

Southampton County Public Schools

P.O. Box 96, Courtland, VA 23837

Local Plan for the Education of the Gifted 2021 -2026

Proposed Revisal August 2022

LEA#	087		
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Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the Regulations Governing Educational Services for Gifted Students. School divisions, working in conjunction with their school boards, should determine the appropriate time frame 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/gifteded/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 addresses specific procedures and provides information for each area of giftedness identified by the school division.

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

As required by section 8VAC20-40-40A of the Commonwealth regulations, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. The chart below indicates all areas of giftedness that are identified and served within the 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 Public Schools recognizes that all students are unique in their abilities, needs, and development. Some individuals have significantly advanced abilities, and require a challenging program of instruction to enhance the development of their fullest potential.

Southampton County Public Schools is committed to ongoing identification of students with exceptional abilities across all demographic areas, and to providing a quality, differentiated educational program from Kindergarten through Grade 12. This program shall include learning opportunities that develop creativity, higher level thinking, and research and communication skills, and shall incorporate interaction with students' intellectual peers. Southampton County Public Schools strives to develop gifted students' independent and collaborative learning skills, and to foster maximum growth of the creativity and higher level thinking ability of each individual.

B. Division Operational Definition of Giftedness

Operational definitions for each area of giftedness, which includes general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude are 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; or creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. General intellectual ability is

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measured by tests of general aptitude with scores in the 90th percentile range. We also consider achievement data in all core subjects, grades, student products, and teacher rating scales.

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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 artwork.

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

The goal of the Southampton County Gifted and Talented Education programs is to provide to all students opportunities to demonstrate giftedness across different domains. This section includes goals and objectives for the division's gifted education program. The division will engage in several specific tasks to determine students' abilities.

A. Identification:

The division's five-year goal is to:

1. Recognize and identify all gifted students within Southampton County Schools.
 - Establish and implement various screening techniques recognizing underrepresented student populations in addition to its standard referral process for the identification of gifted.
 - Develop and implement alternate criteria
2. Provide staff development for teachers and administrators in referral and identification of gifted and talented students.
 - Objective: Utilization of gifted staff (gifted resource teachers, gifted specialist) to address referral and identification professional development needs of teachers, guidance counselors, and administrators.
 - Objective: Provide gifted professional development for new teachers and administrators
3. Continually analyze current identification practices to determine the 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 five-year goal is to:

1. Provide appropriate and differentiated instruction to meet the needs of all identified gifted students.
 - Objective: Establish 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.
 - Objective: Utilization of gifted staff to address differentiation for gifted students through professional development for teachers and administrators.

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C. Curriculum and Instruction:

The division's five-year goal is to:

1. Provide differentiated instructional opportunities which reflect the unique needs of gifted students.
 - Objective: Increase opportunities for gifted students through cluster grouping when practicable, enrichment projects that are extensions of general curriculum and/or pursuits of individual student interests, pull-out programs, field trips, summer enrichment programs, and student-led expos and demonstrations.
2. Gifted resource teachers will develop curricula for pull-out programs that integrate multiple content areas, provide opportunities for individual and collaborative research, and support students' social and emotional growth.

D. Professional Development:

The division's five-year goal is to:

1. Provide professional development for all school staff on identification and educational needs of gifted and talented students.
 - Objective: Provide professional development that focuses on the identification of gifted students, with an emphasis on identification of students from traditionally underrepresented populations, and on strategies for differentiation within the regular classroom setting

E. Equitable Representation of Students:

The division's five-year goal is to:

1. Research and implement best practices for identifying students from the underrepresented populations.
 - Objective: 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 five-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.
 - Objective: The division will provide multiple forms of communication to distribute information about student eligibility, programs and services, special programs and events through email, information on the website and brochures.

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

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

This section should describe the 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

Southampton County Public Schools gifted staff will review K-5 teacher checklists for all students and CogAT scores from grade 5 and grade 2 during the first semester. PSAT scores for grades 9-12 will be reviewed. Guidance will work closely with the special education department and school psychologists to help identify special populations. After the screening process, students meeting specific criteria will be further evaluated by the gifted staff members.

Screening Procedures for Visual and Performing Arts

Gifted Visual Arts 6-12 The screening procedures will encompass multiple measures, including art teacher observation, student portfolio submissions, and student invitation 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.

