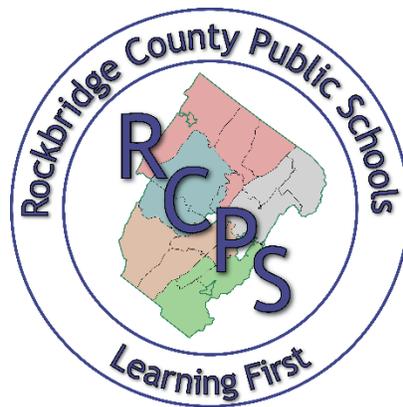


Rockbridge County Public Schools

Local Plan for the Education of the Gifted

2020-2025



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Local School Board Chairperson	Wendy Lovell		
Date Approved by School Board	November 12, 2019		

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 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 divisions 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.

Rockbridge County Public Schools

General Information regarding the Gifted Program in Rockbridge 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) – English, Mathematics, History, Social Sciences	K-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

The Rockbridge County Public School division is committed to improving student learning and providing a quality education in a positive, nurturing, and success-oriented environment so all students will be able to make sound decisions in life. We recognize that it is our responsibility as a public education system to encourage and assist each of our students in developing his/her unique abilities. Therefore, we are committed to identifying students for gifted education services and providing a K-12 program of appropriately differentiated educational opportunities for them.

We are committed to providing a continuum of services to students within the classroom and through a variety of enrichment and extended opportunities outside the regular classroom. Additionally, we are committed to developing the potential in all children in Rockbridge County Public Schools. We will actively seek ways to allow specific parts of the gifted curriculum to be offered to any child who exhibits talent or unusual interest in areas where gifted programs exist. We are committed to developing critical, creative, and higher level thinking skills in all students, preparing them for more advanced course work.

We believe that each teacher who works with students needs to be aware of each student's unique learning characteristics and styles and should be able to provide appropriate learning experiences. Therefore, we are committed to providing ongoing staff development training for faculties and staff members to assure a quality educational program for all 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.

Students identified in the area of general intellectual aptitude giftedness beginning with kindergarten through twelfth grade demonstrate high levels of academic achievement and/or creative productivity across a broad range of intellectual disciplines beyond their age-level peers.

Students identified in the area of specific academic aptitude giftedness beginning with kindergarten through twelfth grade demonstrate high levels of academic achievement and/or creative productivity in one or more of the following areas: English, history/social science, mathematics, or science.

Both areas of giftedness are identified through the use of several sources of information and assessments, which include nationally normed standardized ability and achievement tests, norm-referenced scales of characteristics of gifted students, and student work samples. The information gathered from these sources aids in the design of an advanced and enriched curriculum to meet student's developmental needs.

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.

General Intellectual Aptitude and Specific Academic Aptitude

A. Identification: Improve the quality and consistency of the identification process to ensure the identification of students from underrepresented populations such as twice- exceptional learners, students of low socioeconomic status, English language learners, and students from diverse cultural and ethnic backgrounds.

B. Delivery of Services: Improve the delivery of instruction for all grade levels through differentiation in the classroom and enrichment and advanced curriculum opportunities in and outside the classroom.

Evaluate, yearly, the progress of gifted services.

C. Curriculum and Instruction: Improve the current curriculum by examining what research has shown works in fostering special abilities in students and implementing the research in practical ways in our schools.

D. Professional Development: Support teachers as they improve their skills in working with student's unique talents and advanced abilities through trainings and workshops.

E. Equitable Representation of Students: Provide training and support to faculties and staff members to aid in the identification of students from underrepresented populations.

F. Parent and Community Involvement: Increase the involvement of parents and community members by strengthening communication through channels such as newsletters and school division website. Provide workshops for families on information regarding advanced and enrichment opportunities, programs, and services.

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 (GIA)
Specific Academic Aptitude (SAA) – English,
Mathematics, History, Social Sciences

At the beginning of each school year, Gifted Coordinators serving grades K-8 create a pool of possible candidates for referral for evaluation by reviewing a variety of data, which includes test scores, student grades, and student work samples. Gifted Coordinators, also, consult with classroom teachers, guidance counselors and administrators to determine possible candidates. Emphasis is placed on early identification of giftedness and locating students with superior performance in underserved populations.

