

Galax City Public Schools

Local Plan for the Education of the Gifted

2023-2028

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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 [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 for Galax City Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12

(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

Galax City Public Schools believes in excellence in education for every student, every day. Due to their diversity in learning, outstanding abilities and potential for accomplishment, gifted learners must be provided with a differentiated curriculum that adds rigor and challenge to the existing district curriculum. Galax City Schools strives to identify and serve all gifted learners, including those in typically underserved populations. Through the provision of gifted services, these students will have the opportunity to explore their area(s) of interest, develop expertise beyond their peers, and achieve to their full potential; both in school and beyond.

In accordance with the guidelines established by the Virginia Department of Education, exemplary program standards for gifted learners will be achieved through the collaborative efforts of the school division, students, families and community.

B. Division Operational Definition of Giftedness

Gifted students are individuals who demonstrate outstanding ability or potential beyond that of their peers of the same age, experience or environment. These students show persistent intellectual curiosity, advanced skills in reasoning, problem-solving, creativity, academic achievement, mastery of concepts, expression and/or critical thinking. In order to succeed to their fullest capacity, students who demonstrate this ability or potential will be provided with services that foster their academic and social-emotional growth.

Galax City Schools looks to identify students with high levels of potential or accomplishment beginning in kindergarten. To recognize and identify gifted students from a variety of backgrounds, the identification procedure utilizes a variety of tools and data. Through the use of multiple criteria, students will be identified as gifted in the area of General Intellectual Aptitude.

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:

1. The GATE program (K-12) will increase the equitable representation of students from low socio-economic status, and students from diverse, cultural, linguistic and ethnic backgrounds.
2. Nationally norm referenced assessment tools will be used to find the student's aptitude and ability as well as norm referenced school and home rating scales.
3. Students will be identified early to prepare them for advanced academic programs in middle and high school.
4. Conducting universal screenings at grades 2 and 5 in order to ensure that all students who may qualify for gifted services are recognized.
5. Provide information to teachers regarding referral and identification, including professional development highlighting characteristics of giftedness, giftedness in underserved populations and twice exceptional learners.
6. Multiple sources of information will be evaluated when making placement decisions in order to get a clear picture of the whole child and not basing the decision solely on any one source of information.
7. Expand the participation of underrepresented populations by creating a monitoring/enrichment/talent development system.

B. Delivery of Services:

1. Clustering primary/elementary students placing them in the classrooms with a teacher who is trained in differentiation. Various enrichment opportunities are offered to elementary students in the Primary Enrichment Program (PEP) after school program.
2. GCPS will provide instruction to the gifted students through various service delivery models in grades K-8 including a pull out program, enrichment activities during and after school. Instruction will be designed to target higher levels of critical thinking, creativity, and problem solving.
3. Provide high school students advanced course options such as advanced, dual enrollment and Advanced Placement. Additionally, high school students may apply to the academic year, half day Governor's School in Science and Technology and Math. They will also be encouraged to apply to the Summer Residential Governor's School Programs as well as the Southwest VA Regional Summer Governor's School at Wytheville Community College and the Early College Scholar program.

C. Curriculum and Instruction:

1. Increase engagement of and growth of all gifted learners.
2. Increase consistency of curriculum and course rigor in regular education classes with clusters of identified gifted learners and those students on monitor status.
3. Ensure availability and utilization of resource materials which incorporate content, communication, collaboration, creativity, critical thinking, careers, and/or citizenship.
4. Collaborate regular classroom teachers, ELL staff and special education staff.
5. Encourage opportunities for middle school students to access high school course work when appropriate.
6. Actively support teachers in the development of differentiated lessons.

D. Professional Development:

1. Increase collaboration between regular classroom teachers and gifted personnel in the district.
2. Design and implement a professional development plan for the district.
3. Offer extra support for those teachers who are serving gifted students in the regular classroom.

E. Equitable Representation of Students:

1. Increase the cultural and economic diversity within the identified gifted population by using a Student Life Rating Scale to incorporate student socio-economic, cultural and other items that could be impeding students to perform at their ability level.
2. Collect assessment data to develop and utilize local norms when identifying gifted students.
3. GCPS staff as well as the Parent Advisory Committee will review screening procedures each year to ensure that all procedures and tools are unbiased and culturally equitable.

F. Parent and Community Involvement:

1. Family Newsletter will be sent home to keep families informed of projects students are working on with the gifted resource teacher or gifted specialist.
2. Brochure will be available at all schools informing the public of our gifted program and identification process.
3. Sending mailings out to students/parents in the spring prior to student class selection to advise of best courses for gifted students. Gifted students will also have a meeting with guidance counselors to ask questions about the best course options.
4. Increase community involvement by utilizing community members as mentors, guest speakers, etc. for enrichment needs in their specific areas of expertise.

