

Southampton County Public Schools

Local Plan for the Education of the Gifted

2012-2018

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Local School Board Chairperson	Russell C. Schools	
Date Approved by School Board	June 11, 2012	

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 Website 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 Website. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

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

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General Information regarding the Gifted Program in Southampton County

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) -	
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA) -	6-12

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

Southampton County Schools
Gifted Education

Southampton County School Division believes that the curriculum and goals for the gifted and talented students should provide opportunities that allow for individualization and enrichment. Academic requirements, within a differentiated program, are based on the learning style of the student. The Gifted and Talented Program is offered to students in order to realize their maximum potential and foster lifelong learning. In addition to the academic classes, the system also provides an educational program for artistically gifted students in visual arts from grades six to twelve. Students exhibiting art potential in grades four and five are invited to participate in an art enrichment program.

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.

General Intellectual Aptitude (GIA) – Students demonstrate, or have the potential to demonstrate, exceptional reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age level peers. General intellectual ability is measured by tests of general aptitude with scores in the 95%-ile range. We also consider achievement data in all core subjects, grades, student products and teacher rating scales.

Visual or Performing Arts Aptitude (VPA) – Students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age level peers in visual arts. Students possess a keen sense of observation, perception and mature insights when seeing and interpreting art. Visual and performing arts ability is measured by teacher rating scales, standardized student portfolios and observed student art 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.

A. Identification:

The division's six year goal is to:

1. Establish and implement a uniform screening policy with special emphasis on underrepresented student populations in addition to its standard referral process for the identification of gifted.
2. Provide staff development for teachers and administrators in referral and identification of gifted and talented students.
3. Continually analyze current identification practices to determine level of effectiveness. Modifications to the identification process may be made at any point within the local plan's duration.

B. Delivery of Services:

The division's six year goal is to:

1. Provide appropriate and differentiated instruction to meet the needs of all identified gifted students with a balance of classroom differentiation, independent research, and small group activities in a variety of subjects and settings.
2. Provide staff development for teachers and administrators to differentiate classroom instruction for gifted and talented students.

C. Curriculum and Instruction:

The division's six year goal is to:

1. Provide differentiated instructional opportunities which reflect the unique needs of gifted students.
2. Curriculum development will include integration of multiple content areas, opportunities for individual and small group research, and support for students' social/emotional and career interests.

D. Professional Development:

The division's six year goal is to:

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1. Provide professional development for all school staff on identification and educational needs of gifted and talented students.
2. Provide professional development focusing on the need for differentiation within the general education classroom for instructional, curricular, and resource modifications.

E. Equitable Representation of Students:

The division's six year goal is to:

1. Research and implement best practices for identifying students from the underrepresented populations.
2. Based on data collected regarding referral sources and instruments that limit eligibility, the division will continue to review its process and make modifications to ensure equitable access to students from all ethnic and socio-economic groups.

F. Parent and Community Involvement:

The division's six year goal is to:

1. Communicate and provide opportunities for all gifted learners and their parents and others in the educational and general community to become better informed regarding the education of the gifted.
2. The division will provide multiple forms of communication to distribute information about student eligibility, programs and services, special programs and events as well as professional development through email, information on the website and brochures.

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

Gifted staff will review K-5 checklists for all students and OLSAT scores from grade 6 during the first semester and grade 2 during the second semester. Guidance will work closely with the special education department and school psychologists to help identify special populations. After the screening process, names will be placed in a pool for further identification by the gifted coordinator.

Screening Procedures for Visual and Performing Arts – Visual Arts

Through art teacher observation, students with potential are invited to participate in the elementary exploratory art program. This is a program for students to explore various art media and determine if they would like to apply for the gifted and talented visual arts program at the middle school level.

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

Direct referrals are accepted during a fall and spring referral window. Referrals/nominations may be made by completing the program referral form which may be obtained from the School Division's Website, guidance counselors, or a member of the gifted education staff. These forms should be returned to the guidance counselor or a member of the gifted staff. A brochure explaining the gifted programs in Southampton County Schools will be available on the School Division's Website. Printed brochures will also be available in each school's office. Students may be nominated by their parents, peers, community, or teachers/administrators. Specific referral dates are established and publicized annually based on the school year calendar. Parents will be notified of the eligibility decision within 90 instructional days of the receipt of the signed permission to evaluate form.

