

Patrick County Public Schools

Local Plan for the Education of the Gifted

2020-2025

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Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Patrick 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-12
Specific Academic Aptitude (SAA) - Choose an item.	N/A
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	N/A

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

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

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

Gifted students are those students within a unique population whose abilities, talents, and potential for accomplishment are so outstanding that they require a variety of special provisions to meet their educational needs. Therefore, Patrick County Public Schools endeavors to provide gifted students with a differentiated educational program that will enable them to reach their full potential and acquire the knowledge, skills, and values to become successful and responsible citizens.

The purpose of the gifted program is to offer educational opportunities that are structured to assist each student in developing his/her special abilities. Patrick County Public Schools is committed to providing teachers with the skills needed to develop the appropriate differentiated curriculum for their gifted students.

B. Division Operational Definition of Giftedness

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

Gifted students are defined as those K-12 students who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require specialized instruction to meet their educational needs.

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General intellectual aptitude. Patrick County Public Schools defines a gifted student as a student who demonstrates high performance capability or potential, when compared to others of the same age, experience or environment. The gifted committee at each school meets twice a year to consider student referrals to the gifted program. The committee is composed of at least three members: a classroom teacher, a principal or designee, counselor, gifted resource teacher and gifted coordinator.

Recognizing that gifted students come from diverse backgrounds, the identification process is multi-faceted. Data used in identification may include ability test scores, achievement test scores, behavior rating scales, observation and anecdotal evidence, portfolios, and other data as deemed appropriate. In order to meet the academic and socio-emotional needs of gifted students, differentiated instruction along with enrichment opportunities are provided. At the elementary level, students identified as gifted are exposed to enrichment activities within the general classroom and provided with an opportunity to participate in after school and summer programming that focuses on extending their knowledge base in specific areas of interest including science, technology, math and literature. At the secondary level, students identified as gifted are provided opportunities to enroll in advanced coursework such as AP and dual enrollment courses in all appropriate subject areas. In addition, enrichment activities are provided through after school and summer programming to include academic teams and Summer Residential Governor's School.

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

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

- A. **Identification:** Goal: To identify and serve as gifted in English and/or Math students from various backgrounds, including economically disadvantaged, culturally diverse, identified with a disability and limited English proficiency. Objective #1: MAP assessment will be administered to all second graders as a screener for giftedness. Scores within the 95th percentile is one set of criteria for further evaluation. Objective #2: To increase teacher awareness of gifted characteristics and of PCPS gifted identification process, each gifted resource teacher will lead in staff development at each school at the beginning of the year. Objective #3: Student referrals for gifted evaluation can be submitted for fall or spring testing from a variety of stakeholders including students, teachers, parents and community members.
- B. **Delivery of Services:** Goal: Patrick County Public Schools will review and reinforce the efforts of classroom teachers to provide appropriate differentiated instruction within the classroom. Objective #1: Gifted resource teachers in each school will collaborate with classroom teachers in the use of appropriate differentiation strategies in the delivery of services for gifted students at the elementary level. Objective #2: Gifted resource teachers will collaborate with gifted students during monthly after school programming to provide specialized activities that foster curiosity and research skills. Objective #3: For secondary students, the Patrick County High School Course Description Guide provides options for students to enroll in advanced coursework. Counselors will work with students to provide specific guidance for course selection. Students at the secondary level will be provided opportunities to participate in field trips that expose them to the arts, STEM programs, CTE enrichment, participate in writing contests and scholarship opportunities.
- C. **Curriculum and Instruction:** Goal: Patrick County Public Schools embraces differentiation as its main mode of serving gifted students. Objective: Gifted resource teachers and content teachers will collaborate to extend curricular objectives.
- D. **Professional Development:** Goal: Patrick County Public Schools will offer opportunities for administrators and teachers that foster creative and critical thinking skills and differentiation of instructional strategies. Objective: Annual training for gifted characteristics and the gifted process will be held at the beginning of each year along with online opportunities, conferences, and workshops throughout the year that focus on differentiation strategies.
- E. **Equitable Representation of Students:** Goal: Patrick County Public Schools will implement strategies to ensure equitable representation of diverse student

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populations in the gifted program including economically disadvantaged, culturally diverse, identified with a disability and limited English proficiency. Objective: The division gifted coordinator will monitor annually the percentages of these underserved student groups looking for growth. The screening tool for 2nd graders will allow for universal screener. Recommendations for gifted evaluation will be open 2 times per year and students can be submitted by anyone in the school community including the student.

