifted committee that comprise of content teachers, in-school gifted coordinator, school counselors and the division’s gifted coordinator and shall be documented on the gifted education student plan. The gifted committee shall use the data collected to create each student’s plan.

In grades 8-12, services will be based on the student’s eligibility information, consultation with student, parents/guardians, school counselor and in-school gifted coordinator and division’s gifted coordinator about available program options of advanced courses, advanced placement courses, honor courses, independent studies, dual enrollment and governor’s school.

VPA – Visual Arts and Instrumental Music

The gifted eligibility committee reviews all data on each student. Eligibility decisions are based on attainment of a set cut-off score on the division matrix. The committee reserves the right to determine a child is eligible even if the score is below the cut-off as determined by consensus of the committee.

CTE – Career and Technical Education

The gifted eligibility committee reviews all data on each candidate. Eligibility decisions are based on attainment of a set cut-off score on the division CTE matrix. The committee reserves the right to determine a child’s eligibility even if the score is below the cut-off as determined by consensus of the committee.

### 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

Specific Academic Aptitude – English/Math/Science and Social Studies

Once a student has been referred for a formal assessment through the general screening process, as a transfer, or directly by a parent or other person, the in-school gifted coordinator records the referral. Permission of parents/guardians will be obtained prior to administering any assessment instruments specifically designed to determine eligibility for gifted program services. Upon receipt of a referral, the in-school gifted coordinator within ten instructional days will request in writing the parents/guardians permission to further evaluate the student.

Once an eligibility decision is made, the in-school gifted coordinator will inform the parents/guardians in writing of the decision and/or hold an in-person meeting. If a student is found eligible for services, parents/guardians will be made aware of program service options and the creation of the gifted student education plan. Students will be evaluated for specific academic aptitude in English/Math/Science and Social Studies. Parents/guardians written permission to serve the student will be required before services can begin.

Should parents/guardians not agree with the decision or placement recommendation of the gifted committee, they must appeal the decision in writing to the school principal and/or in-school gifted coordinator within 30 instructional days of notification of the decision.

In the event that the complainant desires a further hearing, parents/guardians may request a hearing with the superintendent of Bath County Public Schools, who will make the final decision.

VPA – Visual Arts and Instrumental Music

The in-school gifted coordinator will contact parents by letter informing them of the referral requesting permission to evaluate, outlining eligibility criteria and requesting the completion of a checklist for gifted art and/or instrumental music program services. The in-school gifted coordinator contacts parents by letter, informing them of the decision of the committee and inviting them to meet to discuss their child’s matrix. If a student is found eligible for gifted art or instrumental music, a permission to participate form will be sent. Parents of students found ineligible will be provided with information needed to appeal. A student can resubmit their portfolio at any time and it will be re-evaluated.

CTE

The in-school gifted coordinator will contact parents by letter informing them of the referral requesting permission to evaluate, outlining eligibility criteria and requesting the completion of a checklist for CTE program services. The in-school gifted coordinator contacts parents by letter, informing them of the decision of the committee and inviting them to meet to discuss their child’s matrix. If a student is found eligible for CTE, a permission to participate form will be sent. Parents of students found ineligible will be provided with information needed to appeal. A student can resubmit their portfolio at any time and it will be re-evaluated.

### 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

**Specific Academic Aptitude – English, Math, Science and Social Studies**

**VPA – Visual Arts and Instrumental Music**

**CTE – Career and Technology Education**

Student placement in Bath County Public Schools gifted program is considered annually at the school level. Monitoring of student placement is conducted continuously by the in-school and division’s gifted coordinators on an informal basis through observations of performance and through conferences with the student and staff. A consideration for a change in placement or services may be initiated by parents and/or guardians. Parents and/or guardians may request in writing to withdraw the student from the program at any time.

### 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.

1. **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

Specific Academic Aptitude – English, Math, Science and Social Studies

Bath County Public Schools offer gifted services to students in grades K through 12. When a student is identified as eligible for services, in-class differentiation methods are utilized to meet the student’s intellectual needs and growth. Teachers use instructional strategies that accelerate, enrich, and extend activities and through processes beyond course expectations, as indicated by the Standards of Learning.

VPA – Visual Arts and Instrumental Music

Identified students in grades 8th-12th receive differentiation in the regular art and or band class. In addition, there are extracurricular events and summer opportunities that students may attend.

CTE – Career and Technology Education

Identified students in grades 8th-12th receive differentiation in the regular art and or band class. In addition, there are extracurricular events and summer opportunities that students may attend.

1. **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

Specific Academic Aptitude – English, Math, Science and Social Studies

Students at K – 7 elementary level use instructional time with age-level peers to further allow for differentiation at the classroom level as well as acceleration. Their instruction is differentiated in the classroom setting during the week. Middle school students starting in grade 8 may begin to take high school credit courses, and in grades 9 – 12 dual enrollment, advanced skills (AS) classes, advanced placement (AP) courses, virtual Virginia online classes, governor’s school and independent study. Students entering grades 9 and 10 have the option to attend the regional summer governor’s school in science.

 VPA – Visual Arts and Instrumental Music

 Identified students spend time with age-level peers during art and band class, according to their schedules.

 CTE – Career and Technology Education

 Identified students spend time with age-level peers during CTE classes, according to their schedules.

1. **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

Specific Academic Aptitude – English, Math, Science and Social Studies

Bath County Public Schools provides differentiated instruction in the regular classroom setting in all grade levels. Students are exposed to critical thinking, creative thinking and independent research-based curriculum for all identified gifted students. In grades K – 12, differentiated instruction strategies include varying texts and supplemental materials, small group instruction, projects, journaling, and incorporating the use of technology when appropriate in all core areas.