The *Cognitive Abilities Test, Form 7*, a group administered test of aptitude which features a culturally unbiased battery, is administered to all second grade students during second semester each year. Gifted Coordinators review results from this testing with second and third grade teachers to create a pool of possible candidates for referral.

In grades 9-12, the Gifted Coordinator/Independent Study Director confers with guidance counselors, teachers, administrators and parents/guardians as needed to determine placement in advanced classes and programs such as Regional and Residential Governor's Schools and the Independent Study Program.

Faculties and staff members are provided with information regarding the screening and referral process on the school division's groupware, email, online conferencing, and bulletin board system and through the school and division level Gifted Coordinators. Community members and families receive information through a parent guide located in electronic form on the division's website and in paper form.

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 (GIA)
Specific Academic Aptitude (SAA) – English,
Mathematics, History, Social Sciences

Information concerning the referral process is explained in the division-wide brochure, “Gifted Education: A Parent’s Guide”. Referrals may be made at any time by parents or legal guardians, teachers, professionals, students, peers, self, or others. Referrals will be accepted for kindergarten through twelfth-grade students.

Referral forms can be obtained from the school gifted coordinator and should be returned to the school gifted coordinator. Once the referral is made, the school Gifted Coordinator within 10 days will request in writing parent or guardian permission to further evaluate the student and administer appropriate norm- referenced aptitude and achievement tests and other evaluation instruments. With receipt of a parent’s or legal guardian’s consent for assessment, the Identification and Placement Committee shall determine the eligibility status of each student referred for the division’s Gifted Education Program and notify the parent or guardian of its decision in writing within 90 days.

Transfer students to Rockbridge County Public Schools who have previously been identified as gifted will be automatically included in Rockbridge County Public Schools Gifted Program for a period of one year if documentation of the student’s eligibility is provided by the school division where the student was identified for services. During that time, the student’s records will be reviewed to determine if further data collection is needed to confirm continued eligibility for gifted programming based on criteria utilized in Rockbridge County Public Schools. The *Naglieri Nonverbal Ability Test 2nd Edition (NNAT)* and/or the *CogAT, Form 6*, will be used as part of the evaluation process in the upper elementary, middle school, and high school levels if needed for students where traditional, language-based assessments might present a bias.

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 (GIA)

Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) – English, Mathematics, History, Social
Sciences

REFERRAL

Referrals will be accepted from school personnel, parents, students, and community members at any time.

Form Needed: *RCPS Gifted Education (GE) General Referral Form* **OR**
RCPS Gifted Education (GE) Form for School Personnel



PARENT PERMISSION

Once a referral is made, the gifted coordinator will notify parents/guardians within **ten instructional days** and request permission for further evaluation (use letter & form below). The Gifted Coordinator places the referral and all subsequent relevant gifted education documents in an orange folder. This folder is placed inside the students Scholastic Cumulative Records Folder.

Letter Needed: *RCPS GE Permission to Test Letter for GE Services*
Form Needed: *RCPS GE Permission to Test Form*



DATA COLLECTION & EVALUATION

Upon receipt of the *GE Permission to Test Form*, the school's Identification and Placement Committee must determine eligibility for gifted education services within **90 instructional days**.

Gifted coordinator administers assessments which may include:

- *Screening Assessment for Gifted Elementary and Middle School Students (SAGES)*
- *Scales for Identifying Gifted Students (SIGS) Home Form & School Form (*Letter explains form to family)*
- *Cognitive Abilities Test Form 7 (CogAT)*

Submission of a Product Portfolio may also be requested.

Data from these assessments is recorded on the *RCPS GE Student Profile Form*.