Visual and Performing Arts 9-12 Middle School visual and performing arts instructors will identify students with high potential in their respective fields and will confer with guidance counselors to determine candidates for referral to Governor's School for the Arts.

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

This section indicates the 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

Southampton County Schools Gifted and Talented program will accept direct referrals from the first of October through the second week of May. Referrals/nominations may be made by completing the program referral form which may be obtained from the School Division's Website, school secretaries, or a member of the gifted education staff. These forms should be returned to the school secretaries 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 a self-referral by their parents, peers, community, or teachers/administrators. Parents will be notified of the eligibility decision within 90 instructional days of the receipt of the signed permission to evaluate form.

Referral procedures for Visual and Performing Arts

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Gifted Visual Arts 6-12 Referrals or 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 gifted committee member. 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 five will receive a packet each spring explaining the referral process for the Visual Arts Program. Packets are made available for middle and high school students in the guidance office. 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.

Visual and Performing Arts 9-12 Governor's School for the Arts posters are displayed at the middle and high schools. Guidance counselors can refer interested students in grades 8-11 to the Governor's School for the Arts website. GSA holds a public information session for students in SCPS that are interested in participation in the areas of Dance, Instrumental Music, Vocal Music, Musical Theatre, Theatre, and Film, or Visual Arts. Flyers and applications are available on the Governor's School for the Arts website.

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

The identification procedures for each area of giftedness identified and served by the Southampton County School division are described below. 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)

The criteria that are used by the division to develop a profile for each student being considered for the Gifted and Talented program is multi-tiered. This listing of criteria is repeated for each area of giftedness identified by the division.

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 criterion.

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:

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No single score or criterion may be used to include or exclude a child for eligibility.

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.)
- X 7. Additional valid and reliable measures or procedures. Specify:
 - Portfolio of student work
 - Art teacher recommendation

No single score or criterion may be used to include or exclude a child for eligibility.

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

The procedures for the placement of gifted students in each area of giftedness identified and served by the division are described below. These procedures include information about the identification and placement committee.

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

The Gifted and Talented Identification/Placement Committee is identified below.

General Intellectual Aptitude

- Classroom Teacher(s)
- 2 Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s) Assessment Specialist(s)
- 1 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.

- 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 – Gifted Visual Arts 6-12

- Classroom Teacher(s)
- 2 Gifted Education Resource Teacher(s)
- Counselor(s)

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School Psychologist(s) Assessment Specialist(s) Principal(s) or Designee(s)

1 Gifted Education Coordinator

1 Other(s)

Specify: Gifted Art Instructors

Type of Identification/Placement Committee

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

School-level

X Division-level

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
Ex. Behaviors checklist	Current classroom teacher	School gifted education teacher	School division gifted education coordinator
Teacher Evaluation Form	Current classroom teacher	Gifted Staff	Gifted Education Coordinator
OLSAT Test or CogAT Test	Guidance Counselor, Gifted Staff or Classroom Teacher	Gifted Staff	Gifted Education Coordinator
NNAT	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, a gifted staff member will conduct the evaluation. When all data has been completed and collected, a gifted staff member 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 criterion to deny or guarantee access to gifted programs.

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

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Final determination of placement is made by the Identification/Placement Committee based on a student successfully meeting all three criteria on the profile sheet. Criterion 1 can be met by obtaining a 90% or higher on a CogAT, OLSAT or NNAT test. This criterion can also be met with the student's completion of a product given and assessed by the gifted staff members. Criterion 2 can be met using SOL scores, PALS scores or a Report Card GPA. Criterion 3 can be met using the gifted characteristics checklist or a student product. A student's product may only be used to fulfill a single criterion. Eligibility is determined within 90 instructional days.

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Visual and Performing Arts

Gifted Visual Arts 6-12

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Ex. Behaviors checklist	Current classroom teacher	School gifted education teacher	School division gifted education coordinator
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 criterion 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).

Visual and Performing Arts 9-12 Governor's School for the Arts auditions and portfolio adjudication are completed by members of the appropriate departments at GSA, who determine eligibility and provide notification to students and parents.

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

This section demonstrates 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.

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General Intellectual Aptitude

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

Students who have outdated (over one year old) or unavailable aptitude test data and meet Options 2 and 3 will be given the OLSAT and/or NNAT.

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 grades 6 and 7 participate in the Challenge program for one academic period daily and receive differentiated instruction in the regular classroom.