- F. **Parent and Community Involvement:** Goal: Patrick County Public Schools will enhance communication regarding the gifted program to parents and students. Objective: An annual meeting of the Gifted Advisory Committee will encourage stakeholders to offer suggestions and ideas. Notes from this meeting will be shared with each school leadership team.

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

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

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

Screening Procedures for General Intellectual Aptitude

Patrick County Public Schools utilizes a division-wide general screening of all second-grade students. The division-wide standardized aptitude test (The NWEA MAP – Measures of Academic Performance) data for all second-grade students is analyzed each fall. Those students who score in the 95% on the MAP are placed in a screening pool for further evaluation. Recommendations for gifted evaluation are accepted from teachers, students, parents and community members. Once in the screening pool, additional data is gathered for individual students. The Division Identification/Placement Committee reviews all collected data to determine student eligibility for the gifted program.

Classroom teachers review student data in grades K-12 to recommend potential candidates to the gifted coordinator at each school. Classroom teacher review student grades, benchmark assessments, and performance on district and state-wide assessments when deciding to submit a student recommendation for additional assessment to determine giftedness.

Referrals are also accepted at any time from administrators, guidance personnel, parents, peers, mentors, community members, and through self-nomination. Notification of the ability to make referrals is communicated during faculty meetings and PTO meetings.

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

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

Referral procedures for General Intellectual Aptitude

Referrals are solicited as a result of the county-wide screening and from teachers, students, parents, and/or other adults who have direct contact with students in grades K-12. Notification of the ability to make referrals is communicated at both faculty and PTO meetings at the beginning of each year. Classroom observations, standardized assessments, portfolios, and behavioral checklists may be used as a basis for referrals. Teachers, support personnel and principals are encouraged to assist in potential screening, referral, and identification of students who may be culturally diverse, low socio-economic, underachievers or physically challenged in order that we may better reach the underserved.

All referrals are processed through guidance personnel, school gifted coordinators, or a principal designee in individual schools. Referral forms may be obtained from any of the schools as well as from the Patrick County Public Schools' website. Referrals are also accepted at any time from administrators, guidance personnel, parents, peers, mentors, community members, and through self-nomination. Upon receipt of parental permission, the eligibility process begins and the school division has 60 instructional days to act upon a learner's eligibility. Information regarding the referral process is available through the Patrick County Public Schools' website, as well as via school personnel.

Once the forms have been obtained and completed, they should be returned to the gifted resource teacher at the school. Parents are encouraged to return permission to evaluate forms within five working days of receiving them.

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: K-BIT, K-TEA, Psychological assessments from other divisions are accepted on an individual basis. Assessments from eligibility for special education services is also accepted.

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

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

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

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

General Intellectual Aptitude

- | | |
|--------------------------------|--------------------------------------|
| <input type="text" value="1"/> | Classroom Teacher(s) |
| <input type="text" value="1"/> | Gifted Education Resource Teacher(s) |
| <input type="text" value="1"/> | Counselor(s) |
| <input type="text"/> | School Psychologist(s) |
| <input type="text"/> | Assessment Specialist(s) |
| <input type="text" value="1"/> | Principal(s) or Designee(s) |
| <input type="text" value="1"/> | Gifted Education Coordinator |
| <input type="text"/> | Other(s) Specify: |

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> School-level | <input type="checkbox"/> Division-level |
|--|---|

