

Giles County 2022-2023

Local Plan for the Education of the Gifted

2022-2023

LEA#	035		
Superintendent	Dr. Terry E. Arbogast, II		
Mailing Address	151 School Road, Pearisburg, VA 24134		
Gifted Education Coordinator/ Designee	Paula Tibbs	Gifted Coordinator 151 School Road Pearisburg, VA 24134 540-921-1421 paulat@gilesk12.net	Insert text
Local School Board Chairperson	Stephen M. Steele		
Date Approved by School Board	June 23, 2022		

Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Giles 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)	Kg- 12
Specific Academic Aptitude (SAA) - English	Kg - 12
Specific Academic Aptitude (SAA) - Mathematics	Kg - 12
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	Kg- 12

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

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

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

Giles County Schools work to provide Virginia's best education for all students. Students identified as gifted and talented are served by the division's educational program, including adaptations to curriculum that address the academic, social, and emotional needs of gifted learners.

B. Division Operational Definition of Giftedness

Giles County Schools recognize giftedness as a definable set of learning characteristics found in the student population. Students who are identified as gifted learners have specific instructional needs that are met through appropriate instructional planning, including in-class differentiation, advanced curricular offerings, and enrichment.

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

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

A. Identification: To formalize screening, referral and identification process.

B. Delivery of Services:

- To support classroom teachers in gifted education for each division school by offering training on gifted education topics.
- To provide a division coordinator of gifted education for K - 12.

C. Curriculum and Instruction:

- To continue to develop resources for a differentiated curriculum according to changing needs, which is standards-based and appropriate for the instructional needs of gifted.
- To develop and/or update DEPs (Differentiated Education Plan) for each identified student. These plans will include short-term goals that have been utilized by the classroom teacher to adapt the curriculum to meet the student needs.
- Students identified Academically Gifted (General Intellectual Ability and Specific Academic Ability) and students identified Visual and Performing Arts will have their individual needs addressed by appropriate curricular goals, objectives, and programs developed by the classroom teacher.

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D. Professional Development:

To provide training for professional staff to improve understanding of instructional needs of gifted. On-line modules will be developed by Region 7 consortium for teachers to utilize on their time schedule. The modules will cover basic gifted topics for teacher to effectively provide differentiated instruction in t their classroom.

To develop a plan to ensure that the Differentiated Education Plan (DEP) for each student is implemented by educational staff by district administrative memos or individual consultation.

E. Equitable Representation of Students:

To research and implement best practices for identifying students from the under-represented populations.

To provide staff development to teachers in the characteristics and needs of students from under-represented populations

F. Parent and Community Involvement:

To increase awareness of programs and opportunities for gifted students through e-mail, website and brochures.

To provide information on differentiation opportunities to parents on a consistent basis through DEPs.

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

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

Screening Procedures for General Intellectual Aptitude

Screening Procedures for Specific Academic Aptitude - English

Screening Procedures for Specific Academic Aptitude - Mathematics

Screening Procedures for VPA - Visual Arts

Screening Procedures for General Intellectual Aptitude , Specific Academic Aptitude - English , Specific Academic Aptitude - Mathematics

1. Screening Procedures

This section describes the process used to create a pool of candidates. It includes

the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Section A.

Area of Giftedness:

- ☒ General Intellectual Aptitude
☒ Specific Academic Aptitude
☒ Visual and Performing Arts Aptitude

Giles County Schools selects and uses evaluative instruments that do not have racial or cultural bias, are valid and reliable measures, and those instruments are administered by personnel who are qualified and have been trained in their use.

Screening

(For General Intellectual Aptitude and Specific Academic Aptitude)

Students may be referred by classroom teachers, all other instructional staff members, parents, students, and by self-referral for the gifted identification process in Giles County Schools.

The process of screening for possible identification occurs continuously throughout the school year. Pals assessment, SOL data as well as teacher and parent input are utilized.

School psychologists, who are routinely assisting with the identification of students for Special Education programs from time to time, discover students who should be considered for identification as twice-exceptional. Students who are evaluated for inclusion in certain Special Education programs are sometimes found to be potential candidates for the gifted program. This is especially true of physically handicapped students, and sometimes students identified as ADHD. No child is excluded from consideration for identification as gifted based on race, income, ethnic background, or for cultural background.

Increased attention will be focused on students who represent traditionally underserved populations, such as minorities, those of low socio-economic status and those receiving services from Special Education. No child is excluded from consideration for identification as gifted based on race, ethnic background, or for cultural background.

Screening for possible identification of gifted students will be conducted continuously at the school level. The Coordinator of Gifted programs is responsible for informing parents of the screening process upon request.

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

Referral procedures for General Intellectual Aptitude

Referral procedures for Specific Academic Aptitude - English

Referral procedures for Specific Academic Aptitude - Mathematics

Referral procedures for VPA - Visual Arts

The District Gifted Coordinator solicits referrals of students to the gifted program from the classroom teachers or other professional staff. It is the District Gifted Coordinator's responsibility to inform parents of the referral process upon request. The district coordinator makes all of the appropriate forms available to parents and classroom teachers. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. A hardcopy of forms can be obtained by requesting them from the district coordinator or forms can be downloaded from the gifted link on Giles County Schools' Homepage or all of the Schools' homepages. Completed forms are returned to the in-school coordinator of gifted or to the principal. The District Gifted Coordinator and the classroom teacher make all of the appropriate forms available to parents. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. Completed forms are returned to the District Gifted Coordinator. Students enrolling in Giles County Schools, from out-of-district, both in state and out-of-state, who have been served by gifted services in their previous district, will be referred for evaluation following their enrollment. This will follow the timeline set in this plan.

Upon receipt of a referral, the District Gifted Coordinator sends the parent a letter informing them of the referral, requesting permission for evaluation and data collection, including a parental rating scale. Once permission is received, the District Gifted Coordinator begins a file, reviews collected data, and records information relevant to the identification process. Following this, the data on an identification profile is recorded.

The determination of eligibility for gifted services is always a committee decision. The identification committee is school-based, and may include the principal or designee, the guidance counselor, the referring teacher, and others as requested by the District Gifted Coordinator.

When eligibility decisions have been made, it is the responsibility of the District Gifted Coordinator to notify parents of the results of the process. If identified and parental permission is provided, inclusion is granted.

Also, the District Gifted Coordinator is responsible for providing each principal with a list of students that have been identified for inclusion in programs for gifted.

Referral procedures for:

General Intellectual Aptitude

The district coordinator makes all of the appropriate forms available to parents and classroom teachers. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. A hardcopy of forms can be obtained by requesting them from the district coordinator or forms can be downloaded from the gifted link on Giles County Schools' Homepage or all of the Schools' homepages.

- a. For screening, screening by teacher observation, classroom performance, administration and review of test scores
- b. For referrals, teachers, parents, peers and self.
- c. For identification, use of multiple criteria, psychological test results, standardized test results, out-of-level testing, products, observation, checklists, and performance

Screening and identification in the area of General Intellectual Aptitude is conducted to find and serve the students whose intellectual functioning is extremely high (94%tile / SS 122 or higher) in more than one discipline or area, evaluated according to age norms.

Specific Academic Aptitude

Screening, referral, and identification is focused at finding students whose intellectual functioning in a specific area of aptitude or discipline is excellent or superior. During the middle school years, classroom performance and course selection by a student may be indicators that a student may have specific academic aptitude.