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

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

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

Students in Grades 2 and 5 are screened annually during the academic year. The NNAT3 and CogAT screener will be used in our screening process.

Throughout the screening process, specific strategies are used to ensure students from all social-economic, culturally diverse backgrounds, twice exceptional students are included. Data that can help contribute to the identification of underrepresented populations include:

- All state and local assessment results
- Various records of previous accomplishments
- A nationally norm-referenced aptitude test
- A nationally norm-referenced teacher evaluation
- A nationally norm-reference parent or guardian evaluation
- Student grades
- Student Life Rating Scale (found in Appendix)

No one instrument, score, criterion will guarantee or deny a student access to gifted services. A copy of this data collection tool is included in the appendices to this plan.

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

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for General Intellectual Aptitude

1. In order for a student to be evaluated for gifted services eligibility, a *Gifted Program Services Referral Form* must be submitted to start the process. Verbal or email communications do not serve as submission of this form.
2. There are referral windows during which students are screened and referrals are solicited. These windows are the recommended times to refer.
3. Referral forms must be submitted by the published referral deadline date in order to be considered for assessment during the testing window for that grade level. Referral deadlines appear on the referral form: Grades K-1 March 1, Grades 2-12 October 31. If the deadlines fall on a weekend, school holiday or break, the deadline shifts to the next school day in which school is in session.
4. The referral form should be completed and submitted by the individual desiring the child's evaluation for eligibility determination. A student can be referred by a parent or legal guardian, teachers, or the student themselves.
5. Prior to any evaluation of the referred student, a letter will be sent home for the parent/ guardian to review and verify consent of evaluation of the student. Eligibility results will be sent home within 90 instructional days from the date on the notification letter.
6. When enrolling children in Galax City Schools, parents/guardians shall notify GCPS if the student was identified for gifted services in the previous school system. Transfer student placement into gifted services in the Galax City School division is dependent upon proper documentation from their previous school district. In the event of missing or lacking documentation from the previous school, the students will need to undergo evaluation following our local identification procedures.
7. Within 10 instructional days of the referral submission, a request will be sent to the parents/guardians for permission to administer testing and collect additional student data. *Due to the process taking 90 instructional days, any referral received after Feb 1 may be postponed to the following school year; the process cannot be completed during the remainder of the school year.*

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8. Once the coordinator receives permission to test the students and collect data, the evaluation process must be completed in 90 instructional days.
9. During the identification process, data will be collected and entered into the *Gifted Education Eligibility Report* (found in the appendix) to help the committee make a decision about the student's qualification:
 - a. Nationally norm referenced testing
 - b. Nationally norm referenced teacher evaluation
 - c. Nationally norm referenced parent/guardian evaluation
 - d. Subject area grades
 - e. Subject state test scores
 - f. PALS reading data
 - g. Local Math Assessment Scores
 - h. Readiness screenings used at the primary level
 - i. Student Life Rating Scale
10. The Eligibility Committee will review the data collected. Using all of this information, the committee will determine whether the student is eligible for gifted services. The Eligibility Committee will notify the parent/guardian, the principal, and the student's teacher of the decision. This notification will be sent home no more than 90 instructional days after the permission to test was received.
11. Parents/guardians, teachers and principals may appeal the Eligibility Committee's decision in writing within 10 instructional days of receiving the notification letter.

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

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

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

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

[Click here to select area of giftedness.](#)

- 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 [Click here to select area of giftedness.](#)

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

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

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

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

General Intellectual Aptitude

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

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

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude

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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>
SIGS School Rating	Classroom Teacher	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator
SIGS Home Rating	Parent or Guardians	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator
PALS	Reading Specialist or Classroom Teacher	Reading Specialist	Gifted Lead Teacher/and or Gifted Coordinator
Grades	Classroom Teacher	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator
Regional Quarterly Benchmark Assessments	Classroom Teacher	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator
Intellectual Ability Measures: 1. SAGES K-8 Reasoning Score 2. CogAT 3. NNAT3	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator
Academic Aptitude Measures 1. Iowa Test of Basic Skills 2. SAGES Academic Score	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator	Gifted Lead Teacher/and or Gifted Coordinator

No single score, measurement or criterion is used to include or exclude a child from eligibility. The goal of Galax City Schools is to conduct a holistic evaluation of the child. Advanced thinking will be measured by a norm-referenced measure of aptitude. Gifted characteristics will be apparent in data collected by the SIGS from school and home. Other indicators of giftedness can be found in data collected from language proficiency assessments; the Student Life Scale will provide more information on student experiences and environment. These other indicators

may be used for students to comply with 8VAC20-40-60 A.7 of the Virginia Regulations that require assurances that “identification procedures identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages by limited English proficiency or by disability”.