Form Needed: *RCPS GE Student Profile Form*
***Letter Needed:** *RCPS Letter for Scales for Identifying Gifted Student*



ELIGIBILITY MEETING

Once testing is complete and the data has been recorded on the *RCPS GE Student Profile Form*, the Division Gifted Coordinator will schedule an Identification & Placement Committee meeting. The committee is comprised of the following members:

- Building administrator
- Classroom teacher(s)

- Referring school personnel
- Guidance counselor
- School & District Level Gifted Coordinators
- School psychologist
- Other pertinent school personnel

Form Needed: *RCPS GE Student Profile Form*
RCPS GE Portfolio Scoring Sheet
Form and Scoring Sheet should be prepared for all committee members



ELIGIBILITY DECISION & PLACEMENT/NOTIFICATION & DETERMINATION OF SERVICES

The Identification and Placement Committee's decision is recorded on the *RCPS GE Student Profile Form* and committee members sign and date the form. The *RCPS GE Student Profile Form* is placed in the student's Scholastic Cumulative Records folder and a copy is made for the Division Gifted Coordinator. The Division Gifted Coordinator prepares the appropriate letter and if the student is found eligible, the *Permission to Participate Form* is mailed home informing the parent(s)/guardian(s) of the committee's decision. Families of students eligible for services also receive the *RCPS GE Parent Guide to Gifted Education*.

Forms Needed: *RCPS GE Student Profile Form*
RCPS GE Permission to Participate Form
Letter Needed: *RCPS GE Permission to Participate in Gifted Program Letter OR*
RCPS GE Nonplacement in Gifted Program
Brochure Needed: *RCPS GE Parent Guide to Gifted Education*



SERVICES & INSTRUCTION

Upon receipt of the signed *RCPS GE Permission to Participate Form* granting permission to serve the student, the Gifted Identification and Placement Committee comprised of the content teacher, the school-level Gifted Coordinator, and the guidance counselor will use data from the *RCPS Student Profile Form* and other appropriate information that indicates the student's strengths to create a *Gifted Education Student Plan*. The plan must be created in **30 instructional days**. Input from the student and the student's parent(s)/guardian(s) will be requested. Approval of the plan must be received from the principal, parent(s)/guardian(s), and student.

The original *GE Student Plan* is placed in the orange folder/Scholastic Cumulative Records Folder. Copies should be kept by the gifted coordinator, classroom teacher(s), and the student's family.

Modification of instruction is the core of gifted education. Differentiated instruction strategies include tiered lessons, compacting, and the shared inquiry method of discussion. Assessments include formative and summative evaluations and portfolios.

Forms Needed: *RCPS GE Student Profile Form*
RCPS GE Student Plan



PROGRESS MONITORING

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 (GIA)

Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: EL teacher if a student is an English language learner and special education teacher if a student is a twice-exceptional learner

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude (GIA)

Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Naglieri Nonverbal Ability Test (NNAT)	Division Gifted Coordinator	Hand Scored by the Division Gifted Coordinator	Division Gifted Coordinator
Screening Assessment for Gifted Elementary and Middle School Students (SAGES- 3)	Division Gifted Coordinator	Hand Scored by the Division Gifted Coordinator	Division Gifted Coordinator
Cognitive Abilities Test (CogAT)	Second Grade Classroom Teacher	Machine Scored	Division Gifted Coordinator
Scales for Identifying Gifted Students (SIGS)	Classroom Teacher, Parent, Guardian, Other Appropriate Person(s)	Hand Scored by the Division Gifted Coordinator	Division Gifted Coordinator
Product Portfolio	Classroom Teacher & Other Appropriate Professional School Personnel	Identification & Placement Committee	Division Gifted Coordinator

Within 10 instructional days of receiving a referral, the division level gifted coordinator requests in writing from the parent or legal guardian permission to further evaluate the student. After the gifted coordinator receives in writing the parent's or legal guardian's permission for further evaluation, eligibility for gifted education services must be determined within 90 instructional days. Eligibility is determined by the school's Identification and Placement Committee. The division level gifted coordinator will provide committee members all scores, recommendations, work samples from product portfolios, etc., to be used in the determination of eligibility in advance of a meeting. The division level gifted coordinator will chair all meetings.

Eligibility for program services shall be based on multiple criteria and designed to seek out high aptitude in all populations. The degree and type of giftedness of the student will be determined through the use of a variety of criteria. In consonance with the principle of multiple criteria, no single instrument will be used as the sole criterion in determining students who qualify or do not qualify for programs for the gifted. Utilization of division-wide procedural guidelines will provide continuity and consistency.