- a) Screening by teacher observation, classroom performance, review of test scores
- b) Referral by teachers and professional staff, parents, self, peers
- c) Identify multiple criteria using tests, psychological and standardized test results, products, observation, checklists, and performance

Visual Arts Aptitude

Screening for possible identification as talented in visual arts is conducted by the art instructor who works as a committee member of the identification committee. The art teacher uses portfolio based assessment, and provides guidelines for expertise in the area of visual arts to assist the committee in making a determination. A portfolio of student art work is created to document the selection of a student in the area of visual arts.

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

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

- ☒ 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
 - Specific Academic Aptitude - Mathematics
 - Specific Academic Aptitude - English
 - VPA - Visual Arts

General Intellectual Aptitude

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. The profile includes six criteria for the committee to review. Criteria collected for evaluation and included on the profile form can include all of the following: Ability Test results, Academic Achievement test results, Teacher Checklists Summary, Classroom Performance Summary, Parent Checklists Summary, Classroom Observation Report. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

VPA - Visual Arts

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student submitted portfolio is evaluated based on the following multiple areas of artistic ability including composition, perspective, and complexity of work.

This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. Teacher and parent checklist summaries as well as observation summary may be used in the identification process. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

Specific Academic Aptitude - Mathematics

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. The profile includes six criteria for the committee to review. Criteria collected for evaluation and included on the profile form can include all of the following: Ability Test results, Academic Achievement test results for the specific area referred, Teacher Checklists Summary in the subject referred, Classroom Performance Summary in the subject referred, Parent Checklists Summary, Classroom Observation Report. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

Specific Academic Aptitude - English

The Identification Placement Committee meets to review the initial data collected on students in the identification process. The district coordinator begins an identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the Identification/Placement Committee to determine if the student is eligible for program services. The profile includes six criteria for the committee to review. Criteria collected for evaluation and included on the profile form can include all of the following: Ability Test results, Academic Achievement test results for the specific area referred, Teacher Checklists Summary in the subject referred, Classroom Performance Summary in the subject referred, Parent Checklists Summary, Classroom Observation Report. This process will be completed within ninety instructional days of receipt of parental permission to evaluate.

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.

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:

- b. Type of Identification/Placement Committee

☒

School-level

☐

Division-level

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

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
K-Bit (Ability)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
SAGES (ACH)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
K-TEA (ACH)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
SCALE (ACH)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
C-Toni 2 (Ability)	Gifted Facilitator	Gifted Coordinator	Gifted Coordinator
WIAT III (Ability)	Division Psychologist	Division Psychologist	Division Psychologist
WISC IV (Ability)	Division Psychologist	Division Psychologist	Division Psychologist
Parent Rating	Parent	Gifted Coordinator	Gifted Coordinator
Teacher Rating	Classroom teacher	Gifted Coordinator	Gifted Coordinator
Classroom Observation	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Interview	Gifted Coordinator Teacher	Gifted Coordinator	Gifted Coordinator
Portfolio (ART only)	Student	Gifted Coordinator/ Gifted Art Teacher	Gifted Coordinator

Profile/Timeline Form G5a outlines timeline of 90 days for making eligibility decision. Once all the data is collected an eligibility meeting is scheduled. The Identification/Placement Committee meets to review the collected data. Minority students, students from disadvantaged environments, and students with handicapping conditions may need further consideration. An identification profile is completed for each student. The profile documents eligibility and the area of giftedness.

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
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

The classroom teacher(s), will determine the service options for all students who have been declared eligible for gifted programs. Administrators, guidance counselors, and parents can be involved in service decisions, *however the responsibility of documentation of services will be with the classroom teacher(s)*. Appropriate services will be reviewed annually, and a Gifted Education Plan (GEP) will be developed at the school level by the classroom teacher.

The Identification/Placement Committee determines eligibility for appropriate services following a review of all available data. Service options are as follows:

- The student demonstrates aptitude and performance potential to the extent that differentiated learning options are necessary to meet his/her needs.
- The student does not, at this time, exhibit ability and performance to the degree that services beyond those provided by the general curriculum are necessary to meet his/her needs.

Parents will be notified by letter of the appropriate services, their right to an appeal, and the process of appeal.

Recommendations of the School Identification/Placement Committee are forwarded to the Principal, Guidance Counselor and classroom teacher(s).

Specific Academic Aptitude
(Same as General Intellectual Aptitude)
Visual and Performing Arts Aptitude

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

Once a student has been referred for formal assessment through the general screening process, as a transfer, or directly by a parent or other person, the referral is recorded by the Gifted Coordinator. A letter that provides information about the division's gifted programs is sent to the parent, explaining the formal assessment and identification process. Following this a form is sent requesting written permission for testing and data collection. No action is taken until permission has been received. If there is no response, at least two additional attempts to obtain permission (by letter and phone) will be made.

After the Identification/Placement Committee has made a determination, the Gifted Coordinator sends a second letter to the parent, noting the decision of the committee. If placement is recommended, the letter will state that written permission for placement is necessary to begin services in the program. Included in the identification notification is the notation that the parent/guardian has the right to appeal the identification decision.

Appeals

Should a parent or student not agree with the services recommendation of the Identification/Placement Committee, the following appeals process shall be followed:

- Services for the gifted program may be refused by completing the appropriate portion of the Parent Permission form.
- Appeal for denial of services may be made by contacting the Division Superintendent in writing and requesting an appeal hearing to review the student's placement.
- An Appeal Committee composed of at least three professional staff members reconsider a referral within thirty days of the request.
- During an appeal, the reasons for the appeal and for the denial of services will be documented and shared with the new committee, and records as well as Identification/Placement informational data will be reviewed. Original test data as well as a complete battery IQ test administered by the District Psychologist will be used. The Appeal Committee will also use criteria consistent with the Identification/Placement criteria to maintain continuity of placement standards.

- The individual requesting the appeal will be notified within three business days of the appeal hearing regarding the decision of the Appeal Committee.
- If the parent wishes for additional testing to be completed, the parent is responsible for the expense of the assessment.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

General Intellectual Aptitude
 Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics
 VPA - Visual Arts

Monitoring of student placement is conducted continuously by the Gifted Coordinator and grade level Classroom Teacher. This is done on an informal basis through observation of performance and through annual conferences with parent(s). Parents are notified of any apparent or potential difficulties. Conferences and Parent communication are encouraged.

Review of placement of all participants is conducted as needed. This review is to determine whether a change in placement or services might be necessary. Parents or school staff may request a change in placement at any time. Exit from the program will occur when the parent, student, or school staff determines this is necessary.

The parent/guardian will write a letter to the Gifted Coordinator requesting exit from the program. The school will document any relevant measures (grades, tests, performance in class, etc.) that indicate a need for change in placement. The letter and documentation will be filed in the student's cumulative folder. Change of Placement decisions will be made as a committee decision. Review of grades, tests, performance in class, etc....will be used as data to make a change in placement decision.

Appeals

Should a parent or student not agree with the services recommendation of the Identification/Placement Committee, the following appeals process shall be followed:

- Services for the gifted program may be refused by completing the appropriate portion of the Parent Permission form.
- Appeal for denial of services may be made by contacting the Division Superintendent in writing and requesting an appeal hearing to review the student's placement.
- An Appeal Committee composed of a least three professional staff members reconsider a referral within thirty days of the request.
- During an appeal, the reasons for the appeal and for the denial of services will be

documented and shared with the new committee, and records as well as Identification/Placement informational data will be reviewed. Original test data as well as a complete battery IQ test administered by the District Psychologist will be used. The Appeal Committee will also use criteria consistent with the Identification/Placement criteria to maintain continuity of placement standards.

- The individual requesting the appeal will be notified within three business days of the appeal hearing regarding the decision of the Appeal Committee.
- If the parent wishes for additional testing to be completed, the parent is responsible for the expense of the assessment.

