

# Buena Vista City Public Schools

## Local Plan for the Education of the Gifted

2022-2027



<b>LEA#</b>	<b>103</b>		
<b>Superintendent</b>	<b>Dr. Tony Francis</b>		
<b>Mailing Address</b>	<b>2329 Chestnut Ave., Buena Vista, VA 24416</b>		
<b>Gifted Education Coordinator/ Designee</b>	<b>Mark Wheeler</b>	<b>Title Address</b>	Gifted Coordinator PMHS, 100 Bradford Drive Buena Vista, VA 24416 (540) 261-2127 mark.wheeler@bvcp.net
		<b>Telephone</b>	
		<b>E-mail</b>	
<b>Local School Board Chairperson</b>	<b>Teresa Ellison</b> <b>Signature:</b> _____		
<b>Date Approved by School Board</b>	_____, 2022		

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## Local Plan for the Education of the Gifted

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

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General Information regarding the Gifted Program in Buena Vista City Public Schools

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K - 7
Specific Academic Aptitude (SAA) –Math and Language Arts	8 - 12

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

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

The mission of Buena Vista City public Schools is to develop self-confidence, problem-solving competencies, and strong communication skills in all students through appropriate, challenging curricula and engaging instruction.

The philosophy of Buena Vista City Public Schools is to inclusively identify gifted students and provide appropriately challenging and motivating curricula that meet the unique needs, interests, and abilities of these individuals, enable them to thrive in a global society, and exhibit genuine empathy for real-life problems and their fellow citizens.

### **B. Division Operational Definition of Giftedness**

"Gifted students means those students ... in kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated specific academic aptitudes. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, history and social science, mathematics, or science."

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

### A. Identification:

PLAN COMPONENT:	IDENTIFICATION
<b>GOAL STATEMENT:</b>	<p>The division will seek to improve early identification of gifted students in grades K – 7 in the area of General Intellectual Aptitude (GIA) to receive services. Identification criteria include the examination of academic indicators of success and potential, anecdotal information, student interests, in-class behaviors and manifesting gifted characteristics, teacher and parent recommendations and checklists, and standardized testing results.</p> <p>The division will seek to identify students in grades 3 – 12 to receive gifted services in Specific Academic Aptitude (SAA) in Math and Language Arts. Identification criteria shall include multiple measures and sources of information.</p> <p>Collaborative teaching between the gifted and regular education teachers will provide open access to gifted education methodologies for all students and thus increase identification opportunities.</p> <p>Identification procedures take place annually to ensure that a K-12</p>

OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DUE DATE	EXPECTED RESULTS
1. Increase awareness and ability of teachers in recognizing students who potentially are gifted.	Conduct in-service training at the division and school levels, which include discussion of factors, and behaviors that may indicate students who are potentially gifted.	Assistant Superintendent Gifted Coordinator Gifted Instructor Building Principals	In-service activities	Improved inclusive identification of potentially gifted students.
2. Build a larger pool of qualified candidates, especially in early grade	In addition to universal testing of all students in second grade, referrals can be made by general education teachers.	Division Psychologist Building Principals	Annually in spring	Increased pool of elementary students.

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levels.		Gifted Coordinator Gifted Instructor General Education Teachers		
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## B. Delivery of Services:

<b>PLAN COMPONENT:</b>	<b>DELIVERY OF SERVICES</b>
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<b>GOAL STATEMENT:</b>	<p>Gifted services shall be delivered through a variety of methods dependent upon district manageability and students' needs. Available services include pullout, push-in, flexible and cluster groupings, compacting, independent study, collaborative teaching between the gifted and regular education teachers, differentiated instruction in the regular education classroom, and individual pacing.</p> <p>Collaborative teaching between the gifted and regular education teachers will provide open access to gifted education methodologies for all students and thus increase identification opportunities. Enrichment/remediation time blocks can be used for pull-out or push-in gifted instruction.</p> <p>Appropriately differentiated curriculum will be provided for identified students with an emphasis on enrichment, extension, and acceleration opportunities specific to each student. These opportunities may include advanced content and pacing of instruction, original research or production, and a focus on issues, themes, and ideas within areas of study.</p> <p>The division shall strive to improve and increase delivery of differentiated pedagogy through training of regular education teachers.</p>
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OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DUE DATE	EXPECTED RESULTS
1. Work to develop teacher awareness of the differences among enrichment, extension, and acceleration.	Conduct in-service trainings at the division and school levels that include activities designed to help teachers differentiate between enrichment, extension, and acceleration.	Assistant Superintendent  Building Principals  Gifted Coordinator	In-Service Activities planned annually	Teachers will become better equipped to develop activities designed to enrich, extend, or accelerate learning.
2. Based on division curriculum and pacing guides,	Regularly meet with classroom teachers to review content being covered and provide differentiated ideas for all	Assistant Superintendent  Building Principals	Annually	These activities will enhance teacher knowledge and provide the