Fall Referral Window

Third week in October through the second week in November

Spring Referral Window

First week in February through the second week of March

Referral procedures for Visual and Performing Arts – Visual Arts

Referrals/nominations may be made after March 1st each year by completing the referral form which may be obtained from art teachers or a member of the gifted education staff. These forms should be returned to the principal of each school or a member of the gifted staff. A brochure explaining the gifted programs in Southampton County Schools will be available on the School Division's Website. Printed brochures will also be available in each school's office. Every student in grade 5 receives a packet each spring explaining the referral process for Gifted Art. Packets are made available for middle and high school students in the guidance offices. Students may be nominated by their parents, peers, community, or teacher/administrators. Parents will be notified of the eligibility decision within 90 instructional days of the receipt of the portfolio and signed application form.

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 criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria 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: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

General Intellectual Aptitude

- X 1. Assessment of appropriate student products, performance, or portfolio
 - 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
 - 4. Individual interview
- X 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)
- X 6. Record of previous achievements (awards, honors, grades, etc.)
 - 7. Additional valid and reliable measures or procedures

Specify:

Visual and Performing Arts – Visual Arts

- X 1. Assessment of appropriate student products, performance, or portfolio
 - 2. Record of observation of in-class behavior
- X 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)
- X 6. Record of previous achievements (awards, honors, grades, etc.)
 - 7. Additional valid and reliable measures or procedures

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.

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

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

General Intellectual Aptitude

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

Type of Identification/Placement Committee

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

- X School-level Division-level

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

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

Visual and Performing Arts – Visual Arts

Classroom Teacher(s)

2 Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

1 Gifted Education Coordinator

Other(s) Specify:

Type of Identification/Placement Committee

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

School-level

X Division-level

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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

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Teacher Evaluation Form	Current classroom teacher	Gifted Staff	Gifted Education Coordinator
OLSAT Test	Guidance Counselor, Gifted Staff or Classroom Teacher	Gifted Staff	Gifted Education Coordinator
Naglieri Ability Test	Gifted Staff	Gifted Staff	Gifted Education Coordinator
Product	Gifted Staff, Guidance Counselor or Teacher	Gifted Staff	Gifted Education Coordinator
Student achievement, grades, SOL, other valid test scores if available	Classroom Teacher	Gifted Staff	Classroom Teacher, Guidance Counselor

The Identification/Placement Committee will meet and review all available information for each student. In the event additional evaluation is needed, the gifted education staff will notify, in writing, the parents of each student that his/her child has been nominated for the gifted program and request permission for evaluation. After the permission form has been returned to the child's school, the guidance counselor/gifted staff will conduct the evaluation. When all data has been completed and collected, the guidance counselor will notify the school principal or his/her designee who will schedule a meeting of the Identification/Placement Committee. Eligibility decisions will be made within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment. Southampton County Schools does not allow any single one criteria to deny or guarantee access to gifted programs.

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

This section describes the process of determining appropriate educational services.

Final determination of placement is made by the Identification/Placement Committee based on a matrix and on a consensus of the committee. A maximum of 9 points can be attained through ability testing or product (3 points), classroom performance as indicated on the teacher checklist (3 points), and academic achievement (3 points). Students who obtain 8 or 9 points on the gifted education profile are eligible for gifted placement. Provisional placement may occur with 7 points at the committee’s discretion. Also, students may be provisionally placed with 6 points only if ability and academic achievement scores are in the superior range on the matrix. Eligibility is determined within 90 instructional days.

Visual and Performing Arts – Visual Arts

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Art Portfolio	Current Art teacher or Guidance Counselor	Outside Art Professionals and Art Teachers	Gifted Education Coordinator
Art Teacher Recommendation Check List	Current Art Teacher	Gifted Education Teacher	Gifted Education Coordinator

The Identification/Placement Art Committee will meet and review all available information for 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 student eligible even if the score is below cut off as determined by consensus of the committee. Eligibility decisions will be made within 90 instructional days of the school division’s receipt of the parent’s(s’) or legal guardian’s(s’) consent for assessment. Southampton County Schools does not allow any single one criteria to deny or guarantee access to gifted programs.

All fifth through twelfth grade students have an opportunity to complete an application and portfolio for visual arts adjudication. Selection is based on the art teacher recommendation checklist and student portfolio. Art portfolios are evaluated by local artists. Students who qualify for placement in Gifted Art may select service options, including Gifted Art Class Elective (Grades 6 and 7) and Rawls Museum Arts Workshops (Grades 6-12).

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

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

General Intellectual Aptitude

Once screening is completed, the Identification and Placement Committee will meet to review available data for students in the screening pool. Should additional testing or data collection be necessary, parental permission is obtained in writing. Gifted staff will record academic achievement, classroom performance data, and any available test scores.