A minimum of three of the following four criteria will be used to develop a student profile:

1. Assessment of appropriate student product portfolio.
2. Appropriate checklists: **Scales for Identifying Gifted Students (SIGS)**.
3. Group aptitude tests: **Nonverbal Naglieri Abilities Test (NNAT)**, **Screening Assessment for Gifted Elementary and Middle School Students (SAGES)**, **Cognitive Abilities Test™, Form 7 (CogAT)**.
4. Group/Individual achievement tests: **Screening Assessment for Gifted Elementary and Middle School Students (SAGES)**.

Flexible use of multiple criteria will help identify students who are underachieving, economically disadvantaged, have limited English proficiency, or have a disability. No single component will guarantee or deny a student entry into the gifted program. If a student is found ineligible for services, he/she may be referred again the following year.

Identification & Placement Guide

Identification and Placement Team

A team of approximately 6 people representing a variety of experiences and backgrounds serve on the Identification and Placement Team. The team reviews applicants to determine if the student exhibits high potential for exceptional performance and whose needs cannot be met through the general education curricula.

Levels of Services

Tier I

Differentiated instruction, enrichment opportunities

Tier II

Differentiated instruction, small group enrichment opportunities

Tier III

Student Plan describing differentiated instruction, enrichment opportunities, individualized services, acceleration, advanced course work, independent studies, etc.

Eligibility Components

- Standardized Test Scores – Achievement and/or Ability
- Portfolio Information (Report card, SOL scores, ACCESS for ELLs, PALS, work samples, etc.)
- Rating Scales
- Referral Information

Other considerations: socioeconomic status, ESL, disability

Evaluation Procedure

Team members use a numerical rating scale to complete a holistic evaluation of the applicants. Decisions are based on a consensus of the team using a review of data to determine if the student needs an individualized gifted education student plan.

- 5 = Strong in all the criteria; a definite yes
- 4 = Strong in most of the criteria; a likely yes
- 3 = Strength in some criteria; possible
- 2 = Few areas of strength; a likely no
- 1 = Not recommended

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 (GIA)

Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

The Identification and Placement Committee will make recommendations for specific placement. A listing of program offerings and services are provided to parents in the *Rockbridge County Schools Gifted Education: A Parent Guide* brochure, *Maury River Middle School's Program of Studies*, *Rockbridge County High School's Program of Studies*, and in the *Rockbridge County Public Schools Local Plan for the Education of the Gifted*.

In grades K-8, delivery of services will be determined by the Gifted Education Identification and Placement Committee comprised of the content teacher, the gifted coordinator, and the guidance counselor and documented on the **Gifted Education Student Plan**. The committee will use data from the **Student Profile Form** and other appropriate information that indicates the student's strengths. Input from the student and parent(s) or legal guardian(s) will be sought in creating the plan. Approval of the principal, the parent(s) or legal guardian(s), and the student is required before services can begin.

In grades 9-12, services will be based on the student eligibility information; consultation with the student and parent(s)/guardian(s); and available program options and local resources available to meet the student's needs. Descriptions of differentiated instruction in the ninth grade content classes, Honors classes, Advanced Placement classes, and Independent Studies will be made available to parents and legal guardians. In addition, parents or legal guardians may request the creation of an individualized plan for their student.

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 (GIA)
Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

Rockbridge County Public Schools recognizes the importance of keeping parents and legal guardians informed during the assessment process. Parents will have access to Rockbridge County Public School division’s formal written policy which will explain entry and exit policies as well as appropriate appeals procedures.

Permission of parent(s) or legal guardian(s) will be obtained prior to administering any assessment instruments specifically designed to determine eligibility for gifted program services. Upon receipt of a referral, the school level Gifted Coordinator within ten instructional days will request in writing the parent’s or legal guardian’s permission to further evaluate the student.

Once an eligibility decision is made, the gifted coordinator will inform the parent(s) or legal guardian(s) in writing of the decision. If a student is found to be eligible for services, parents will be made aware of available program service options and methods for making curriculum adaptations to meet the needs of the gifted student. Parent or legal guardian written permission to serve the student will be required before services can begin.

Should a parent not agree with the decision or placement recommendation of the Identification/Placement Committee, they must appeal the decision in writing to the school principal within 30 instructional days of notification of the decision.