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<p>provide a differentiated extension to the content being taught in the classroom. .</p>	<p>students who may need the opportunity for deeper learning</p>	<p>Gifted Coordinator Gifted Instructor General Education Teachers</p>		<p>basis for a consistent educational experience between and among grade levels and subject courses.</p>
<p>3. Establish rubrics for the development and evaluation of student projects.</p>	<p>Development will take place at the classroom level and is on-going.</p>	<p>General Education Teachers Gifted Instructor</p>	<p>Revisions on-going</p>	<p>The rubrics will establish consistent methods for evaluation of student products.</p>
<p>4. The Gifted Teacher will work directly with students in grades 2 – 7 to provide them with programs based on appropriately differentiated curriculum.</p>	<p>The Gifted Teacher will continue to deliver services to students through pull-out and push-in programs and assist regular education teachers with meeting students’ needs in the classroom.</p>	<p>Assistant Superintendent Building Principals Gifted Instructor</p>	<p>On-going</p>	<p>The Gifted Teacher will be available to work directly with gifted students and regular classroom teachers.</p>
<p>5. The Gifted Coordinator will work directly with students in grades 8 – 12 to provide them with courses and programs based on their individual needs.</p>	<p>The Gifted Coordinator will offer courses, programs, and services that provide advanced instruction and enrichment opportunities.</p>	<p>Gifted Coordinator</p>	<p>On-going</p>	<p>The Gifted Coordinator will be available to work directly with gifted students and regular classroom teachers.</p>



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## C. Curriculum and Instruction:

<b>PLAN COMPONENT:</b>	<b>CURRICULUM AND INSTRUCTION DEVELOPMENT</b>
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<b>GOAL STATEMENT:</b>	<p>The division will assist teachers in meeting the needs of gifted students in the development of a formal scope and sequence of advanced academic objectives through differentiated curricula and professional development designed to increase teacher knowledge and expertise. Curriculum development will focus on opportunities for <i>enrichment</i> – supplemental support for grade level, content level, or course level materials and instruction which goes beyond the scope of the standard work expected; <i>extension</i> – activities which are outside of the curricular materials and instruction for a given grade level, content level, or course level and are not intended to provide support to the standard work expected; <i>acceleration</i> – grade level, content level, or course level curricular materials and instruction at an earlier age or in a sequence with a shorter time duration; and <i>independent studies</i> - develop students’ self-directed learning skills, include synthesis of information in the form a product that may be shared with authentic audiences. Independent studies include interdisciplinary skill development. Assessments will be aligned with content goals and objectives.</p> <p>The division will increase and improve upon curriculum and delivery by providing training and support to staff.</p>
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OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DUE DATE	EXPECTED RESULTS
1. Provide leadership from building level administrators for reviewing, developing, and implementing school-wide curriculum and pacing guides, which include activities for differentiation and curriculum integration.	<p>Conduct curriculum and pacing guide writing/review workshops at all school levels on a regular basis annually.</p> <p>Engage knowledgeable persons (from within and outside the school division) to help teachers identify strengths and weaknesses in content knowledge and to help explore and define strategies for differentiation and curriculum integration.</p>	<p>Assistant Superintendent</p> <p>Building Principals</p>	On-going	These activities will enhance teacher knowledge and provide the basis for a consistent educational experience between and among grade levels and subject courses.