Students who have no available ability test scores and who earn 5 points on achievement will be recommended for further evaluation (product and/or abilities test).

Students with ability test data, classroom performance data, and academic achievement data and who earn 6 points will be recommended for further evaluation.

Eligible students in K-2 will participate in the site-based pullout Genesis program for one and one half to two hours weekly and receive differentiated instruction in the regular classroom.

Eligible students in grades 3-5 participate in the center-based Discover Center for one day per week and receive differentiated instruction in the regular classroom.

Eligible students in grade 6-8 participate in the Challenge program for one academic period daily and receive differentiated instruction in the regular classroom.

Eligible students in grades 9-12 participate in AP, dual credit classes, and honors classes with differentiated instruction as appropriate.

Parents have the option for their children to receive differentiated instruction in the regular classroom instead of participating in Genesis, Discover, or Challenge programs.

Parents will receive gifted students' progress reports on a regular basis, but no formal re-evaluation process occurs. Parents, classroom teachers, or gifted staff can request a review of placement meeting.

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Following the determination of eligibility, parents are notified. If the student has been determined eligible, permission will be requested for the placement options recommended by the Identification/Placement Committee. If the student has been determined ineligible, parents are notified in writing of the committee's decision and the appeals process.

Identified gifted students who transfer into Southampton County will be evaluated to determine his or her eligibility for the Southampton County Gifted Program. The transfer student is allowed to participate in the gifted program during the evaluation process with parental notification that his or her child may or may not continue to receive gifted services after the committee decision is made.

If a parent/guardian is not in agreement with the initial screening or the decision of the Identification/Placement Committee, then that parent/guardian has the right to appeal the decision. The following procedure shall be followed by a parent or guardian who wishes to appeal the decision of the committee.

1. Request for an appeal shall be made in writing to the home school principal within 10 instructional days of the decision. A conference will be held with the principal and parent within 10 instructional days.
2. If a resolution can not be reached, the concerned party may appeal the decision in writing to the Assistant Superintendent within 10 instructional days. The Appeals Committee shall consist of the Assistant Superintendent, the Gifted Coordinator and the gifted program instructor(s). The Appeals Committee will not have a majority of members who serve on the Building Identification/Placement Committee. The Appeals Committee will accept data provided from sources outside the division.
3. The decision of the Appeals Committee shall be conveyed in writing to the parent/guardian within 10 instructional days.

Visual and Performing Arts – Visual Arts

All fifth through twelfth grade students have an opportunity to complete an application and portfolio for visual arts adjudication. Upon receipt of the signed permission form from the parent, the selection process begins. Selection is based on the art teacher recommendation checklist and student portfolio. Art portfolios are evaluated by local artists.

Upon completion of adjudication, parents are notified in writing concerning eligibility for placement in the Gifted Visual Arts Program. Parents of eligible students receive a permission form with the option to participate in Southampton County Schools Gifted Visual Arts Program beginning the next school year.

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Additional mailings will occur during the summer describing offerings to the students for the following school year including sixth and seventh grade gifted art classes. Students in grades 6-12 may participate in the Gifted Visual Arts workshops at Rawls Museum Arts Center.

If a parent/guardian is not in agreement with the decision of the Identification/Placement Committee, then that parent/guardian has the right to appeal the decision in writing. The following procedure shall be followed by a parent or guardian who wishes to appeal the decision of the committee.

1. Request for an appeal shall be made in writing to the Gifted Coordinator within 10 instructional days of the decision.
2. The decision of the Appeals Committee shall be conveyed in writing to the parent/guardian within 30 instructional days.

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

Southampton County Schools does not conduct a formal reevaluation for a student to remain eligible for services through the gifted education program. A change in placement may be initiated by a parent or gifted education teacher. If a change of placement is contemplated, a meeting with the Gifted Identification and Placement Committee is held. If possible modification measures have not been successful, another meeting will be held at which time the student may be exited from the program. Parents may also exit students from the program at any time during the year by completing a Parental Request for Gifted Program Exit Form which may be obtained from a guidance counselor or gifted education staff member.

Visual Performing Arts – Visual Arts

Southampton County Schools does not conduct a formal reevaluation for a student to remain eligible for services through the gifted education program. A change in placement may be initiated by a parent or gifted education teacher. If a change of placement is contemplated, a meeting with the Gifted Identification and Placement Committee is held. If possible modification measures have not been successful, another meeting will be held at which time the student may be exited from the program. Parents may also exit students from the program at any time during the year by completing a Parental Request for Gifted Program Exit Form which may be obtained from a guidance counselor or gifted education staff member.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

When possible, identified students are cluster grouped in the elementary school. The gifted resource teacher meets to collaborate with these teachers on ways to differentiate and accelerate instruction. In addition, identified students in grades K-2 receive weekly pull out sessions for 90 minutes with the gifted resource teacher. Students in grades 3-5 will attend a center-based program one day each week.