In order to be identified as eligible for gifted program services, students must have evident measures in two gifted indicators used in the student’s evaluation and possess at least one identified area of academic strength.

Students determined ineligible for gifted services that display notable gifted indicators—regardless of the number of demonstrated academic strength areas—shall be placed on monitor status. These students are placed in classes containing a cluster of identified gifted students, offered after school enrichment, monitored, and re-evaluated in two years. Any student who is determined eligible for services shall receive these services in compliance with any IEP or 504 plans the student may already have in place.

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

The eligibility committee will make one of two recommendations for a student being evaluated:

1. The student demonstrates specific academic aptitude and performance potential to the extent that differentiated learning options are necessary to meet his/her academic needs.
2. The student does not at this time exhibit aptitude and performance to the degree that services beyond those provided in the regular classroom are required to meet his/her academic needs.

Grade Level	Location	Type of Service	Service Provider
Grades K-5	GES Regular Classroom	<ul style="list-style-type: none"> ● Cluster Grouping ● Differentiated Instruction within classroom ● Enrichment programs 	General Education Teacher Gifted Lead Teacher/Resource Teacher
Grades 6-8	GMS	<ul style="list-style-type: none"> ● Cluster Grouping ● Differentiated Instruction within classroom ● Enrichment programs 	General Education Teacher Gifted Lead Teacher/Resource Teacher
Grades 9-12	GHS	<ul style="list-style-type: none"> ● Decisions about grouping, accelerations options, teacher assignments are based on the needs of each student. ● Advanced Placement ● Governor’s School ● Dual Enrollment ● Honors Courses 	<ul style="list-style-type: none"> ● Professional Educators ● General Education Teachers ● Gifted Lead/Resource Teacher

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

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

General Intellectual Aptitude

1. If/when a student is referred for gifted evaluation, the following notifications will occur:
2. The building principal will be notified and given the opportunity to review the referral.
3. Permission to test the student and collect additional information (grades, scores and the teacher's evaluation of student performance) will be sent to the parent/guardian within 10 instructional days of receiving the referral.
4. A copy of the identification timeline will be sent to the parent/guardian, and contact information for the Gifted Lead Teacher or Coordinator will be included. The parent/guardian must give permission for the identification process to begin. This permission should be returned within 10 instructional days. Once it has been received by the Gifted Coordinator/Lead Teacher, the identification process will begin. The identification committee will meet to determine the student's eligibility and the parent/guardian of the student will receive the following no later than 90 instructional days after the permission to test was received:
 - a. A notification letter stating the committee's determination
 - b. Information on the appeals process
 - c. A request for permission allowing the school to provide the appropriate services
5. The parent/guardian must give permission for their child to receive services. This permission should be returned within 10 instructional days.
6. Upon parent permission to provide gifted services, the building principal and classroom teacher will be notified of the student's gifted status.
7. Copies of all documents accumulated in the referral/identification process will be placed in the student's cumulative folder.

The parent/guardian of the student screened may appeal any part of the committee's decision. The Eligibility Committee's decision can only be appealed if the procedures below are followed:

1. A written appeal must be submitted to the office of the Director of Instruction or the Gifted Coordinator within ten instructional days of receiving the committee's decision.
2. The person filing the appeal should clearly indicate which part of the identification process was flawed or not in compliance with the local plan and or the Virginia Regulations for Gifted Education.

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3. The Director of Instruction or Gifted Coordinator will arrange a meeting with the school's principal, the Gifted Lead Teacher, and the appellate to discuss the appeal and for the parent to examine documentation of the screening.
4. If the appellate is unsatisfied with the outcome of the meeting, he/she can submit a written request within 5 instructional days of that meeting that his/her complaint go before an Appeals Committee. The Appeals Committee is composed of the assistant superintendent, the coordinator of gifted services, the school principal, and two teachers selected by the assistant superintendent who were not members of the original Eligibility Committee.
5. The Appeals Committee must meet within ten instructional days of receipt of the complaint. The outcome of that meeting must be communicated in writing by the coordinator to the parent within five instructional days of the Appeals Committee's decision.
6. If the appellate wishes, he/she may at this point appeal directly to the Superintendent, and the final decision on the appeal will reside with the Superintendent after they have reviewed all documentation of the case.

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

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude

Any student who is identified as gifted in Galax City Schools will retain his/her identification until graduation. Placement of students is subject to continuous review such as classroom observations and review of relevant data. The coordinator and/or gifted lead teacher always notifies the school principal and classroom teacher of any changes in instructional services.