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<p>2. Visit and review curricular offerings at other small school divisions within Virginia having well established gifted programs.</p>	<p>Selected teachers and school administrators will visit other small school divisions to review the gifted programs and observe teachers at work with students.</p>	<p>Assistant Superintendent  Building Principals  Gifted Coordinator  Gifted Instructor  General Education Teachers</p>	<p>On-going</p>	<p>These activities will allow teachers and school administrators the opportunities to observe how other divisions and schools work to provide gifted services. These observations should lead to discussions on how our program could be improved and the resources needed to provide improvement.</p>
<p>3. Provide frequent opportunities at the school level for teachers and school administrators to engage in examination, discussion, and development of activities for enrichment, extension, and acceleration of the local curriculum.</p>	<p>Incorporate planned meetings at regular intervals within the schools to provide teachers with opportunities to discuss instructional issues, including the development of activities for enrichment, extension, and acceleration of the local curriculum.</p>	<p>Assistant Superintendent  Gifted Coordinator  Building Principals  Gifted Instructor</p>	<p>On-going</p>	<p>These activities should promote collegial discussions on the importance of understanding the curriculum and the varied ways in which it can be presented through instruction.</p>

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## D. Professional Development:

PLAN COMPONENT:	PROFESSIONAL DEVELOPMENT			
<b>GOAL STATEMENT:</b>	The division will provide teachers with opportunities to increase knowledge and expertise in identifying and meeting the unique needs, interests, and abilities of gifted learners. The Gifted Coordinator will provide district personnel with current gifted education research, teaching tools, and methodologies. The division will provide training opportunities and increase support for staff that teach identified gifted students. Training can occur through in-service, regular meetings, in-class modeling of gifted education teaching strategies, collaborative teaching, and emails.			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DUE DATE</b>	<b>EXPECTED RESULTS</b>
1. The division gifted personnel will work directly with teachers in locating resources and coordinating professional development activities.	Conduct regularly scheduled face-to-face meetings	Assistant Superintendent  Reading Specialist  Building Principal  Math Specialist  Gifted Coordinator  Gifted Instructor	On-going	Increase teacher knowledge and expertise in identifying and meeting the unique needs, interests, and abilities of gifted learners.
2. Work to develop teacher awareness of the differences among enrichment, extension, and acceleration.	Conduct in-service trainings at the division and school levels, which include activities designed to help teachers differentiate among enrichment, extension, and acceleration.	Director of Instruction  Building Principal  Gifted Coordinator	In-service activities planned annually	Teachers will become better equipped to develop activities designed to enrich, extend, or accelerate learning.

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<p>3. Provide frequent opportunities at the school level for teachers and school administrators to engage in examination, discussion, and development of activities for enrichment, extension, and acceleration of the local curriculum.</p>	<p>Incorporate planned meetings at regular intervals within the schools that will provide teachers with opportunities to discuss instructional issues, including the development of activities for enrichment, extension, and acceleration of the local curriculum.</p>	<p>Director of Instruction  Building Principals  Gifted Coordinator</p>	<p>On-going in-service activities</p>	<p>These activities should promote collegial discussions on the importance of understanding the curriculum and the ways in which it can be presented through instruction.</p>
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## E. Equitable Representation of Students:

All students shall have equal access to gifted education eligibility. Multiple criteria sensitive to cultural and linguistic differences, gender, socio-economic status, twice-exceptional students, and underachievers will be used for identification and eligibility. Twice-exceptional students must meet requirements for special and gifted education eligibility. Annual reviews of students receiving gifted education services shall be compared to district demographics.

<b>Plan Component</b>	<b>Equitable Representation of Students</b>
<b>Goal Statement</b>	Increase identification of gifted students including a focus on commonly underrepresented subgroups.

Objectives	Activities	Position Responsible	Due Date	Expected Results
Train staff on how to identify gifted characteristics common to twice exceptional, economically disadvantaged, culturally diverse students, and English language learners (commonly underrepresented subgroups). In addition to standard screening devices, parent and teacher characteristic checklists will be completed.	Conduct in-service and face-to-face sessions with teachers with regard to identification and assessment of students' strengths. Conduct observations of possible candidates in classroom settings by trained personnel.	Assistant Superintendent  Gifted Coordinator  Building Principal	Annually	Staff will have a better understanding of manifesting gifted characteristics inclusively and will refer an increased number of students from commonly underrepresented groups.

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## F. Parent and Community Involvement:

Parents of gifted students will be invited to become active members in the Buena Vista City Public Schools Gifted Program in many ways. Parents may act as chaperones for special activities that occur outside the scope of the “regular” school day and “regular” school activities. Parents are invited to recommend students (their own child included) for the eligibility process of identification. Parents may share suggestions for programs and activities. Parents will also be invited to participate on the *Gifted Advisory Committee*.