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

A. Service Options are Continuous and Sequential

Giles County Schools offers services to gifted students in grades K-12. When a student is identified as eligible for services under General Intellectual Aptitude, acceleration and in-class differentiation are the main tools used in grades K-8 to meet the student's intellectual needs. Beginning at the 9th grade level and continuing through to the 12th grade, Giles County Schools provide opportunities for students to attend Summer Governor's School programs, mentorships, Virtual Virginia Courses and year-long Governor's School opportunities become available.

Should a student be identified as requiring services for a Specific Academic aptitude, honors and advanced placement courses, dual enrollment, and independent study (Virtual Virginia Courses and other) supplement the services offered to support the student's identified needs.

Programs and courses in visual arts are available to meet the needs of those students identified in these areas. In-class differentiation is the main method used to deliver services to students so identified.

Additionally, contests, performances, exhibitions, and other opportunities are employed to supplement the in-class differentiation.

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

General Intellectual Aptitude, Specific Academic Aptitude:

Students at the elementary level(grades k-5) spend the majority of their time in heterogeneous groups. At the middle school level (grades 6-7), students are heterogeneously grouped. Their instruction is differentiated in the regular classroom setting.

At the high school level (grades 8-12), students are grouped heterogeneously in elective courses.

VPA - Visual Arts

In Grades K-7 identified students receive a gifted art class with age level peers. In Grade 8-12 Identified students spend time with age-level peers during the regular art class, according to their schedule.

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

Identified gifted students participate in the pull-out program at the elementary level (Grades K-7) for visual arts. This pull-out program provides gifted students with the opportunity to interact with other gifted visual arts students. K-7 students are offered differentiation by the classroom teacher. Group activities are planned when appropriate. At the high school, participation in AP Virtual Virginia Courses, Dual Enrollment, and/or Governor's School Courses provide students time with their intellectual and academic peers.

D. Service Options Provide Instructional Time to Work Independently

General Intellectual Aptitude
Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics
VPA - Visual Arts

General Intellectual Aptitude

Gifted students are given the opportunity to work independently as needed as part of their individualized DEP. This will be determined by the classroom teacher.

VPA - Visual Arts

Identified students are given the opportunity to work independently on art projects during the gifted art class, regular art class and in the after-school and summer programs.

E. Service Options Foster Intellectual and Academic Growth

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

The curriculum for gifted students will be differentiated by the classroom teacher in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills. This emphasizes application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available.

VPA - Visual Arts

Curriculum for gifted art students will focus on communication and expression, creating unique and complicated works using real-world issues and images. The curriculum for gifted visual art students will be differentiated in content and process from the regular art program by the gifted art teacher.

F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

General Intellectual Aptitude

Pre- and post-assessments will be used to document the growth of gifted students. SOL scores may also be used. 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, and performance based assessments may be utilized to document student growth. As part of teacher evaluations in Giles County schools, classroom teachers will document a pattern of achievement for all students and data will be recorded and monitored for each student.

VPA - Visual Arts

Evidence of student growth will be assessed through student created products. The Gifted art teacher will use rubrics and goals to assess growth of gifted art students.

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

The gifted curriculum will be differentiated by the classroom teacher in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills. This emphasizes application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration and original research and/or products are also available for students demonstrating mastery of grade level content.

The curriculum for gifted is also designed to be different from the general educational program in Giles County Schools. While it rests within the regular curriculum, it is focused to provide not “more” of the same activities, but qualitatively “different” learning opportunities. The educational experiences offered are intended to help gifted students develop their potential.

At the elementary level, differentiation of assignments and student choice are woven throughout the elementary curriculum. Teachers are encouraged to focus their assignments on tasks that are not considered “extra work” but “different work” that challenges the gifted student to show growth. The classroom, for the student identified as eligible for services under Specific Academic Aptitude, is expected to be a place that allows for the in-depth learning within the specific area of study (LA or Math).

An important aspect of the classroom for the student identified under Visual Arts is that it will help the student develop advanced skills and techniques. The gifted art teacher of students enrolled in the visual arts will integrate basic skills as well as higher level art skills into the curriculum.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
VPA - Visual Arts

General Intellectual Aptitude, Specific Academic Aptitude, Visual Arts Aptitude :

Students are provided opportunities for class selection based on prior performance and needs. In consultation with faculty, guidance, and gifted coordinators and facilitators, student enrollment in appropriate and specific classes is determined by grades and scores, (performance and portfolio) evaluations, prerequisites, and recommendations.

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

Professional development in the listed criteria occurs in:

On-going school-wide professional development opportunities
(periodic inclusion in faculty meeting programs)
On-going division-wide professional development opportunities (in-service for differentiation, emotional and social needs, twice exceptional, etc.)

Summer regional professional development opportunities
(Speaking for the Gifted)
State and national attendance at gifted conferences
Consultation with division gifted coordinator.

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

Annual reviews of the Giles County Program for Gifted Education includes:

Review of the individual Gifted Education Plans (GEP) to determine effective
Implementation and student progress by the district coordinator.
Development of the Annual Report of Accomplishments of the Gifted
Program to be presented to Local School Board (February)
Receiving School Board Approval for the Local Plan

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

Each school division **may** establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted **program if the division has elected to establish a committee.**

The division has elected to not establish a Division Local Advisory 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

Giles County Public Schools
Gifted Education Program
Grades 4-12

TEACHER/ADMINISTRATOR/PARENT NOMINATION FORM

****NOMINATION MUST BE STARTED BY MAY 1ST****

Student_____

School_____Grade_____

I wish to nominate this student for assessment to determine if his/her aptitude and/or achievement merit the requirement of differentiated educational services.

Area(s) of nomination:

_____General Intellectual Aptitude (students with advanced aptitude or conceptualization whose development is accelerated beyond their age peers in intellectual abilities)

_____Specific Academic Aptitude (students with specific aptitudes in academic areas (math/science or language arts/humanities) as demonstrated by advanced skills and creative expression in those areas)

Circle area: math/science language arts/humanities

_____Visual Arts Aptitude (students with specific aptitude in visual arts as demonstrated by advanced skills and creative expression and who excel consistently in the development of a product in the visual arts)

PLEASE LIST COMMENTS WHICH SUPPORT THE ABOVE NOMINATION(S):

Giles County Public Schools
Gifted Education Program

SELF NOMINATION FORM

****NOMINATION MUST BE STARTED BY MAY 1ST ****

Check the area(s) below in which you think you may have special aptitudes and explain why you think your aptitudes in these area(s) are exceptional:

Areas(s) of nomination:

_____General Intellectual Aptitude

_____Specific Academic Aptitude

Circle: math/science

language/humanities

_____Visual Arts Aptitude (Grade 4 and above only)

From the area(s) checked above, describe projects or activities with which you have been involved or other experiences you have had that support these areas(s) of special aptitude:

Signature:_____ Date:_____

PLEASE RETURN THIS FORM TO THE District Gifted Coordinator

Briefly explain why you wish to nominate this student for the Young Scholars Program or the Visual Arts Talent Pool:

**Giles County Public Schools
151 School Road
Pearisburg, VA 24134
PERMISSION TO GATHER DATA FORM**

Date _____

Dear _____:

Your child, _____, has been nominated for the Giles County Public Schools Gifted Program. This program is for students in grades K-12, who have shown the potential for a differentiated educational program to better meet their needs.

As part of the effort to identify students who may have special needs due to outstanding potential, we ask for your permission to complete the appropriate testing/assessment. Testing may include those tests that measure academic aptitude and achievement. This information will help to more accurately assess student needs and to plan appropriate educational experiences.