At the middle school level, the students will participate daily in the Challenge Program encompassing all four core areas. Differentiation is provided by the regular classroom teacher. The gifted teacher will meet periodically with regular education teachers to collaborate and share ways to differentiate and accelerate instruction for gifted students. Students in grade eight may apply to the Appomattox Regional Governor's School which is a four year academic program.

In high school, students can participate in Honors, Advanced Placement and Dual Enrollment classes beginning in ninth grade. Differentiation is provided by the Honors, Advanced Placement and Dual Enrollment instructors. Qualified students can enroll in the Associate's Degree program which allows them to earn their Associate's Degree when they finish high school. Students in grades 10-11 may apply for Summer Residential Governor's Schools.

Visual and Performing Arts – Visual Arts

The gifted art program serves students in grades 6 through 12. Students in grades 6 and 7 may enroll in an elective gifted art class. All identified gifted art students may participate in monthly Gifted Visual Arts workshops at Rawls Museum Arts Center.

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

Students at the elementary level spend the majority of their time in heterogeneous groups. Their instruction is differentiated in the regular classroom setting. At the middle school level, students are grouped heterogeneously for the four core areas and electives. At the high school level, students are grouped heterogeneously in elective courses.

Visual and Performing Arts – Visual Arts

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

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

Identified gifted students are generally cluster grouped at the elementary level, giving them opportunities to work with academic peers. In addition, the pull-out programs at the elementary level provide gifted students with the opportunity to interact with other gifted students. At the middle school level, identified students have the opportunity to work with their academic peers during the Challenge Program. At the high school, participation in Honors, Dual Enrollment, Advanced Placement Classes and/or Governor's Schools provides students time with their intellectual and academic peers.

Visual and Performing Arts – Visual Arts

Identified students spend time with talented peers in a 6th and 7th grade gifted art elective class. All identified gifted art students may participate in monthly Gifted Visual Arts workshops at Rawls Museum Arts Center.

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

Gifted students are given the opportunity to work independently in the gifted resource classes, regular education classes, Honors, Dual Enrollment, Advanced Placement Classes and/or Governor's Schools, allowing students the opportunity to synthesize information and make connections between new information and previously learned information.

Visual and Performing Arts – Visual Arts

Identified students are given opportunities to work independently on art projects as part of their regular art classes and to enter local art competitions.

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

A variety of strategies and resources are utilized to accelerate and enrich the content for gifted learners. Using higher order thinking skills, gifted students' curriculum will be differentiated by emphasizing analysis, synthesis and evaluation. In grades K-2, students have the opportunity to participate in a weekly 90 minute pullout program allowing time to work with their age level peers. In grades 3-5, students have the opportunity to participate one day a week with their intellectual peers. In middle school, students engage in challenging activities in the gifted resource classes. In grades 9-12, students participate in Honors, Dual Enrollment, Advanced Placement Classes and/or Governor's Schools. This provides students challenging instruction with their intellectual and academic peers.

Individual opportunities for independent study are encouraged. Intellectual and academic growth are fostered in the Southampton County School's Gifted Programs. Through the use of diverse instructional strategies, students develop critical thinking, creative thinking, decision making and alternative thinking skills.

Visual and Performing Arts – Visual Arts

Curriculum for gifted art students will focus on communication and expression, creating unique and complicated works using real-world issues and images, seeking critiques from teachers and peers, and exploring historical and contemporary imagery by other artists whose work relates to their own.

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

Pre- and post-assessments will be used to document the growth of gifted students. However, measuring student growth in gifted students involves looking beyond just the use of test scores. The use of nontraditional assessment tools such as rubrics, portfolios, teacher/student conferences, academic competitions and performance based assessments will also be utilized to document student growth. A pattern of achievement will be recorded and monitored for each student. Progress reports will be sent home twice yearly.

Visual and Performing Arts – Visual Arts

Students will maintain art portfolios in the gifted art classes and at the Rawls Museum Arts Center workshops. Evidence of student growth will be assessed through student created products. Examples of student growth will be displayed at the Rawls Museum Arts Center, Gifted Open House in the spring of each year and at local art shows.