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Gifted Behavior Checklist(s)	Classroom Teachers	School Gifted Education Teacher	School Gifted Education Teacher, Division Gifted Coordinator
Gifted Behavior Checklist(s)	Parents	School Gifted Education Teacher	School Gifted Education Teacher, Division Gifted Coordinator
Kaufman Brief Intelligence Test	Guidance Counselors	Guidance Counselors	Guidance Counselors, Division Gifted Coordinator
Measures of Academic Performance	Classroom Teachers	Test Provider	Division Gifted Coordinator
Local End-of Year Achievement Tests, Report Card, and State Testing Information	Classroom Teachers	Test Provider, Classroom Teachers	School Gifted Education Teacher, Division Gifted Coordinator
Product Samples, Portfolio	Classroom Teachers	Classroom Teachers	School Gifted Education Teacher, Division Gifted Coordinator

Upon receipt of parental permission, the eligibility process begins and the school division has 60 instructional days to act upon a learner's eligibility.

The Division Identification/Placement Committee consists of classroom teachers, guidance counselors, and other specialists as needed. The school Gifted Coordinator collects assessment

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data and uses this information to complete the Student Identification Profile form. If additional testing is deemed necessary, a school guidance counselor will administer an individual ability assessment or individual achievement assessment.

The Division Identification/Placement Committee members review collected data to determine eligibility. This committee, directed by the Division Gifted Coordinator, follows Division criteria to ensure consistency in identification and placement of gifted students. Division criteria are evaluated each year to determine if they are appropriate for the student population. No single criterion determines eligibility in the gifted program. Multiple criteria are reviewed and discussed during committee meetings. Committee members indicate agreement upon placement of students by signing the Identification/Placement form.

Parents are notified, in writing, of eligibility status within 10 instructional days of the completed eligibility process. One of the following decisions is made by the committee:

1. The student is automatically accepted.
2. More information is needed. Reevaluate on a specified date.
3. The student is not accepted at this time.

Parents of students who are eligible must sign a form to grant their child permission to participate in the gifted program. Parents of students who are not eligible receive written notification about the appeals process. Parents may initiate an appeal within 10 days of receipt of the eligibility decision.

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

Following determination of eligibility of a student, the placement committee will determine appropriate placement options.

For identified General Intellectual Aptitude, appropriate educational opportunities will be provided in the regular classroom through differentiation with support from the gifted resource teacher.

Teachers assigned gifted students are given a list at the beginning of the year/semester notifying them of the student's presence in their classroom. The gifted resource teachers are available to assist teachers with resources and materials to help meet the needs of the gifted learners. High school students are encouraged to apply for appropriate dual enrollment and Advanced Placement classes.

Specifically, in K-7:

- Acceleration of content or grade level
- Differentiated classroom activities
- Small group enhancement with the gifted resource teacher
- Multi-age group instruction deemed appropriate based on data

Specifically, in 8-12:

- Acceleration of content classes
- Honors classes
- Dual enrollment/AP classes
- Individual Student Academic & Career Plan

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

Information pertaining to the Patrick County Public Schools' Gifted Program can be found on the district website. Prior to a student being evaluated for the Gifted Program, parental permission is requested for student data collection by the individual school gifted coordinator. Upon receipt of parental permission, cumulative data is maintained in an assessment portfolio of individual student work. The portfolio then becomes part of the screening process. During the second-grade year all second graders are screened for program eligibility. Written notification explaining the screening process is sent to parents of second graders. Written parental permission is required to evaluate kindergarten through twelfth graders who have been referred to the gifted program on an individual basis.

Parents are notified, in writing, of eligibility status within 10 instructional days of the completed eligibility process. A letter is sent to parents of eligible students designating available gifted program service options and permission is requested for program placement. In cases of student ineligibility, parents are notified in writing and informed of the appeals process.

In the event the parents disagree with the Identification/Placement Committee's decision for deferral of placement, program exit, or denial of gifted program services, the parents shall be afforded the opportunity to appeal. The letter notifying the parents of the placement committee's decision includes information advising them of their right to appeal and the Patrick County Public Schools Appeals Procedure. The parents shall state in writing the basis of their disagreement to the Division Gifted Coordinator within ten (10) school days of receiving this appeal information.