Community involvement is important in the support of gifted students. Area businesses, industries, and local colleges and universities may provide access to resources not generally available in K-12 environments.

<b>PLAN COMPONENT:</b>	<b>PARENT AND COMMUNITY INVOLVEMENT</b>
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<b>GOAL STATEMENT:</b>	Parents and community members are instrumental in the development and maintenance of a strong gifted program. The division will maintain a Gifted Advisory Committee that will encourage parent participation and will include a teacher representative from each school. The division will work within the community and surrounding region to acquire mentors and other resources to aid teachers in effectively meeting the educational needs of gifted students.
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OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DUE DATE	EXPECTED RESULTS
1. Maintain strong parental involvement in the Gifted Advisory Committee.	<p>Building principals and the Gifted Coordinator will promote parent participation on the Gifted Advisory Committee.</p> <p>Hold a minimum of three meetings per year of the full Gifted Advisory Committee; maintain regular contact with members by way of email, telephone, or face-to-face meetings to keep members “in the loop” with the progress of the gifted program.</p>	<p>Assistant Superintendent</p> <p>Building Principals</p> <p>Gifted Coordinator</p>	On-going	A more active parent base will be established in order to include valuable parental input in our established gifted program.
2. Conduct annual program evaluations	Questionnaires will be developed and sent out annually to parents, teachers, or administrators to	Gifted Coordinator	Annually in May or June	A more active parent base will be established. The school

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<p>by way of questionnaire survey of parents to determine effectiveness of program and need for revisions.</p>	<p>help determine the effectiveness of the program and any need for changes, revisions, or additions.</p>			<p>community will become more involved in defining and improving the effectiveness of the gifted program.</p>
<p>3. Conduct annual program evaluations by way of questionnaire survey of (identified) gifted students to determine effectiveness of program and need for revisions.</p>	<p>Questionnaires will be developed and sent out annually to identified gifted students to help determine the effectiveness of the program and any need for changes, revisions, or additions.</p>	<p>Gifted Coordinator</p>	<p>annually in May or June</p>	<p>A more active student base will be established. The students will become more involved in defining and improving the effectiveness of the gifted program.</p>
<p>4. Build partnerships with local businesses.</p>	<p>The Gifted Coordinator will meet with local business leaders to promote the continuous development of the division's gifted program within the community.</p>	<p>Gifted Coordinator</p>	<p>On-going</p>	<p>Relationships will be cultivated to help promote the division's gifted program within the community.</p>

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

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

#### **Screening Procedures for:**

##### **General Intellectual Aptitude**

##### **Specific Academic Aptitude in Math and Language Arts, K-12**

Annual screening of all second grade students for the purposes of gifted identification will occur in second grade, using results from a standardized achievement battery. Students who score 90% or higher on the achievement test will be found eligible to be given the CogAT - cognitive ability test. Further those students whose scores are at or above the 95<sup>th</sup> percentile in one or more content areas on the cognitive testing will be identified as members of the candidate pool.

The Gifted Coordinator will then create a student performance folder for each student who has been identified as a candidate that will include subject grades – current and historical, standardized score history, SOL test history, and teacher/parent checklists. Upon completion of the performance folder and testing, the Gifted Eligibility Committee will determine eligibility for participation in the gifted program.

Referrals submitted for students in grades 3-12 by parents, teachers, and school counselors for those students who had been determined as ineligible at the end of second grade, will follow a similar series of steps. A student performance folder will be assembled for evaluation. Students will engage in additional testing using the appropriate grade-level standardized assessments for achievement and cognitive ability.

Students who transfer into the school system who have previously been identified will retain identification, and will be reassessed by Buena Vista City Public Schools. However, services provided will be within the scope of those currently provided by Buena Vista City Public Schools.

Every effort will be made to ensure students who are members of special populations, including economically disadvantaged, culturally and linguistically diverse, twice-exceptional, under achieving, or limited English-speaking students are included in the pool of candidates. To help with this, information pertaining to the referral process is contained in the student handbook distributed to each student and parents at the beginning of the school year. Additionally, school personnel will closely monitor the progress of all students in special populations and make referrals as needed.