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

Southampton County Schools is committed to providing appropriate differentiated curriculum and instruction to students identified as gifted. Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation will be implemented into differentiated instruction. Differentiated instruction is characterized by utilizing student choice, inquiry learning, experimentation, competitions, open ended tasks, flexible pacing, self-directed learning and advanced content. Emphasis is placed on developing skills in research methodologies and utilizing technology for creative productions.

In the K-5 gifted pull-out program, students are involved in instructional strategies that accelerate and enrich required tasks, including activities and processes beyond grade-level or course expectations. Content will include a focus on broad based issues, themes, or problems; integration of multiple domains into the areas of study; comprehensive, related, and mutually reinforcing experiences within an area of study; and in-depth learning of a self-selected topic within the area of study.

At the secondary level, courses with rigorous academic content such as Advanced Placement, Dual Enrollment and Honors Courses are offered. Secondary level instructors are expected to differentiate instruction for gifted learners in these courses and to offer independent study opportunities when appropriate.

Visual and Performing Arts – Visual Arts

Through the art experiences the student will acquire skills, knowledge, and attitudes in the following areas:

1. Perception/Discrimination
The student will perceive and understand relationships among the elements of design as they appear in the natural and man-made environment, as they influence mental images, and as they appear in works of art.
2. Judgment/Valuing
The student will make aesthetic judgments about the environment, work of arts, and other man-made objects.
3. Cultural Understanding
The student will develop an understanding of the relationship between artifacts or works of art and the cultures or historic periods in which they are created.
4. Communication/Production
The student will develop technical skills for using art media as a means of personal expression and communication.
5. Knowledge/Interrelationships
The student will develop a working knowledge of the visual and verbal language of art and understand the relationship of visual art to other fields of knowledge.
6. Creativity/Imagination
The student will think and act creatively by solving problems and by reacting to change with originality, flexibility, fluency, and imagination.

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

Southampton County Schools will allow access to grade-level acceleration, Honors, Dual Enrollment and Advanced Placement Classes based on previous scholastic achievement, scores, performance, prerequisites and recommendations. Review of evidence can include discussions with the student and their parents or guardian. Southampton County Schools will have the final determination for student placement in courses and grade level acceleration. Students who desire to enroll in advanced programs must be prepared to accept rigorous requirements.

Visual and Performing Arts – Visual Arts

Southampton County Schools provides advanced visual arts opportunities to students identified as gifted and talented in the visual arts. All fifth through twelfth grade students have an opportunity to complete an application and portfolio for visual arts adjudication. Selection is based on the art teacher recommendation checklist and student portfolio. Art portfolios are evaluated by local artists. If students are not selected for the Visual Arts Program they may appeal the decision or reapply the following year.

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.*

The Division Gifted Specialists will provide staff development to the faculty of each school on the identification process for gifted education. This will include providing information on the characteristics of gifted students with an emphasis on the underserved populations.

The Gifted Coordinator will meet with gifted staff multiple times each year to review critical aspects of the gifted program, review student work samples, and assess the effectiveness of the identification process and services provided. They will be encouraged to attend trainings in gifted education from various professional organizations and universities. The gifted resource teachers will meet periodically with regular classroom teachers to collaborate and share teaching strategies that are effective with gifted students and to discuss social and emotional needs of the students.

The Division Gifted Specialists will provide staff development each year with in-school professional development activities and division wide professional development in the required teacher competencies. Year one will focus on student centered instruction. This staff development will address the characteristics and needs of gifted students. Teachers will be required to attend a certain number of sessions each year.

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 Advisory Council will assess the effectiveness of the school division's gifted education program each year through the review of student, parent, and teacher surveys as well as identification and student data. This committee will decide which aspect of the gifted program to evaluate each year and determine the tools that would best provide the information needed for evaluation. Identification and data will automatically be included in each review. The data will be compiled for the Gifted Advisory Committee at their last meeting of the school year. The findings of the annual Gifted Program effectiveness review and the recommendations of the Advisory Council shall be submitted annually in writing to the Division Superintendent and school board. Any modifications to the Local Plan will be presented at the June School Board meeting.

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

Each school division shall 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.

The Gifted Education Advisory Council shall consist of members appointed by the school board. Nominations to the Council are acquired from parent surveys, school administrators and current Advisory Council Members. The Gifted Advisory Council shall include the following members: the full time teachers of the gifted, representatives from each school's faculty, gifted parents and community members. The Gifted Parent Advisory Council meets quarterly to review the gifted education plan, to assist in developing goals for the program, and submit reports and recommendations for the educational needs of gifted students. The members represent the community and schools, taking into account the ethnic composition and geographic representation of the school division.

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