The Division Gifted Coordinator will provide the parent with an appeal form and permission to test. The parent must grant permission for further testing to be conducted and administered by the school psychologist. The school psychologist will administer an individualized intelligence ability test and an educational achievement test within ten (10) school days of receiving the parent permission.

Once testing is complete, the Division Gifted Coordinator, school psychologist, nominating person, parent, and a teacher, guidance counselor, and/or central office

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staff member (that did not serve on the original Identification/Placement Committee) will review the new testing material and information to determine eligibility and placement. The information will be reviewed by the appeal committee within ten (10) school days of completed testing by the school psychologist.

The following governs the function of the Appeal Committee:

- a) To review disagreements that pertain to the child's identification and eligibility status. The committee's responsibility is to determine whether or not the procedural requirements of the identification process were satisfied and/or whether the division level Identification/Placement Committee's decision was appropriate as it pertains to the child's eligibility status.
- b) The parents shall be afforded an opportunity to present to the Committee the basis for disagreement. The committee shall review all appeal requests and inform the parents of its decision.
- c) In all cases, the decision of the Appeals Committee is final. No other appeals may be made after this decision.
- d) The decision of the committee shall be made in writing to the parents no more than five (5) administrative working days from the date of the hearing.

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

For initial eligibility, parents are notified, in writing, of eligibility status within 10 instructional days of the completed eligibility process. A letter is sent to parents of eligible students designating available gifted program service options and permission is requested for program placement.

Students, parents, counselors, or classroom teachers may initiate re-evaluation procedures for program placement at any time. If a change in student placement is recommended, evidence will be reviewed by The Division Identification/Placement Committee. Exit from the gifted program is not encouraged. Parents will be notified immediately of any changes in service options.

Parents/guardians may request student exit from the gifted program by contacting the school guidance counselor or school Gifted Coordinator. Upon notification of this parent request, the Division Identification/Placement Committee considers alternatives such as one-on-one counseling or further modification of services in order for the child to remain in the gifted program. Upon determination that exiting the program is the only option for a student, he/she will no longer receive gifted services. However, students may reenter the program and will again receive services. In these instances, the Division Identification/Placement Committee meets to determine the appropriate direction for services at the time of student reentry into the program.

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.

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

Kindergarten through grade twelve classroom teachers will be provided opportunities for training in differentiation of instruction (DI). Kindergarten through grade twelve teachers are expected to utilize DI knowledge and strategies to provide appropriately challenging learning experiences for all students, including those students identified as gifted.

Students in grades K-7 are offered differentiated small group instruction within the classroom and in certain cases may join groups in other grade level classrooms for specific subjects and lessons. Additionally, after school programming is utilized to provide extensions for student learning. Students in grade eight may participate in high school mathematics (Algebra I) and foreign language (Spanish) courses and will continue to advance through participation in sequential high school courses. Students in grades nine through twelve are offered opportunities for advancement and acceleration through Dual Enrollment classes, Advanced Placement classes, and/or the D² Program. Students in grades eight through twelve may also participate in several Virtual Virginia courses as well as courses provided by Fuel ED (K12) Online Learning.

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

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

General Intellectual Aptitude

Gifted kindergarten through seventh grade students are grouped heterogeneously for academics and arts. Within these heterogeneous classrooms, teachers flexibly group students as needed for appropriate differentiated instruction. Through collaboration, grade-level teachers also determine opportunities for students to work with peers who have similar abilities and/or interests.

Gifted eighth through twelfth grade students may enroll in Advanced Placement, Dual Enrollment, distance learning, online learning, and/or the D² Program. Each

of these options allows multiple opportunities for gifted students to interact with age-level peers.

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

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

General Intellectual Aptitude

Classroom teachers are encouraged to utilize flexible, small group instruction to address the needs of gifted students in their classrooms. Teachers gather and utilize student readiness, learning style and interest information in order to develop lessons that provide appropriate modifications in content, process and/or product for students. Grade level teachers also collaborate to provide opportunities for gifted students to work with intellectual and academic peers. As needed, teachers from different grade levels collaborate with school-based specialists to provide opportunities for gifted students to work with intellectual and academic peers after-school in extension activities.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

Classroom teachers are encouraged to utilize readiness, learning style and interest information about their students to provide choices for independent study. Students may be offered opportunities for independent learning contracts, projects, and/or choice menus. When available, gifted students are also offered opportunities for independent work.