Upon receipt of such an appeal, the principal will convene an Appeals Committee within 20 instructional days of receiving the appeal. (Additional testing may be requested by parents or the Committee before the Committee convenes.) Parents will be invited to attend the Appeals Committee meeting.

The Appeals Committee will consist of the principal or his/her designee, the division gifted coordinator, the school gifted coordinator, and at least two teachers. A majority

of the individuals serving on the Appeals Committee will not have served on the Identification/Placement Committee.

The Appeals Committee will review and record the reasons for the initial decision and for the appeal. The Appeals Committee will use criteria consistent with the Identification/Placement Committee criteria to maintain continuity of placement standards and to decide whether to act upon the appeal or to support the original decision. The Committee will accept information from outside resources, but it may not override the Committee's decision for placement. The individual(s) requesting the appeal will be notified in writing of the Appeals Committee decision within 10 instructional days of the Appeals Committee meeting date.

In the event that the complainant desires a further hearing, he/she may request a hearing with the Division Superintendent who will convene a meeting within 10 instructional days with the parents and the Division Gifted Coordinator. The Division Superintendent will make a final decision on eligibility of the student within 10 instructional days of the hearing date.

The original decision of the Identification/Placement Committee can be changed based on new evidence.

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 (GIA)

Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

Student placement in the Rockbridge County Public Schools Gifted Education Program is considered annually at the school level. A consideration for a change in placement or services may be initiated by parents and legal guardians. Parents or legal guardians may request in writing to withdraw the student from the program at any time.

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

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

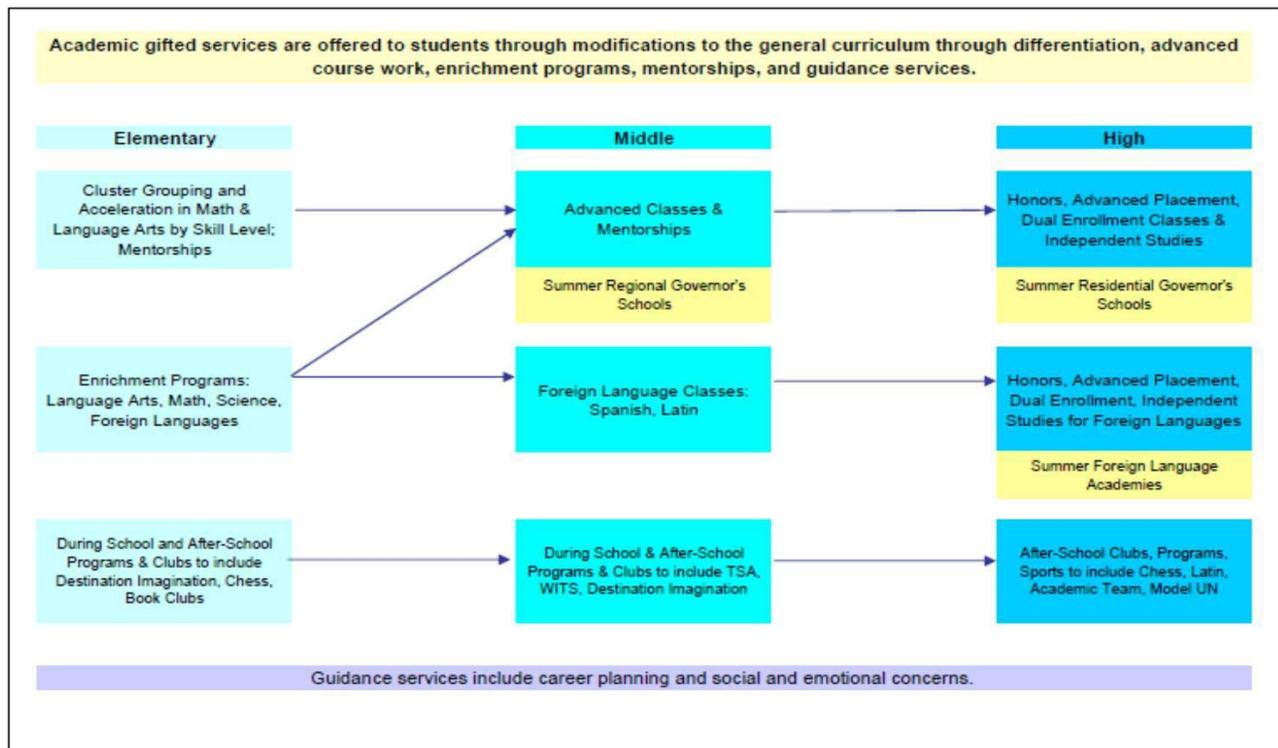
A. Service Options are Continuous and Sequential