Grade placement/acceleration, advanced skills (AS) classes, advanced placement (AP) classes, dual enrollment, and virtual Virginia online classes and governor’s school provide opportunities for students to interact with their intellectual and academic peers.

VPA – Visual Arts and Instrumental Music

Identified students spend time with talented peers during extracurricular and summer opportunities.

CTE – Career and Technology Education

Identified students spend time with talented peers during extracurricular and summer opportunities.

1. **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

Specific Academic Aptitude – English, Math, Science and Social Studies

Individual classroom teachers offer gifted learners opportunities to work independently through learning contracts, choice of assignments, or independent projects. These in-depth studies allow students to study major ideas that are of particular interest to them. Products which apply to real world situations or which challenge existing ideas are encouraged.

VPA – Visual Arts and Instrumental Music

Identified students are given the opportunity to work independently on art and/or instrumental assignments during class time, extracurricular and summer opportunities.

CTE – Career and Technology Education

Identified students are given the opportunity to work independently on art and/or instrumental assignments during class time, extracurricular and summer opportunities

1. **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

Specific Academic Aptitude – English, Math, Science and Social Studies

Through the use of Bloom’s Taxonomy of Higher Order Thinking Skills, gifted students curriculum will be differentiated in content by allowing analysis, synthesis and evaluation. In grades K-7, students will be allow time to work with same age level peers. In 8-12 grades, students will have the opportunity to participate in advanced classes, dual enrollment, virtual Virginia and may participate in governor’s school.

VPA – Visual Arts and Instrumental Music

Curriculum for gifted art and instrumental music students will focus on communication and expression, creating unique and complicated works, real-world issues and images, seeking critiques from teachers and peers and exploring historical and contemporary imagery by other artists.

CTE – Career and Technology Education

The gifted CTE student will use high order thinking skills, emphasizing applications, analysis, synthesis, evaluation and product. The students will use workplace readiness skills within their environments.

1. **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

Specific Academic Aptitude – English, Math, Science and Social Studies

Students will receive formative and summative evaluations from teachers for class work, presentations, portfolios and independent study projects. Assessments are based on criteria established by teachers and peers. Other assessments include SOL and PALS test scores, benchmarking testing, and advanced placement exams.

VPA - Visual Arts and Instrumental Music

Students will maintain an art and music portfolio in their gifted program. Evidence of student growth will be assessed through student created products.

CTE – Career and Technology Education

The measuring of student growth in the gifted CTE program will be in the form of leadership skills and project based assessments.

### 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

Specific Academic Aptitude – English, Math, Science and Social Studies

VPA - Visual Arts and Instrumental Music

CTE – Career and Technology Education

Teachers implement effective and varied differentiation techniques in instructing, questioning and assessing, in order to challenge gifted learners beyond the typical grade level of instruction. Utilizing Bloom’s Taxonomy for analysis, synthesis and evaluation, teachers and students are encouraged to ask probing, open-ended questions, troubleshoot design flaws, and create applicable, real-life oriented products. Teachers are encouraged to use flexible, small group instruction or tiered lessons with appropriate challenging material to allow creativity and individuality in the choice of assignments, research, and student-product. Cooperative learning, creative problem solving, critical and creative thinking, higher-order questioning, and problem-based learning are other strategies that foster intellectual and academic growth. At the high school level, students self-select the classes that will offer them the appropriate level of challenge that will foster intellectual and academic growth.

### 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

Specific Academic Aptitude – English, Math, Science and Social Studies

Students in grades K-7 are provided educational opportunities that expand their experiences and depth of study and/or accelerated their learning. 7th grade students have the opportunity to enroll in Virtual Virginia for advanced course work.

Rising 8th and 9th grade students may participate in the summer regional Governor’s School in science and may enroll in advanced skilled (AS) high school credit courses.

Students in grades 10, 11 and 12 may enroll in advanced skills (AS) high school credit courses, advanced placement classes, community college dual enrollment courses and Virtual Virginia classes.

Students in grades 11 and 12 may apply to the Jackson River Governor’s School for Math, Science and Technology where students can complete an associate’s degree.

When student interest, achievement and commitment warrant, independent study options are offered.

### 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

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

All division teachers are potentially teachers of gifted students and they are expected to provide appropriate instruction for all students in their classrooms. All classroom teachers and school counselors will participate in professional development opportunities to include the characteristics of gifted students; formative and summative assessments; performance based assessments; curriculum differentiation strategies; and the incorporation of the 5 C’s (creativity, communication, citizenship, collaboration, critical thinking) in classroom instruction. Professional development ranges from faculty meetings, presentations, discussions to workshops, conference and college courses. Gifted coordinators are expected to hold or be working towards endorsement in gifted education and possess the leadership skills to effectively work with students, teachers and parents.

### 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 committee that is comprised of teachers, parent representative, principal, school level gifted coordinators and the division gifted coordinator meet throughout the year. Each year a specific aspects of the program receives targeted focus to research, review and evaluated using data gathered. The data is gathered through test data, surveys, and end of the year reviews to program options and effectiveness.

### 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.

Bath County Public Schools will include the following on the Local Advisory Committee for the Gifted:

1. Principal

2. Parent(s)

3. In-School Gifted Coordinators – 3 staff members

4. Divisions Gifted Coordinator

5. Teachers (2 – Millboro; 2 – Valley, 2 – Bath County High School)

### 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