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

All individuals who have knowledge of the students' abilities, performances, or potentials may submit student referrals for participation in the gifted program. This group of individuals includes parents, legal guardians, teachers, community members, professionals, school counselors, peers, students, and self. Referrals for the gifted program may be submitted at any time during the school year. However, for students in grades K – 12 who are being referred for specific academic aptitude, the district-level identification committee, the *Gifted Eligibility Committee*, will meet as needed.

Referral forms may be obtained from the Gifted Coordinator. Forms must be returned to the Gifted Coordinator. Upon receipt of the referral form, the Gifted Coordinator will notify parents of the receipt of the referral and obtain permission to develop the student performance folder, which will include SOL test results (if available), standardized test results (if available), subject grades (current/historical), and teacher and parent checklists. Parent permission will be sought before testing is conducted using standardized achievement and cognitive assessments. Upon completion of the performance folder and testing, the Gifted Coordinator will be responsible for submitting the nomination, including the results of the evaluations, directly to the Gifted Eligibility Committee.

The Gifted Eligibility Committee composed of the gifted coordinator, at least one of the student's content teachers, the student's school administrator, and the school psychologist will meet as needed to review nominations and make recommendations about eligibility. Eligibility results will be sent to parents within ten working days after the eligibility meeting. Based on examination of the documentation provided, the Gifted Eligibility Committee will make one of the following recommendations:

1. The student is eligible for placement in the gifted program;
2. Further evaluation must take place, which may include additional examples of student work and/or additional standardized testing; OR
3. Acknowledgement that the student is ineligible for participation in the gifted program.

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

The identification process used by each school division must ensure that no single criterion is used to determine a student's eligibility. The identification process shall include at least three measures from the following categories:

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

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Staff will pay particular attention to the following student characteristics: persistent task commitment, creative abilities, and passionate interests. If staff or parents observe these characteristics, examples may be added to the student’s eligibility folder in the form of product or teacher/parent comments. These examples will provide an added dimension to the identification process.

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

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

The Identification/Placement Committee is a division level committee consisting of:

- 1 Content Teacher
- 1 Gifted Coordinator
- 1 School Psychologist
- 1 Building Administrator

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

Measure	Completed by	Scored by	Provided to the committee by
Student Performance Profile	Gifted Coordinator with information from current classroom teachers	Gifted Coordinator	Gifted Coordinator
Ratings Scales:  (SIGS) Scales for Identifying Gifted Students	Classroom teacher(s)	Gifted Coordinator	Gifted Coordinator
Standardized Achievement Battery:  Stanford 10 or Iowa Test of Basic Skills	Classroom Teachers	Scored Electronically	Gifted Coordinator
Standardized Cognitive Assessment  CogAT	Gifted Coordinator or Gifted Instructor	Gifted Coordinator	Gifted Coordinator

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No single criterion will prevent or allow a student to be eligible for services. Once all information has been collected, a score matrix will be used to determine a total score for each student. The Gifted Eligibility Committee will make the determination of eligibility based on a documented minimum matrix score for students in grades K – 12.

The district's school psychologist will create the matrix for each student referral to be considered. This matrix will include a combination of the following criteria:

- A. rating scale(s) completed by those with knowledge of the student's strengths and needs.
- B. results from standardized achievement and cognitive assessments
- C. an assessment of the Student Performance Folder, which may include, but is not limited to grade history, Standards of Learning test results, current course grades, teacher and parent checklists, and other performance related information.

The student matrix will be examined and all information carefully considered and scored. Based on the matrix score, one of the following recommendations will be made:

- A. the student is eligible for placement in the gifted program if the minimum matrix score is obtained.
- B. further evaluation must take place, which may include additional examples of student work and/or additional standardized testing,
- C. acknowledgement that the student is ineligible for participation in the gifted program.

Parents and students will be notified in writing of the Gifted Eligibility Committee's recommendation within ten working days of the decision. The Gifted Coordinator will review the recommendation with the student's parents. Other decisions by the Gifted Eligibility Committee may be appealed in writing to the principal of the current school in which the student is enrolled. An Appeals Committee as described in the appropriate section will act upon such appeals.

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

Students in grades K – 12 will be identified as gifted through standardized testing and outstanding student performance profiles. These students will receive appropriately differentiated instruction, which may include content which is accelerated or of greater rigor, as well as instruction to enrich or extend student knowledge within the regular classroom. Students in grades K – 7 will meet on a regular schedule with the Gifted Coordinator to plan and monitor progress on the individual student activities.