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 (GIA)
 Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

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Continuum of Gifted Education Academic Services, K-12



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

Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

Students in grades kindergarten through twelfth grade have opportunities throughout the school day and the week interact with their age-level peers in a variety of settings. At all grade levels, heterogeneously grouped classes exist. These classes work in cooperative learning groups on different tasks and projects. Students also have opportunities to participate in heterogeneous groupings in during- school and after-school enrichment opportunities.

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 (GIA)

Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

In grades K-12, differentiated instruction strategies include varying texts and supplemental materials, preparing tiered lessons, small group instruction, compacting projects, varied journal prompts, and incorporating the use of technology when appropriate in all core areas.

The shared inquiry strategy or Socratic Seminar for reasoning, analysis, and problem solving and problem based learning begins in the primary grades and is followed by other forms of critical thinking tasks in advanced classes at the middle school level and college preparatory, honors, and Advanced Placement courses at the high school.

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 (GIA)
 Specific Academic Aptitude – English, Mathematics, History, Social Sciences

Independent studies and mentorships involving expert mentors occur mainly at the high school level although younger students may participate in this form of differentiation as well. These in-depth studies allow students to study major ideas that are of particular interest to them. Products which apply to real-world situations or which challenge existing ideas are particularly encouraged.

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 (GIA)
 Specific Academic Aptitude – English, Mathematics, History, Social Sciences

GIFTED PLAN COMPONENT	DELIVERY OF SERVICES	
GOAL STATEMENT	Improve the delivery of instruction for all grades through differentiation in the classroom and continue to provide enrichment opportunities outside the classroom. Evaluate yearly the progress of gifted services	
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE
Provide opportunities for identified gifted students and assign students to teachers trained in gifted education and/or differentiation	<ul style="list-style-type: none"> - Identify teachers and/or mentors, volunteers. - Work with principals in scheduling. 	<ul style="list-style-type: none"> - Principal - Division Gifted Coordinator
Evaluate effectiveness of delivery of gifted services.	<ul style="list-style-type: none"> - Conduct a teacher survey at the end of the year. - Discuss findings at an end-of-the-year division-wide gifted meeting and design a plan of action for the following year. 	<ul style="list-style-type: none"> - Division Gifted Coordinator

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<p>Encourage the growth of Destination Imagination and other enrichment opportunities.</p>	<ul style="list-style-type: none"> - Invite other coordinators to share past Destination Imagination experiences. - Promote parent/volunteer involvement. - Provide opportunities for coordinators to observe training, demonstration videos, and regional tournament. 	<ul style="list-style-type: none"> - School Gifted Coordinator - Community Volunteers
<p>Modify the content curriculum based on appropriate student data to better meet the student's needs and allow student choice in learning.</p>	<p>Creation of <i>Gifted Education Student Plan</i></p>	<p>Identification & Placement Committee</p> <ul style="list-style-type: none"> - Content Teacher - Div. Gifted Coordinator - Guidance Counselor - Principal - Student - Parent or Legal Guardian
<p>Chart and monitor student progress, and improve communication with the family and student.</p>	<p>Creation of <i>Gifted Education Student Plan</i></p>	<p>Identification & Placement Committee</p>
<p>Plan for student's affective needs.</p>	<p>Creation of <i>Gifted Education Student Plan</i></p>	<p>Identification & Placement Committee</p>
<p>Improve communication of individualized curriculum with the family and student.</p>	<p>Creation of <i>Gifted Education Student Plan</i></p>	<p>Identification & Placement Committee</p>

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 (GIA)
Specific Academic Aptitude – English, Mathematics, History, Social Sciences

Students receive both formative and summative evaluations such as rubrics for writings and presentations, portfolios, independent study projects. Assessments are based on criteria established by teachers and peers. Other assessments include SOL and PALS test scores, benchmark testing, Advanced Placement exams, and nationally normed standardized tests.