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude

Gifted students often surpass age-level peers in knowledge and ability to process information. By grouping students of like ability, classroom teachers are better

able to plan instructional activities that challenge gifted students to grow intellectually and academically. Through the use of cooperative learning, problem solving, and higher order questioning, teachers can move gifted students far beyond the core curriculum. In addition, by providing choices of products to demonstrate mastery of material, classroom teachers foster creativity in gifted students.

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

Real-time academic reporting for students is currently provided through access to the district electronic grade book. Grades for coursework as well as teacher comments provide a snapshot of student progress and growth. In addition, an online assessment program utilized in grades K-12 enables monitoring of classroom and district level assessments.

Gifted Progress Reports (GPR) have been developed to outline, on a biannual basis, opportunities provided for gifted students. By utilizing the Gifted Progress Reports, parents are informed of extension and enrichment opportunities provided for students within and beyond the classroom.

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

Through differentiation, teachers react responsively to their students' needs. To ensure effective teaching and learning, teachers examine and modify three key elements of curriculum: content, process and product. Teachers ensure that these three elements are incorporated into experiences that lead students to engage with and genuinely understand the subject. Using curriculum based on the Virginia Standards of Learning, students who indicate particular readiness are challenged using a variety of strategies. Always, an emphasis is placed on giving students choice in the high interest, high relevance curriculum. As in all differentiated instruction, the core of what the students learn remains relatively steady. How the students learn, including degree of difficulty, working arrangements, modes of expression and types of scaffolding, may vary considerably.

Classroom teachers incorporate a variety of instructional strategies to extend and enrich core curriculum for gifted students. Strategies such as tiered activities, learning contracts, compacting, group investigations, independent study, and flexible grouping are utilized to encourage gifted students to explore interests and enhance understanding of concepts. The classroom environment is designed to be non-threatening so that students are encouraged to express ideas and pursue in-depth study.

The gifted program supports a variety of instructional strategies to be used to accelerate and enrich content, process and product for identified gifted and high ability children in the regular education classroom. Teachers are encouraged to continuously pre-assess students to determine interest, readiness and/or learning style for units of study.

Higher-order, critical, and creative thinking skills are promoted through the use of problem-based learning, creative problem solving, technology and complex questioning

strategies. Classroom teachers are supported by their school's gifted resource teacher in offering differentiated instruction in their classroom.

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

High school guidance counselors work closely with students and their parents to inform them of advanced course opportunities. In addition, a personal Academic and Career Plan is developed for each student and school personnel assist them in reaching their goals in the most logical academic and career path. Advanced course opportunities for students are outlined below.

Fuel ED (K12 Learning Online) – High school students have the opportunity to take online classes through Fuel Ed should low enrollment numbers or scheduling conflicts prevent the classes from being offered in the regular school setting. In addition, online courses can be used for those students for whom this instructional model is appropriate.

VDOE Virtual Virginia – High school students who meet course prerequisites and have approval from their counselor may enroll in a variety of courses offered in the Virtual Virginia program. These courses offer a rich multimedia learning environment that appeals to a variety of learning styles.

Advanced Courses - Advanced courses in several curriculum areas are offered for students. The degree of difficulty, workload, and time required to complete these courses are intended to challenge students and prepare them for introductory college courses.

Dual Enrollment Courses - Students are eligible to take a variety of Dual Enrollment courses through Patrick Henry Community College. Dual Enrollment provides students access to the same course content and curriculum that is offered on the community college campus. Enrollment in Dual Enrollment classes is contingent upon a student achieving a passing score on a PHCC placement test, acceptance in the course by the college, and availability of credentialed instructors.

Early College Scholars - The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. Students must complete Advanced Placement or Dual Enrollment courses that have an equivalency of 15 transferable college credits.