As another part of the identification procedure for the Gifted Program, parents are asked to complete a Parent Check List and Parent Information Form for their child. The Check List and Information Forms are enclosed.

Once the assessment has been completed, a school identification/placement committee will meet and examine all data (testing, academic records, teacher assessments(s), and other pertinent information), and determine whether or not your child would benefit by being in the Gifted Program. You will be notified concerning results and decisions. In addition, parental permission will be requested for placement in the program

Please indicate your decision in the space below and return this sheet along with the Parent Check List and Parent Information Form to your child's teacher. Should you have questions or concerns, please contact me at 921 -1421 extension #15.

Sincerely,

Paula Tibbs
Coordinator of the Gifted Programs

_____ Permission is granted for identification procedures as outlined above.

_____ Permission is not granted.

_____ parent _____ date

_____ parent _____ date

**Giles County Public Schools
151 School Road
Pearisburg, VA 24134
PERMISSION TO GATHER DATA FORM**

Date _____

Dear _____:

Your child, _____, has been nominated for the Giles County Public Schools Gifted Education Program.

As part of the effort to identify students who may have special needs due to outstanding potential, we ask for your permission to complete the appropriate testing/assessment. Testing may include those tests that measure academic aptitude and achievement. This information will help to more accurately assess student needs and to plan appropriate educational experiences.

Once the assessment has been completed, a school identification/placement committee will meet and examine all data (testing, academic records, teacher assessments(s), and other pertinent information), and determine whether or not your child would benefit by being in the Gifted Education Program. You will be notified concerning results and decisions. In addition, parental permission will be requested for placement in the program.

Please indicate your decision in the space below and return this form to your child's teacher. Should you have questions or concerns about this, please contact your child's teacher or me at 921-1421, Extension #15.

Sincerely,

Paula Tibbs
Coordinator of Gifted Education Programs

_____ Permission is granted for identification procedures as outlined above.

_____ Permission is not granted.

Signature: _____ Date: _____

**Giles County Public Schools
Gifted Education Program**

Young Scholars Program

Teacher Checklist (Kindergarten)

Student_____ **School**_____ **Grade**_____

Teacher(s)_____ **Date**_____

*** Check according to your rating of the student:**

1= not at all 2=somewhat 3=average 4=more than average 5=exceptional

Please omit items which you are not able to rate, and write "omit" by these.

1. Has an unusually good vocabulary.	1	2	3	4	5
2. Has ideas which are often very original in one or more areas. (i.e. block play, free activities, art, rhythms, sharing, ect...)	1	2	3	4	5
3. Is alert, keenly observant, responds quickly.	1	2	3	4	5
4. has an unusually good memory.	1	2	3	4	5
5. Has a long attention span.	1	2	3	4	5
6. Recognize, on his/her own, some words in books other than texts.	1	2	3	4	5
7. Uses longer sentences.	1	2	3	4	5
8. Reasons things out, thinks clearly; recognizes relationships; comprehends meanings.	1	2	3	4	5
9. Is a leader in several kinds of activities. Is able to influence others to work towards desirable goals.	1	2	3	4	5
10. Is curious about many activities, people and places which are outside the immediate environment and / or experiences.	1	2	3	4	5
11. Has outstanding talent in areas of art and /or music.	1	2	3	4	5
12. is a self-initiated learner; will explore, probe and/or become involved in learning on his/her own.	1	2	3	4	5
13. Accepts responsibility and fulfills obligations to self in situations easily and willingly.	1	2	3	4	5
14. Unusually good at completing assigned tasks accurately and promptly.	1	2	3	4	5
15. Exhibits self-confidence in his/her opinions and responds to questions and activities.	1	2	3	4	5

Giles County Public Schools Gifted Education Program

Teacher Checklist (Grades 1-3)

Student_____School_____Grade_____

Teacher(s)_____Date_____

- For each item below there is an evaluation continuum and a choice of points. (1 being the lowest, 5 being the highest) depending upon how strong you believe this trait is exhibited by the child.

_____ **1. Sense of Humor**

- Recognizes the humor in stories, pictures, situations; “gets it” when a teacher or other adults use humor; attempts to use humor in his/her own ways.

_____ **2. Strong Imagination**

- Enjoys “pretending”; responds enthusiastically when imagination is called for; generates new of different ideas; can easily picture things in his/her mind.

_____ **3. Interests and enthusiasms**

- Has many varied interests; shows great enthusiasm for lots of things(books, games, projects, plans, places, ect.) or has intense, focused interest; unusually knowledgeable about topics beyond age/grade level (history, science, computers, novels/authors, astronomical numbers ect.).

_____ **4. Leadership**

- Other children often look to this child to plan the games they play or the projects they do; peers trust this child to have good ideas, to get things going, to be fair or to work things out.

_____ **5. Problem Solver**

- Has the imagination, interest, patience and ability to solve problems; enjoys thinking up solutions; comes up with new and interesting ways of solving difficulties (how to divide something fairly, what to use in place of something broken, how to convince the principal to let us...); is not a quitter, frustration threshold is high.

_____ **6. Sensitive and intuitive**

- Has an unusual capacity for empathy; seems to notice and correctly “read” the feeling of others; responds to beauty in art and nature (images, sounds, ideas); is concerned about issues of fairness and justice will beyond the egocentric level.

_____ **7. Memory**

- Great recall; often surprises others with the things he/she remembers – detail specifics.

_____ **Ratio for Characteristics**

OVER →

Language Arts/ Interest in Language

- _____ 1. Has a long attention span for listening to stories
- _____ 2. Often entertains him/herself with books; chooses to look at or read books when given choices.
- _____ 3. Notices and delights in aspects of language such as rhyme, alliteration, onomatopoeia, imagery, or word play.
- _____ 4. Has a very advanced vocabulary compared to age level peers.
- _____ 5. Is a good story-teller; expresses him/herself in an interesting, engaging way.

_____ **Ratio for L/A**

Number Concepts

- _____ 1. Can count much higher number than age level peers.
- _____ 2. Enjoys playing with numbers (counting, comparing, figuring out, estimating, ect.).
- _____ 3. Shows understanding of early math concepts.
- _____ 4. Shows understanding of place value, missing addends, and simple questions.
- _____ 5. Recognizes patterns and shapes, enjoys playing with them; enjoys constructing geometric figures and designs.

_____ **Ratio for Number Concepts**

Giles County Public Schools Gifted Education Program

Special Characteristics Checklist

(To be completed by the classroom teacher)

Student _____ School _____ Grade _____

Teacher(s) _____ Date _____

Evaluate each of the following categories which apply. Then describe any characteristics which warrant special consideration due to limiting or challenging conditions which may have influenced the student's achievement. Consultation may be necessary with persons more acquainted with areas of disadvantage/challenges.