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

The Regulations Governing Educational Services for Gifted Students defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division’s appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude
Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

The Virginia Standards of Learning form the foundation for the core curricula in Rockbridge County Public Schools for grades K-12. However, to meet the needs and develop the potential in gifted learners, the curricula is modified and enhanced through differentiated, responsive instruction and rich learning experiences as defined in Carol

Ann Tomlinson's book The Differentiated Classroom: Responding to the Needs of All Learners. Taken from her book are the following key principles of a differentiated classroom, which serve as a guide for planning units of study and learning environments:

- The teacher is clear about what matters in subject matter.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.
- All students participate in respectful work.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark of a differentiated classroom.

Elements of the Autonomous Learner Model and the Schoolwide Enrichment Model are incorporated into the design of appropriate differentiated instruction for the student identified for gifted services. Following the Autonomous Learner Model, instruction becomes individualized allowing students opportunities to investigate content at a deeper, more complex level. Enrichment opportunities, based on the Schoolwide Enrichment Model, occur daily at all levels through designated enrichment classes within the school day, school clubs/organizations, and after school programs, which encourage students to expand upon core content and develop critical thinking, creativity, and problem solving skills.

Bloom's Taxonomy of higher level thinking skills and Howard Gardner's theory of multiple intelligences, which focuses on the different ways student think, learn, and create, serve to direct designs of instruction and learning environments as well.

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 (GIA)
Specific Academic Aptitude (SAA) – English, Mathematics, History, Social Sciences

Rockbridge County School Board policy states:

File: IGBI

**ADVANCED PLACEMENT CLASSES AND
SPECIAL PROGRAMS**

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Adopted: August 2, 2004

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:1.D.9.

Cross Ref.: LEB Advanced/Alternative Courses for Credit

GROUPING FOR INSTRUCTION

The grouping of students within individual schools for instructional purposes shall be based solely on:

1. the best interests of the student,
2. the educational level, or achievement level of the student,
3. the availability of space,
4. the best educational climate for learning, and
5. the student's best chance for success.

Grouping shall remain flexible in order to take advantage of the best educational research currently available.

Adopted: July 12, 1994

Revised: July 1, 1996

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78

ACCELERATION

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses meet the requirements of the Standards of Learning or are equivalent in content and academic rigor as those courses offered at the secondary level, or verified units of credit provided the students achieve a passing score on the end of course Standards of Learning tests.

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

Adopted: July 1, 2002

Legal Ref.: Code of Virginia, 1950, as amended, section 22.1-78.

8 VAC 20-40-10 et seq.

Cross Ref.: IGBB Programs for Gifted Students

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.

Support will be provided to teachers as they improve their skills in working with students with unique talents and abilities. Staff will be provided with training/information on the characteristics of gifted learners. Experts in the field will be sought to increase the knowledge and skills of gifted coordinators.

ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Training/information on identification and the academic, emotional, and social needs of gifted students.	Division Gifted Coordinator	During the First Semester of Each School Year	- Improved instruction - Student's emotional and academic needs are better met
Contact James Madison University, University of Virginia, The College of William and Mary, Washington and Lee University, Southern Virginia University, and Virginia Military Institute for assistance and offerings.	Division Gifted Coordinator	Annually	Improved teacher/ coordinator knowledge and skills
<ul style="list-style-type: none"> - Provide courses/workshops locally for coordinators. - Encourage and support yearly attendance of at least one in-service/ conference relevant to the needs of gifted students. - Coordinators meetings. 	School & Division Gifted Coordinators	Annually	Improved teacher/ coordinator knowledge and skills

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.

School-level Gifted Coordinators meet throughout the year with the Division Gifted Coordinator and the Director of Curriculum and Instruction. Each year a specific aspect of the program receives targeted focus to research, review and evaluate using data gathered from stakeholders in the school community: the students, the families, the school faculties and staff members, the administrators, and community members. The data is gathered through test data, surveys, and end-of-the year reviews conducted during meetings with families, teachers, coordinators, and administrators.

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.

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