D² Program – Students selected to participate in the D² Program will earn and Associate's Degree from Patrick Henry Community College by taking courses during their junior and senior years of high school. Admission to the D² Program is highly competitive with selection criteria that include GPA, achieving a passing score on a PHCC placement test - COMPASS, and acceptance to Patrick Henry Community College.

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.

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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.

Patrick County Public Schools will offer opportunities for administrators and teachers that foster creative and critical thinking skills and differentiation of instruction strategies –through appropriate gifted courses, online opportunities, conferences, and workshops.

Teachers in the division are charged with providing an appropriate educational program for all learners in their classroom. Staff development opportunities will be offered in curriculum development and alignment, culturally responsive curriculum, and the social emotional needs of the gifted learner.

Staff development opportunities will also be offered to review and reinforce utilization of established DI strategies such as tiered lessons and choice menus that are research-based and provide opportunities for gifted students to express creativity and increase depth of knowledge. Patrick County Public Schools will provide professional development that extends teachers' base knowledge of DI to include strategies such as Curriculum Compaction, Learning Contracts, Independent Study and Problem-Based Learning.

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.

An annual review of the Local Plan for the Education of the Gifted will be conducted by the school board. The annual review will include input and review of the plan by the Gifted Advisory Committee (GAC).

An annual review of the effectiveness of the Patrick County Public Schools gifted education programs (General Intellectual Aptitude) will include the ongoing assessment of screening tools and procedures to ensure that no student is discriminated against due to gender, cultural diversity, socioeconomic status, learning exceptionality or other factors. Input regarding the effectiveness of the program will be solicited from students, parents, and teachers with the use of surveys. An analysis of gifted qualification status will be conducted to ascertain the number of students in each subgroup that meet the qualification requirements. Student outcomes and academic growth will be assessed through the report card and Gifted Progress Reports.

The Division Gifted Coordinator is responsible for analysis of data associated with the gifted program. In order to determine the effectiveness of the program, the following information is gathered and presented to the Gifted Advisory Committee (GAC) as well as instructional personnel for discussion and appropriate action:

The number of students, disaggregated by demographics, who:

- are referred, screened, and identified
- are identified as twice exceptional
- are identified as gifted and LEP
- score in the Pass/Advanced range on SOL tests
- participation in Dual Enrollment Coursework
- participation in AP Exams and scores

The Local Plan for the Education of the Gifted will be maintained on the division website and with a written copy of the plan available to parents or legal guardians upon request.

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 composition of the Gifted Advisory Committee (GAC) is outlined below.

<u>Representative Group</u>	<u>Number Represented</u>
<u>Parents</u>	<u>2 (one from each identified grade span K-7 and 8-12)</u>
<u>Students</u>	<u>2 (one from each identified grade span 4-7 and 8-12)</u>
<u>Teachers</u>	<u>2 (two school level gifted coordinators)</u>
<u>Guidance Counselors</u>	<u>1</u>
<u>Administrators</u>	<u>1</u>
<u>Community Members</u>	<u>1 (School Board Member)</u>
<u>Central Office</u>	<u>1 (Division Gifted Coordinator)</u>

Gifted Advisory Committee members are selected from a variety of sources. Principals, gifted department members, administrators or past committee members may recommend names of potential committee members.

Names for consideration are submitted to the chairperson of the Gifted Advisory Committee. After the names are submitted, the Advisory Committee Coordinator reviews the submissions and makes a recommendation of Gifted Advisory Committee Members to the school board. The school board will review the recommendation and appointment of committee members annually, the Superintendent will extend the approved invitation to the individuals appointed to serve on the Advisory Committee.

An effort is made to ensure a balanced representation within the county and its populations and by considering the ethnic and geographical composition of Patrick County Public Schools. Membership is solicited to represent elementary and high school populations.

The Gifted Advisory Committee will complete an annual program effectiveness review and submit their findings in writing to the division superintendent and the school board. The submission will include a review of the annual local plan for the education of gifted students, including revisions, and a summary of the extent to which the plan for the previous year was implemented.

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