_____ Environmental:

- Irregular school attendance which affect learning opportunities.
- Transience-family moves occur frequently
- Home responsibilities interfere with learning
- Other(describe:_____)

_____ Physical/Unique:

- Sensory impairment (visual , auditory)
- Mobility impairment
- Learning disabled
- Emotionally disabled
- Other(describe:_____)

_____ Language:

- Lack of proficiency in any language
- Limited opportunities in the English language
- Non-standard English barrier to learning
- Other(describe:_____)

_____ Underachievement:

- Low self –concept
- Negligent attitude toward school
- Lack of persistence
- Other(describe:_____)

_____ Cultural:

- Limited experience in dominant culture
- Few experiences in culture which stimulate intellectual growth
- Subculture standards in conflict with dominant culture standards
- Other(describe:_____)

_____ High Performance/ Low Verbal:

- Weakness in verbal areas such as vocabulary or information
- Lack of insight into cause /effect
- Other(describe:_____)

_____ Economic:

- Residence in economically depressed area
- Family income at subsistence level or lower
- Necessary pupil employment interferes with learning opportunities
- Other(describe:_____)

_____ Highly Creative / Lower IQ

- Satisfaction in self interests and aspirations rather than success as defined by society
- Family income at subsistence level or lower
- Written work shows humor, novel situations, and/or humor
- Other(describe:_____)

Giles County Public Schools
Gifted Education Programs

**Student Eligibility Assessment Form: Elementary / Middle
Gifted Education Program (4-12)**

Student: _____ Grade: _____

Teacher: _____ School: _____ Date: _____

Evaluate each student in relation to the population of your school. Below are listed words or phrases which relate to performance in academic and behavioral areas. Circle the number you feel most closely corresponds to the student's performance. Try to rate each item, but if you cannot make a judgment for any reason, write "Unable to Rate" for that item.

1. Overall performance in class	5	4	3	2	1	0
	Outstanding					unsatisfactory
2. Quality of written work	5	4	3	2	1	0
	Outstanding					unsatisfactory
3. Performance on tests /exams	5	4	3	2	1	0
	Outstanding					unsatisfactory
4. Understanding of written materials	5	4	3	2	1	0
	Outstanding					unsatisfactory
5. Ability to synthesis ideas	5	4	3	2	1	0
	Outstanding					unsatisfactory
6. Class participation	5	4	3	2	1	0
	Outstanding					unsatisfactory
7. Critical thinking skills	5	4	3	2	1	0
	Outstanding					unsatisfactory
8. Enthusiasm for learning	5	4	3	2	1	0
	Outstanding					unsatisfactory
9. Ability to organize time	5	4	3	2	1	0
	Outstanding					unsatisfactory
10. Self-initiated learning	5	4	3	2	1	0
	Outstanding					unsatisfactory
11. Expression of creativity	5	4	3	2	1	0
	Outstanding					unsatisfactory
12. Oral expression	5	4	3	2	1	0
	Outstanding					unsatisfactory
13. Leadership ability	5	4	3	2	1	0
	Outstanding					unsatisfactory
14. Ability to meet deadlines	5	4	3	2	1	0
	Outstanding					unsatisfactory
15. Persistent curiosity	5	4	3	2	1	0
	Outstanding					unsatisfactory
16. Acceptance of constructive criticism	5	4	3	2	1	0
	Outstanding					unsatisfactory
17. Acceptance of responsibility	5	4	3	2	1	0
	Outstanding					unsatisfactory
18. Self – Confidence	5	4	3	2	1	0
	Outstanding					unsatisfactory
19. Peer relationships	5	4	3	2	1	0
	Outstanding					unsatisfactory
20. independent thinking	5	4	3	2	1	0
	Outstanding					unsatisfactory
Comments:	5	4	3	2	1	0
	Outstanding					unsatisfactory

Giles County Public Schools
Gifted Education Programs

Teacher Checklist for Mathematics
(To be completed by the mathematics teacher)

Student _____ Grade ____ Date _____

Teacher _____ School _____

Directions: Circle the number of each statement you believe to be true about the nominated student.

1. Often performs math problems in his/her head; i.e. good at mental math
2. Math is favorite subject
3. Is good at seeing patterns and logical sequences
4. Is good at estimating; can make logical predictions
5. Sees mathematical connections (between operations such as + and X)
6. Works well with abstract pattern and relationships
7. Finds ways to work through an unfamiliar number problem using own plan or strategy
8. Grasps math concepts quickly and can work independently
9. Displays persistence in solving challenging problems
10. Completes written math work accurately and faster than most other students
11. Learns basic math facts easily
12. Seems to enjoy variety in problems and a faster pace of instruction (prefers less drill and practice and more independent work requiring critical thinking)
13. Can work above grade level in math
14. Enjoys finding solutions to multiple-step problems (has a long attention span for complexity)
15. Seems to exhibit an intuitive understanding of math concepts

TOTAL _____ **Comments:**

Giles County Public Schools
 Gifted Education Programs
Teacher Checklist for Language Arts
 (To be completed by the Language Arts teacher)

Student _____ Grade _____ Date _____

Teacher _____ School _____

Directions: Circle the number of each statement you believe to be true about the nominated student

1. Is knowledgeable about books (authors, genres, resources, ect.)
2. Reads above grade level
3. Shows love of books
4. Frequently chooses to read at free time
5. Shows advanced comprehension
6. Uses words effectively and expressively in conversation
7. Notices and appreciates vocabulary in books and/or in speech
8. Uses language humorously
9. Uses language in original ways
10. Shows advanced knowledge acquired through reading
11. Chooses books with rich vocabulary and complex themes over simple, easy texts
12. Enjoys discussing stories
13. Asks thought provoking questions
14. Shows good memory of what he/she has read.
15. Has rapid insight into cause and effect relationships
16. Lingers with literature; continues to think about it later
17. Notices writer's craft (notices "how" it is written—details , descriptions ect.)
18. Has a long attention span for listening to, or reading stories
19. Prefers challenge; gets bored when pace of reading class is slow or when content is too simple
20. Is verbally expressive; interesting to listen to
21. Enjoys creative writing opportunities
22. Writing sometimes shows attempt to incorporate style and/or vocabulary of adult authors
23. Writing sometimes shows humor
24. Writing sometimes shows insight
25. Writing shows originality
26. Prefers open-ended writing prompts; easily comes up with own ideas
27. Ideas expressed in writing are advanced for grade level
28. Enjoys experimenting with ideas and language in writing
29. Accepts constructive criticism and tries to improve work
30. Self-critical; dissatisfied with mediocre writing
31. Contributes insightful comment about writings shared in class
32. Shows sophistication in writing (metaphors, similes, adjectives, adverbs, sentence variety)
33. Enjoys sharing work orally in front of class
34. Enjoys discussing written work with others
35. Works through revision process when a piece of writing is important to him/her

TOTAL _____ **Comments:**

PARENT SCALE FOR CHARACTERISTICS OF GIFTEDNESS
GIFTED PROGRAM (K-3)

STUDENT NAME _____

PARENTS ARE EXCELLENT IDENTIFIERS OF GIFTEDNESS IN THEIR CHILDREN, CHARACTERISTICS WHICH BECOME APPARENT EARLY IN LIFE.

COMPARED TO OTHER CHILDREN YOUR CHILD'S AGE; CIRCLE THE DESCRIPTORS THAT FIT YOUR CHILD.

- Reasons well (*good thinker*)
- Learns rapidly
- Has an extensive vocabulary
- Has an excellent memory
- Has a long attention span (*if interested*)
- Sensitive (*feelings hurt easily*)
- Shows compassion
- Perfectionistic
- Intense
- Morally sensitive
- Has strong curiosity
- Perseverant in their interests
- Has high degree of energy
- Prefers older companions or adults
- Has a wide range of interests
- Has a great sense of humor
- Early or avid reader
- Concerned with justice, fairness
- Judgment mature for age *at times*
- Is a keen observer
- Has a vivid imagination
- Is highly creative
- Tends to question authority
- Has facility with numbers
- Good at jigsaw puzzles

Rated by _____

Date _____

PARENT INFORMATION FORM GIFTED PROGRAM (K-3)

Derived from the Kingore Observation Inventory (KOI)

Student _____ School _____ Grade _____

Teacher(s) _____ Date _____

Parent(s) _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please share your observations with us.