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School counselors will inform the Gifted Coordinator of any new enrollees whose records indicate gifted education identification or eligibility. Previously identified students are automatically eligible for gifted services. Parents will sign the permission to receive services or deny services form.

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

### **Procedures for Parental Notification During the Gifted Identification Process, K-12**

Initial Identification: A letter is sent to parents of students referred for gifted evaluation informing them of the process for identification. If the child is not in 2nd grade and requires additional testing, a permission to test form will accompany the identification letter. After the child has been found eligible, parents are notified of the time and location of the Gifted Eligibility Meeting. Parents must provide written permission for services to begin.

Right to Appeal: A parent will be notified in writing when a referred child has not been found eligible for gifted services. If the parent wishes to appeal the division, a written request must be made to the school's principal or designed within 30 calendar days of receipt of the Letter of Ineligibility. Once an appeal is made, the principal will review the data related to the student's non-identification with input from the school's counselor, gifted personnel and classroom teacher. After the review is complete, the principal or designee will notify the parent in writing of the decision to uphold the previous recommendation or to change it.

The Appeals committee will re-evaluate the Student Performance Profile (required for students in grades k– 12), as well as evaluating any new evidence presented by the individual(s) requesting the appeal. Evidence/data from sources outside of the school division, which is based on results of standardized testing, performed under appropriate testing conditions may be considered at this time. .

The Appeals Committee may recommend one of the following actions:

- A. the student is eligible for placement in the gifted program,
- B. further evaluation must take place, which may include additional examples of student work and/or additional standardized testing,
- C. acknowledgement that the student is ineligible for participation in gifted program.

Change in placement or exit from the gifted program: Parents may opt students out of the program by written request at any time that they determine the placement is not appropriate; however, the student may still retain the identification and remain eligible to return to the program at a later date.

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

A review may occur at any time a student's performance indicates a need and/or when the program design changes. A review may result in continued placement, change of placement or the initiation of exit procedures. Parents may opt students out of the program by written request at any time that they determine the placement is not appropriate; however, the student may still retain the identification and remain eligible to return to the program at a later date. If the committee determines that the placement is not appropriate, the student may be removed from the program, but can be reevaluated at a later date. All students are reviewed in the program to determine appropriate placement.

The exit process may be initiated by the student, teacher or parent. In all cases, the committee will meet to determine if exit from the program is appropriate.

Parents whose children were evaluated and exited from the program receive a letter informing them of the committee's division, as well as their right to appeal the decision.

If a student no longer meets the criteria to remain in the gifted program, the principal will be informed by the school's gifted personnel. A teacher or counselor, the school's gifted personnel, and the school's principal will confer with the parents. The principal will send written notification of exit and the right to appeal to the parents.

In order to make an appeal, a written request must be made to the school principal or designee by the person appealing within 30 calendar days of the receipt of the Intent to Exit from the program. Once an appeal is made, the principal will review the data related to the student's proposed exit from the program with input from the school's counselor, the school's gifted personnel, one or more teachers from the school and division level staff including, but not limited to, the Gifted Coordinator. After the review is complete, the principal or designee will notify the parents in writing of the division to uphold the previous recommendation or to change it.

Several members of the appeals committee will not have served on the eligibility committee. The committee will review the data related to reasons for recommending the student be exited from the program, or for students not found eligible based on the criteria used in the identification process. The committee may also conduct an interview with the parent or guardian of the student.

After completing the review and the interview, the committee will reconvene and make a determination within 10 days. If the committee reaffirms the previous decision and the parent/guardian continues to disagree with the decision, the parent may appeal to the Assistance Superintendent. Outside data may be considered.

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

### **A. Service Options are Continuous and Sequential**

#### **General Intellectual Aptitude, K-7**

Identified students (k-7) are served through pullout and push-in programs. For push-in programs, the Gifted Coordinator works collaboratively with teachers modeling gifted strategies and instructional deliveries that are aligned with the curriculum. The differentiated instruction will be aligned with the core curriculum thus providing evidence of the scope and sequence with learning. The development of self-directed learning skills, which are interdisciplinary, will be a component of services options. This component will be carefully monitored to ensure that the needs of these unique learners are met in a continual and sequential fashion. Instruction is differentiated. Additional strategies that support interest based studies are studying concepts and principles through the lens of interest, student choice of tasks, independent study, orbitals, group investigations, interest groups, jigsaw, and literature circles.