Eligible students in grades 8 -12 participate in Advanced Placement and dual credit classes.

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

Gifted resource teachers will notify parents of their child's progress in the pull-out programs via progress reports sent out three times each school year, but no formal re-evaluation process occurs. Parents, classroom teachers, or gifted staff can request a review of the placement meeting.

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 from other gifted programs may begin participation in gifted once documentation is received from the previous school division and evaluation can take place.

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. A parent or guardian who wishes to appeal the decision of the committee shall comply with the following procedure.

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, a gifted staff member, and the parent within 10 instructional days.
2. If a resolution cannot be reached, the concerned party may appeal the decision in writing to the Director of Curriculum within 10 instructional days. The Appeals Committee shall consist of the Director of Curriculum (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

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Committee will accept data provided from sources outside the division.

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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.

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)

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 is described in this section.

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 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

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member.

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

This section indicates 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 demonstrates 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

Identified students are cluster-grouped in the elementary school when practicable. 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, 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 Advanced Placement and Dual Enrollment classes beginning in ninth grade. Differentiation is provided by the Advanced Placement and Dual Enrollment instructors. Qualified students can enroll in the associate degree program which allows them to earn their associate degree when they finish high school. Students in grades 10-11 may apply for Summer Residential Governor's Schools.

Visual and Performing Arts

Gifted Visual Arts 6-12 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.

Visual and Performing Arts 9-12 Students are served through participation in Governor's School for the Arts.

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

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level, students are grouped heterogeneously in elective courses.

Visual and Performing Arts – Visual Arts

Gifted Visual Arts 6-12 Identified students spend time with age-level peers during the regular art classes, according to their schedules.

Visual and Performing Arts 9-12 Governor's School for the Arts provides advanced and specialized instruction in students' individual areas of talent (dance, instrumental music, vocal music, musical theater, theater and film, visual arts). They are grouped with students of similar age and ability in GSA classes.

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

A description of the instructional strategies used in the Southampton County School 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 clustered at the elementary level when practical, 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 Dual Enrollment and 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

The instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week is described.

General Intellectual Aptitude

Gifted students are given the opportunity to work independently in the gifted resource classes, regular education classes, Dual Enrollment, Advanced Placement Classes, Virtual Virginia, 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 provides 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

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intellectual 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 Dual Enrollment and Advanced Placement Classes, and/or Governor's Schools. This provides students with challenging instruction with their intellectual and academic peers. Individual opportunities for independent study are encouraged. Both 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

The procedures used by the Southampton County School division to assess the academic growth for gifted learners is provided.

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 three times yearly.

Visual and Performing Arts

Gifted Visual Arts 6-12 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.

Visual and Performing Arts 9-12 Progress is monitored by instructors at GSA through periodic adjudication of performances and displays of artwork.

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

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Southampton County Schools is committed to providing 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. Process is differentiated by creative and productive thinking, open-ended and problem solving tasks, and opportunities for meaningful research. Products are differentiated in response to student readiness, interest, and modality demonstrating students understanding of content and process.

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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 and Dual Enrollment 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)

The Southampton County School division utilizes policies and procedures, which 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

The Southampton County Public Schools' Programs for Gifted Students Policy IGBB states, "The school division has uniform procedures for screening, referring, identifying students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude."

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The Southampton County Public Schools' Grouping for Instruction Policy IHA states "This policy provides for grouping of students for instruction based solely upon:

1. the best interest 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."

Southampton County Public Schools' Acceleration Policy IKEB (8 VAC 20-131-50) provides for flexibility in the curriculum and schedule of elementary, middle, and high school programs in placing certain students in programs or subjects normally considered above their grade level.

Southampton County Schools will allow access to grade-level acceleration, 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)

As required by the Virginia regulations, Southampton County School division provides 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).

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3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

The Southampton County School division Gifted Specialists will provide professional development to teachers, guidance counselors, and administration of each school on the identification process for gifted education. This will include providing information on the

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characteristics of gifted students with an emphasis on the underserved populations.

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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, guidance counselors, and administrators will be required to attend a certain number of sessions each year.

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

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 are provided.. Program reviews may be specifically focused on an area ; however, they are required to 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)

The Southampton County School division has established 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 teachers of the gifted, representatives from each school's faculty, parents of gifted students and community members. The Gifted 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.

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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