Advanced Language:

- ___ Uses words that seem advanced for the age level expectations.
- ___ Rewords own language for younger or less mature children.
- ___ Explains how unrelated things are similar.
- ___ Uses words for time concepts (clock and calendar) accurately.
- ___ Uses similes, metaphors, or analogies. "A _____ is really like a _____ because _____."
- ___ Asks questions about words (in print or oral language)

Examples from above of things my child said: _____

Analytical Thinking:

- ___ Demonstrates complex or abstract thinking
- ___ Analyzes household or school tasks
- ___ Notices a surprising depth of details about surroundings
- ___ Takes apart and reassembles things or ideas with skill
- ___ Expresses relationships between past and present experiences
- ___ Makes up songs, stories, riddles about experiences
- ___ Organizes collections of things uniquely; like to plan or arrange things

Examples from above of things my child said: _____

Meaning Motivation:

- ___ Is philosophical
- ___ Asks surprisingly intellectual questions
- ___ Demonstrates an unexpected depth of knowledge in one or more areas.
- ___ Exhibits intense task commitment and energy when pursuing interests
- ___ Remember!
- ___ Is independent

Examples from above of things my child said: _____

Perspective:

- ☐ Explains another's point of view
- ☐ Show dimension, angle, or perspective in art, writing, math solutions, or problem solving
- ☐ Creates complex shapes, patterns, or graphics
- ☐ Applies left and right without prompting
- ☐ Adds interesting detail to enhance products

Examples from above of things my child said: _____

Sense of Humor:

- ☐ Says or does something indicating an unexpected, sophisticated humor
- ☐ Catches an adult's subtle humor
- ☐ Understands and uses puns and riddles
- ☐ "Plays" with language
- ☐ Develops humorous ideas to an extreme

Examples from above of things my child said: _____

Sensitivity:

- ☐ Cares deeply; intense concern for human issues
- ☐ Tries to take actions to help someone in need
- ☐ Expresses feelings through words and art
- ☐ Explains others' feelings
- ☐ Displays a strong sense of fairness
- ☐ Expresses high expectations of self and others
- ☐ Seems to overreact at times

Examples from above of things my child said: _____

Accelerated Learning:

- ☐ Learns new things quickly with minimal practice
- ☐ Uses multiple characteristics when discussing items
- ☐ Reads passages at an advanced, fluent reading level for the age level expectations
- ☐ Explains the meaning of what has been read
- ☐ Demonstrates and unexpected mastery of math or science concepts
- ☐ Uses dictionaries, encyclopedia, map, atlas, or computer to gain advanced information
- ☐ Creates products which seem advanced for the age-level expectation

Examples from above of things my child said: _____

**Giles County Public Schools
Gifted Education Program
Visual Arts**

The Gifted Program in Visual Arts is attempting to identify students with special ability in visual arts. As a parent/guardian, you have knowledge that would be helpful in this selection process. Please check the statements which most describe your child and feel free to add any comments which would support the nomination.

Student_____ **School**_____

Homeroom Teacher_____ **Grade**_____

- ____ **1. Draws, paints, or works with other art materials at home.**
- ____ **2. Expresses a desire to visit museums, exhibitions, craft shows or other Places associated with art.**
- ____ **3. Is curious about people, things, and events around him/her.**
- ____ **4. Likes to show his/her artwork to others.**
- ____ **5. Expresses his/her opinions about art work or decorations around the home.**
- ____ **6. Is asked by others to do artwork.**
- ____ **7. Uses spending money to purchase art supplies.**
- ____ **8. Enjoys and appreciates the artwork of others.**
- ____ **9. Comments on the colors, shapes, and structure of things.**
- ____ **10. Takes pride in doing artwork or art projects well.**

Comments:

Parent_____ **Date**_____

Giles County Public Schools					
Gifted Education Program					
Profile Sheet					
Name			Age		
School			Grade		
Teacher			School Year		
Range	LOW	Average	Above Average	High	Superior
Percentile Ranking	0.....21	22.....75	76.....88	89.....94	95.....99
Stanines	1...3	4...6	7	8	9
Sages Math					
Sages L/A					
Sages/Reasoning					
K-Bit- 2/ Verbal					
K-Bit-2 / Non-Verbal					
K-Bit-2 / IQ Composite					
SCALE/ Math					
SCALE / Reading					
SCALE Language					
Teacher Checklists: Summary					
Classroom Performance Summary (PALs, SOLs, GPA, ect...)					
Parent Checklists: Summary (K-3 referrals & Visual Arts only)					
Classroom Observation Report/ Other Assessment Data					

Gifted Education Programs

Identification Procedures Timeline

Student:_____ School:_____ Grade:_____

Nominated by:_____ Date:_____

Type of nomination: ___Parent ___Teacher/Administrator ___Self ___Other (describe)

Date Completed

- _____ 1. Parent ***Permission letter*** and ***Parent checklist*** sent to parents
(+10)
- _____ 2. Permission letter and Parent checklist **returned** to Coordinator
(+10)
- _____ 3. ***Teacher checklist*** completed by teacher(s)
- _____ 4. Teacher checklist **returned** to Coordinator
- _____ 5. **Testing** completed (+50)
- _____ 6. Identification meeting scheduled; (+5)
- _____ 7. Meeting held, matrix completed, and minutes documented
Parental notification and/or ***permission to be placed*** forms sent to
parents (+5)
- _____ 8. Permission form **returned** (+10)
- _____ 9. Student **enrolled** in Gifted Education Program
Teachers/Administrators/Guidance Counselors/SASI Coord. **Notified**
DEP forms sent to teacher
All completed documentation returned to school for placement in
student's confidential file

(+) numbers indicate number of days due upon receipt of previous item

Visual Art Evaluation

Name _____ Date _____ School _____
Homeroom teacher _____

Portfolio Evaluation Form

This form is to be completed by the Gifted Art Resource Teacher or other qualified art teacher (s). Rate each student's portfolio using the following scale. Try to rate each item, but if the item cannot be evaluated, write "unable to rate". Comments, if any, can be written at the bottom.

1= not evident 2= emerging 3 = average 4 = above average 5 = unique

1. _____ skillful composition. Comments:
2. _____ originality of ideas. Comments:
3. _____ complexity and detail. Comments:
4. _____ sensitive use of art elements (line, color, shape, texture, value). Comments:
5. _____ thoughtful use of light and shadow. Comments:
6. _____ accurate use of space and perspective. Comments:
7. _____ effective use of media. Comments:
8. _____ expressiveness. Comments:
9. _____ over-all look and content. Comments:
10. _____ presentation of portfolio and artwork (including neatness and originality).
Comments:

Total _____

Summary: _____

Evaluator: _____

Giles County Public Schools
Gifted Education Program
School Identification/Placement Committee Meeting
(also used for Change of Placement Decisions)

Date: _____
Student: _____
Grade: _____
Homeroom teacher: _____
School: _____

Reason for Referral:

Summary of Discussion:

Recommendations:

Committee Members:	
_____	Relation _____
_____	Relation _____
_____	Relation _____
_____	Relation _____
_____	Relation _____

Giles County Public Schools
Gifted Education Program
Appeal Committee Meeting Minutes

Date: _____
Student: _____
Grade: _____
Homeroom Teacher: _____
School: _____

Reason For Appeal: _____

Summary of Discussion: _____

Recommendations: _____

Committee Members: _____ Relationship _____
_____ Relationship _____
_____ Relationship _____
_____ Relationship _____

Giles County Public Schools
151 School Road
Pearisburg, VA 24134

To the Family of:

Dear Parent(s) or Guardian(s):

Your child, _____, was nominated for the Giles County Public Schools Gifted Education Program.