#### **Specific Academic Aptitude, 8-12**

High school students' needs are addressed through differentiation, acceleration, and various courses offered and in accordance with their needs. Students have the opportunity to take on-line courses and dual enrollment and/or participate in Central Virginia Governor's School for grades 11-12.

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

Identified k-7 students will normally work once a week in pullout or push-in groups. Each group is organized by grade level, thus allowing them to work with their age-level peers in small groups. Grade 7-8 students may be accelerated in math and are grouped by grade level. Suggested instructional strategies that allow gifted students to interact with their peers are differentiated instruction in the regular education classroom in conjunction with flexible grouping, compacting, cooperative learning activities, learning contracts, mini-lessons, learning logs or journals, graphic organizers, centers or interest groups, role-playing, choice boards, jigsaw, think-pair-share, model making, cubing, labs, and tiered activities.

High school students work with their age level peers through differentiation and flexible grouping in the regular education classroom.

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

Services that provide time for students to be with like-minded peers are pullout classes, acceleration, differentiating curriculum combined with cluster grouping within the regular classroom. Strategies used during these times are concept-based learning, orbital and individual

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and small group independent studies (self-directed learning), cluster grouping, tiered assignments, cubing, and learning contracts.

## **D. Service Options Provide Instructional Time to Work Independently**

Students can work independently through curriculum compacting, acceleration independent study, orbitals, tiered formats, centers, learning menus and contracts.

## **E. Service Options Foster Intellectual and Academic Growth**

- Opportunities for acceleration: subject acceleration, grade acceleration, early college, online or blended learning
- Differentiated curriculum/instruction: Tasks and instructional delivery are modified based on students' readiness, interest and learning styles. Content, process, and products are adopted to correlate to students' learning profiles.
- Varied assessment strategies: Traditional and non-traditional assessments are used including rubrics.
- Extension and enrichment opportunities: Depth, breadth, and complexity is added to activities, assignments and programs that occur during the school day for all identified students.
- Curriculum compacting: Adjustments are made to subject-area or grade-level curriculum for students who have shown mastery of content or skills to provide for more challenging and productive use of a student's time.

## **F. Procedures for Assessing Academic Growth in Gifted Students**

Assessments vary like the instructional strategies used, but may include formal assessments and informal pre- and post-assessments. Some example are:

- Examples of student work
- Teacher designed tests or rubrics designed specifically for certain assignment
- Formal displays, presentations, and/or products
- Process observations
- Product assessments that require students to synthesize primary sources of information into their product
- Integration of technology and other modes of expression that require creativity

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

### **General Intellectual Aptitude, K-7 and Specific Academic Aptitude, 8-12**

Differentiating curriculum must be continuous and based on outcomes to maximize students' academic growth. Appropriately designed outcomes that meet the needs of gifted students are instrumental in maintaining engagement and motivation and helping students understand the relevance of education

The differentiated program focuses on process, content and outcomes. The process is developed to include strategies that are age appropriate and simultaneously challenging; considered are Bloom's taxonomy, a non-judgmental, independent learning atmosphere that stimulates high-level thinking and inquiry, understanding of authentic issues, academic rigor, acceleration, and individual pacing

An academically rigorous curriculum is challenging, engages students in complex thinking, presents a variety of viewpoints, and goes beyond the standard curriculum. Essentially it employs all the components listed in Tomlinson's Continuum for Differentiating Content, Process, and Product. Instruction uses a variety of strategies and exposes students to the tools of the disciplines. Students become independent learners, develop their curiosity, and learn to reflect and understand rationales for explored concepts. Assessments are aligned with student outcomes and monitor students' progress. The teacher facilitates the total process.

Student product is a means of expressing what the student understands and has learned. The product can be created by tapping into the student's interests and talents and is representative of the field of study. Products are developed for an authentic audience and are used for self-evaluation and summative assessments.