With your permission criteria were assembled and presented to the School Identification and Placement Committee and **a decision was made to place your child in the Gifted Education Program in the area of _____**. Pending your permission, your child will be placed in the Gifted Education program and differentiated activities will be offered within the classroom.

Differentiated Educational Programs (DEP) are provided for those identified students in grades K-12. The DEP will outline the use of enriching instructional strategies, methods, and materials not ordinarily used with all students.

Continuance in the program is based on achievement and willingness to accept the responsibilities of a differentiated program tailored to the child's potential. We are committed to meeting the needs of your child and look forward to working with you and your child in the future. If you would like to schedule a meeting to discuss the information gathered to determine placement into the gifted program, please feel free to call my office at 921-1421 ext 15 and the necessary arrangements will be made.

If you wish for your child to be placed in the Giles County Public Schools Gifted Education Program, please sign and return the attached permission form in the enclosed envelope.

If you have additional questions, please feel free to contact me at 921-1421 ext. 15.

Sincerely,

Paula Tibbs
Coordinator of Gifted Programs

**Giles County Public Schools
Gifted Education Program
Visual Arts**

To the Family of:

Dear Parent(s) or Guardian(s): _____

Your child, _____, was nominated for the Giles County Public Schools Gifted Education Program in the area of Visual Arts.

The criteria were assembled and presented to the School Identification and Placement Committee and a decision was made to place your child in the Visual Arts Gifted Education Program, pending your permission.

Differentiated Educational Programs (DEP) are provided for those identified students in grades K-12. The DEP will outline the art opportunities your child will be exposed to in a weekly art class.

Continuance in the program is based on achievement and willingness to accept the responsibilities of a differentiated program tailored to the child's potential. We are committed to meeting the needs of your child and look forward to working with you and your child in the future.

If you wish for your child to be placed in the Giles County Public Schools Visual Arts Gifted Education Program, please sign and return the attached permission form in the enclosed envelope.

If you have additional questions, please feel free to contact me at 921-1421 ext. 15.

Sincerely,

Paula Tibbs
Coordinator of Gifted Programs

**Enclosed: parent permission
visual arts display release**

**Giles County Public Schools
151 School Road
Pearisburg, VA 24134**

To the Family of:

Dear Parent(s) or Guardian(s):

Your child, _____, was nominated for the Giles County Gifted Education program (grades K-12). This program is based on achievement and willingness to accept the responsibilities of a differentiated program tailored to the child's potential. The Gifted Education Program is designed to provide enrichment services through the regular classroom.

Multiple criteria are used to make placement decisions. Your child's academic assessments and other criteria were gathered for presentation to the School Identification and Placement Committee. The committee met to examine the information and it was felt that, at this time, the Gifted Education Program would not meet the needs of your child. The committee feels that the information discussed does not show a need for services and that challenges can be offered through the regular grade level curriculum.

An information sheet and profile of testing scores, as well as a summary of the data used in the decision—making process is included for your information. Should you have additional questions or concerns, please feel free to contact me at 921-1421 ext 15.

You have the right to appeal this decision by writing to the superintendent of schools within ten (10) days of the receipt of this notice.

Sincerely,

Paula Tibbs
Coordinator of Gifted Programs
921-1421, ex. 15

Giles County Public Schools
Gifted Education Program
Visual Arts

To the Family of:

Your child _____, was nominated for the Giles County Gifted Education Program in Visual Arts. This program is structured for those students who have particularly outstanding visual arts aptitude.

Your child's portfolio was reviewed and evaluated based on several criteria and it was felt that, at this time, the Visual Arts program would ***not meet*** the needs of your child. The evaluation of the artwork presented does not show a need for gifted visual arts services.

You have the right to appeal this decision by writing to the assistant superintendent for curriculum at 151 School Road, Pearisburg, Va. 24134 within 10 school days of receipt of this letter.

Should you have any questions, please feel free to contact me.

Sincerely,

Paula Tibbs
Coordinator of Gifted Education

Giles County Public Schools
151 School Road
Pearisburg, Va. 24134

GIFTED EDUCATION PROGRAM

PERMISSION TO BE PLACED IN GIFTED EDUCATION PROGRAM

Permission is given for _____
to be placed in the Giles County Schools
GIFTED EDUCATION PROGRAM, GRADES K-12.

Signature

(date)

Signature

(date)

**Giles County Public Schools
Gifted Education Program
Visual Arts Program**

VISUAL ARTS DISPLAY RELEASE

**I grant permission to the Visual Arts Program to display the
art works of my child, _____,
within the school and to the public.**

(SIGNATURE OF PARENT)

DATE

**Giles County Public Schools
Gifted Education Program
Visual Arts**

**Parental permission for placement
In the Visual Arts Program**

Student's Full Name: _____

Parents' Full name: _____

Address: _____

School: _____ **Grade:** _____

Student's Date of Birth: _____

Home Phone: _____

I give permission for my child to be enrolled in the Giles County Public Schools Gifted Education Program in the area of Visual Arts.

(parent signature)

(date)

**Giles County Public Schools
Gifted Education Program**

Dear _____:

You have requested in writing an appeal of the decision reached by the School Identification and Placement Committee concerning your child.

The Gifted Education Plan for Giles County outlines the appeals process as follows:

- **Appeal must be received with two weeks of notification of non-placement**
- **New committee is set up with a majority of the members not being part of the former committee**
- **New committee meeting within thirty (30) school days of receipt of appeal**

The appeal committee has been formed with the following members:

**Indicates committee members who were also on the placement committee.*

The committee will meet to review data that has been collected thus far at the following time and place:

Giles County Schools will accept data provided from sources outside the division in making an identification decision. The appeal committee will review all collected data and make an eligibility decision within 30 school days of the appeal committee's initial meeting.

**If you have any questions or concerns, please contact me at
921-1421, ex. 15**

Sincerely,

**Paula Tibbs
Coordinator of Gifted Programs**

**Giles County Public Schools
Gifted Education Program**

**Differentiated Education Plan (DEP)
Implementation Report to Parents**

Student Name_____ **School**_____ **Grade**_____

Teacher_____ **Date**_____

Placement Information: Please choose the area(s) of placement.

_____ **General Intellectual Aptitude**

_____ **Specific Academic Aptitude: (*circle one*) Math Language Arts**

_____ **Visual Arts**

The DEP is a devise that helps foster communication between parent and teacher. Activities and strategies the teacher discussed with you today will be part of a continuous educational process throughout this school year.

While not an individual plan, the DEP will detail examples of differentiated activities that will be offered to your child. These opportunities may be apart of whole class instruction or they may be offered through flexible / cluster grouping of students with similar needs.

Each grading period the classroom teacher will send a report with differentiated opportunities that were offered to your child home along with their report card.

**Please sign below after you have discussed
with your child's teacher(s) the
differentiation methods that will be used in
the classroom for this school year.**

Parent Signature_____ **Date**_____

Teacher Signature_____ **Date**_____

- **Please place in student file after parent/teacher conference**

G-11b
Giles County Public Schools
Gifted Education Program: Differentiated Education Plan (DEP)

Student Name _____ School _____ Grade _____

Teacher _____ Grading period (1 2 3 4 5 6) _____

Placement Information: Please choose the area(s) of placement.

_____ *General Intellectual Aptitude*

(OR)

_____ *Specific Academic Aptitude: (circle one)*

Math

Language Arts

Why were differentiated activities offered to your child this grading period?

Differentiation is a process of teaching and learning that begins with the premise that not all children are alike.

Differentiation was offered to your child this grading period because of:

Explain all that apply in the space provided

<p style="text-align: center;">Readiness</p> <p>The student demonstrated mastery of, prior knowledge of, prior understandings , and/or skills.</p>	
<p style="text-align: center;">Interest</p> <p>A student's curiosity and passion that "hooks" the learner. The student wanted to know, understand and do more than what was required of the regular grade level objectives.</p>	
<p style="text-align: center;">Learning Profile</p> <p>How a student prefers to learn. (Auditory, Visual, Kinesthetic)</p> <p>The student responded better to alternate instruction.</p>	

How was the regular grade level curriculum differentiated to meet your child's needs?

When differentiating, classroom teachers select instruction and activities based on curriculum that meet your child's readiness, interest, and or learning profile. The following differentiation opportunities were offered to your child:

Explain all that apply in the space provided

<p style="text-align: center;">Assessment</p> <p>Assessed student's readiness (pre-testing), interests and /or learning profile to select appropriate activities.</p>	
<p style="text-align: center;">Scaffolding</p> <p>Activity was offered to promote a deeper level of learning <u>beyond regular grade level objectives</u>. Activity aided student in problem based learning where the student researched and investigate to learn something new.</p>	
<p style="text-align: center;">Modify Grade Level Content</p> <ul style="list-style-type: none"> ● <u>Grade level content and learning experiences</u> were modified through either acceleration, compacting, variety, reorganization, or flexible pacing. ● Student demonstrated mastery of a grade level concept and was provided with more advanced learning activities, not more of the same activity. 	

Giles County Public Schools

**Giles County Public Schools
Gifted Education Program
Visual Arts**

To the Family of: _____

Dear Parent(s) or Guardian(s):

Your child, _____, has been nominated for the Gifted Education Visual Arts program.

As part of the effort to identify students who may have special needs due to outstanding potential in art, we ask your permission to begin the assessment procedure.

Your child will be asked to submit a portfolio of art work, and may take part in an interview or be rated by parent and teacher(s).

A copy of the portfolio description and requirements and portfolio contents to be assessed is enclosed along with a parent/guardian checklist. Please return the checklist with this permission form in the enclosed self-addressed stamped envelope. If you have any questions, please contact me at 921-1421 ext. 15 or paulat@gilesk12.net.

Sincerely,

Paula Tibbs
Coordinator of Gifted Programs

_____ Permission is granted for identification procedures as outlined above

_____ Permission is not granted.

Signature: _____ Date: _____

Signature: _____ Date: _____

Students, I am so glad you want to submit your art to be evaluated for the gifted art program. Before submitting art to be reviewed, please take the time to read the following information. Feel free to ask me any questions you have. I'm happy to help!

-Mrs. White (Giles County Elementary Art Teacher)

Tips for presenting a good portfolio:

Use the correct supplies for an art portfolio:

- Use paper without lines. (Notebook paper should not be used in an art portfolio)
- “Drawing paper” is the best. If you need drawing paper to use, please contact Mrs. White.
- Feel free to use pencil drawings, watercolors, tempera paint, acrylic paint, colored pencils, crayons, or markers when creating your works of art.

You want to send your best work.:

- Do not submit drawings that you aren't proud of. You are submitting art for a gifted program. This means the portfolio should show that you have artistic talent.
- You want to use detail, texture and shading in your drawings.
- Take the time to plan and submit **original art from the required list that were drawn or completed specifically for this portfolio.**
- Please do not submit pieces that were created in regular grade level art class.

Originality is very important.

- Do not copy or trace others works. It is important to submit your own ideas in the portfolio.
- Ability to draw is important but your drawing needs to show your personality. The portfolio you submit should be uniquely you.

Submitting the portfolio:

- Remember this portfolio is an important part of entering the program. The portfolio you submit for evaluation should be neat and nicely presented.
- Art that is folded or submitted as separate sheets will be difficult to evaluate. Have your art together and in a folder or large envelope with your name, grade level and homeroom teacher printed on the outside.

Good luck!

Giles County Public Schools
Gifted Education Program

Please submit the following artwork for review for the gifted art program.

*K-2nd students must select 5 projects to complete from the list.

*3rd-7th students must select 7 projects to complete from the list.

1. Draw a self portrait: Look in a mirror or at a picture of yourself and draw what you see. This only has to include the head and shoulders. (or you can draw a special person in your life)

2. Design an imaginary creature: Make up your own creature and draw it. Be creative! As you're drawing, think about these details to add...does it fly or swim? How many eyes, arms, legs, etc? Where might your creature live? What colors might your creature be? Make sure not to use a cartoon or character that already exists.

3. Draw a full person: This can be real or imaginary. Try to add as much detail as possible.

4. Free draw: You choose exactly what to draw or paint. Show me your best work! :)

5. Make a small sculpture: Create something three dimensional. You can use clay, Model Magic, cardboard, paper mache, paper, etc. If it is too large to bring into school, you can take a picture of the final product to include in the portfolio.

6. Choose one famous artist/artwork: Use the list below or a piece of art from your favorite artist and do your best to recreate their work in your own way. If you are having trouble finding a picture from the library or online, please let me know. I would love to help!

Vincent Van gogh: *Starry Night* or *Sunflowers*

Claude Monet: *Water Lily Pond*

Georgia O'Keefe: *Oriental Poppies* or *Ram's Head White Hollyhock and Little Hills*

Johannes Vermeer: *Girl with the Pearl Earring*

Grant Wood: *American Gothic*

Edvard Munch: *The Scream*

Paul Cezanne: *Still Life Apples and Pears*

7. Still Life: Look around your house or outside and choose one of your favorite items to look at then draw it! It could be a stuffed animal, a pet, a bug, a cup, a plant or flower, a chair, etc.....be creative and use as much detail as possible.

8. Architectural Art: Use a picture of a famous building or structure and paint or draw it using as much detail as possible.

9. Create a Habitat: The world is full of amazing habitats! Deserts, rainforests, the arctic, woodlands, and the ocean, are all examples of inspiration around us. Choose one and either draw/paint a picture adding plants and animals found in the habitat.

10. Favorite animal: Look at a picture of your favorite animal and draw what you see including lots of detail.

11. Mountain Landscape: We are surrounded by a beautiful mountain landscape. Draw or paint what you see and use as much detail as possible. Try to notice the colors of the mountains and the sky around sunset or sunrise and add it to your art.

Have fun creating your portfolio and always be yourself! I want to see your talent and personality shine through each piece of your art. If you have any questions, please feel free to contact me.

Lisa White (lwhite@gilesk12.net)

Giles County Public Schools

Gifted Education Program

Visual Arts

The Gifted Program in Visual Arts is attempting to identify students with special ability in visual arts. As a parent/guardian, you have knowledge that would be helpful in this selection process. Please check the statements which most describe your child and feel free to add any comments which would support the nomination.

Student_____ School_____

Homeroom Teacher_____ Grade_____

- ☐ **1. Draws, paints, or works with other art materials at home.**
- ☐ **2. Expresses a desire to visit museums, exhibitions, craft shows or other places associated with art.**
- ☐ **3. Is curious about people, things, and events around him/her.**
- ☐ **4. Proud of his/her artistic achievements; sets high standards for self, idealistic.**
- ☐ **5. Interested in expressing him/herself visually through such things as clothing, visual environment, and leisure activities.**
- ☐ **6. Self-motivated to be creative.**
- ☐ **7. Individualistic, inventive, and shows originality.**
- ☐ **8. Enjoys and appreciates the artwork of others.**
- ☐ **9. Comments on the colors, shapes, and structure of things.**
- ☐ **10. Takes pride in creating artwork.**

Comments:

Parent_____ Date_____