Theories and research on gifted education from experts in the field are used to develop and implement Buena Vista City Public Schools' gifted education program. Carol Tomlinson's Continuum for Differentiation Content, Process, and Product is a concise guide that helps teachers focus on quality-differentiated pedagogy. Essentially the key principals ensure that content, process, and product are designed to meet individual needs, subject material, instruction and assessment are aligned, and students and teachers work in a collaborative, respectful environment that promotes individuality and maximum growth. (Tomlinson, 1999)



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

### **General Intellectual Aptitude, K-7**

K-7 students will have access to advanced work through differentiated instruction and enrichment.

### **Specific Academic Aptitude, 8-12**

High school students, based on interest, have open access to honors, pre-AP, AP, and dual enrollment courses. PSAT scores are used to align coursework with students' abilities to open new avenues. AP courses prerequisites are pre-AP classes and or individual assessment based on staff recommendations. Dual enrollment requires PSAT scores of 48, SAT scores of 480. Students must pass the COMPASS test for community college courses. Honors classes, pre-AP courses, Virtual VA, and virtual high school on-line courses are determined by student interest.

Teacher and school counselor recommendations and student interest determine BYU independent study on-line courses.

Students must follow established guidelines for eligibility to Summer Residential Governor's, Summer Regional Governor's, and Ecology Governor's Schools. Students will be forwarded any additional information the district received regarding any other after school and summer activities.

High school counselors offer pre-scheduling activities to small groups. These activities involve discussion about advanced class options for pre-AP and AP courses and dual enrollment.

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

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

### **1. Understanding of principles of the integration of gifted education and general education, including:**

- a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
- b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.

### **2. Understanding of the characteristics of gifted students, including:**

- a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
- b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
- c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).

### **3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:**

- a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
- b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
- c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
- d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
- e. The evaluation of data collected from student records such as grades, honors, and awards;
- f. The use of case study reports providing information concerning exceptional conditions; and

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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.

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

Annual reviews for effectiveness of the gifted education program will be conducted. Categories to be evaluated are screening, referral, identification, and program reviews. Surveys will be conducted annually of any one of the following groups: parents, teachers, or administrators. Survey results will be summarized and shared with the Director of Instruction, Superintendent, and members of the School Board annually.

Additional information, such as program assessments based on student growth measures, may be used if the Superintendent, Director of Instruction, or board members request further clarification.

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

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

Nominations for membership are submitted to the committee chairperson and presented to the Gifted Advisory Committee for consideration. Prospective members are submitted to the school board for final approval at an open school board meeting. Committee members will reflect the school division's demographics.

### **Buena Vista City Public Schools Gifted and Talented Education Advisory Committee By-laws**

#### **Article I: Name**

This committee shall be referred to as Buena Vista City Public Schools Parent Advisory Committee.

#### **Article II: Purpose**

- A. The committee shall support the philosophy of the school district's gifted and talented education plan.
- B. Committee members will share the responsibility for decision-making
- C. The committee shall act in accordance with regulations governing educational services for gifted education to:
  - Review the local plan for gifted education annually
  - Determine the extent to which the plan was implemented for the previous year

#### **Article III: Membership and Roles**

- A. The committee shall be comprised of
  - 4 parents – at least one representing each school
  - 1 gifted coordinator
  - 2 administrators

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3 teachers – PMHS, PMMS, and 1 representing both elementary schools

1 school counselor

Members can have dual roles – teacher/parent or administrator/parent

B. Official positions shall be chair and secretary.

1. The chair shall:

- service as the office of primary responsibility
- facilitate meetings
- provide data review of program effectiveness
- help the Council reach consensus when action is required or requested.
- set the agenda for each meeting with input from committee members
- ensure that the agenda is followed and an appropriate amount of
- time is allocated for discussion of each agenda item
- inform the committee of vacated seats.

2. Secretary shall:

- take minutes for each meeting
- distribute the minutes to each committee member and the director of instruction
- maintain attendance records
- the Gifted Coordinator shall act as a resource

## Article IV: Membership Term

A. Terms shall be two years

B. The Gifted Coordinator shall serve throughout employment with Buena Vista City Public Schools

## Article V: Membership Selection Process

A. The facilitator and the Gifted Coordinator shall be responsible for posting vacant positions

B. Vacated seats shall be identified and new members shall be selected

C. New terms begin in September

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## Article VI: Meetings and Calendar

- A. Minimum of 1 meeting per semester as scheduled by the Gifted Coordinator.
- B. Additional meetings will be held on an as needed basis

### **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.

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Division Superintendent's Signature

Printed Name

Date