Change in Existing Services

Any change in instructional services, including initial placement and or subsequent changes in placement, must be communicated in writing by the coordinator to the parent/guardian within five instructional days of the decision. The parent/guardian has the right to appeal any change in instructional services, as outlined in the appeals policy in the previous section of this plan.

Any decision by the Appeals Committee is final until the following school year.

- The initial placement of the student may not occur for the following school year without written permission from the parent/guardian.
- A change in placement may occur if it has been determined that the student is not successful in his/her current placement or if requested by the parent/guardian, teacher or principal. Any decision to change placement will occur after a change in placement meeting attended by the coordinator and/or gifted lead teacher, the regular education teacher, the principal and the parent/guardian.
- If a change in placement is requested by someone other than the coordinator, the request must be submitted in writing to the Director of Instruction, who in turn submits it to the Eligibility Committee. The Eligibility Committee may review recent standardized testing data, student grades, and ask for a teacher's evaluation of classroom performance. Its decision must be communicated to the parent/guardian within five instructional days of the decision.
- Regardless of any change in placement, the student still maintains their eligibility for gifted services.

Exit or Break in Services

At any time during the school year, a parent/guardian may request that their student take a temporary break in gifted services or be removed from the gifted program. The exit procedures are as follows:

1. The parent/guardian may request that their student be removed entirely from the gifted program or request a temporary (one academic year or less) break in services by submitting an Exit or Break in Gifted Services Form.
2. Upon receipt of the Exit or Break in Gifted Services Form, the coordinator or gifted lead teacher will arrange a meeting within 10 instructional days that includes the

parent/guardian, the building principal, and the coordinator or gifted lead teacher to discuss the reason for withdrawal or break in services.

- a. If the meeting results in an exit from services, the student will be removed from the gifted program. However, the student's gifted records will remain in their cumulative file.
 - b. If the meeting results in a break in services, the parent/guardian must note the date he/she wishes to resume services for their student. If an indefinite break is requested, the parent/guardian must submit a written request at the end of the academic year to resume services for the following academic year. If this is not done, the break in services becomes permanent. In order for the services to resume, the student must go through the identification process again.
3. Exit or Break in Gifted Services Form will indicate the decision reached at the meeting, and the form will be placed in the student's permanent file.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

For gifted students in Galax City Schools, differentiation will be provided primarily through classroom teachers who are able to provide the appropriate rigor and challenge within the normal GCPS curriculum. The lead gifted teacher works with building principals, cluster teachers and secondary teachers to collaborate and provide appropriate resources and content for identified students at all levels.

Service options are available to students upon identification and the subsequent receipt of documented parental permission to provide services. Those services are provided continuously, sequential, and integrated purposefully into standard curriculum.

Services are outlined in the chart below:

Elementary Grades K-5	Intermediate Grades 6-8	Secondary Grades 9-12
Students are identified as General Academic Aptitude		
Students are clustered and placed with teachers who receive ongoing training in differentiation and collaborate with the gifted lead teacher and/or gifted coordinator.	Students receive differentiated instruction from their regular classroom teachers	Students have the opportunity to take advanced classes which all utilize compacting and acceleration to serve students.
Services or changes in instruction may include differentiation, compacting, and/or acceleration.	Services or changes in instruction may include differentiation, compacting, and/or acceleration.	Students are given the opportunity to take the following advanced classes: Advanced content area classes in English, math and science

		<p>Advanced Placement classes that are available either on campus or with virtual options in areas of student interest</p> <p>Dual enrollment classes</p> <p>Option to apply to the academic year, half day Governor’s school during their junior and senior years</p>
<p>Students are offered enrichment activities and experiences as they become available to the gifted lead teacher.</p>	<p>Students are offered enrichment through pull out with the lead gifted teacher two times each month.</p>	<p>Students are offered enrichment through elective courses, pull out two times each month to meet with the lead gifted teacher. They are also encouraged to apply for Summer Residential Governor’s School Programs and the local Southwest Regional Summer Governor’s School at WCC. Students are also encouraged to participate in MACC and Scholastic Bowl.</p>

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

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

Elementary Grades K-6	Middle School Grades 6-8	Secondary Grades 9-12
<p>Students are clustered with other identified students and monitor students in the classroom with peers of the same level. Flexible grouping strategies provide opportunities to work both with age-level peers and with other gifted students, depending on the</p>	<p>Students are clustered as best as can be with other identified students and with monitor students. Flexible grouping within classes provides middle grade students to interact with peers of the same age. Some middle grade courses are self-selected and allow the gifted student to choose classes that are of great</p>	<p>Students are clustered when possible with other identified students as well as those on monitor to provide secondary students the opportunity to interact with age level peers. Most secondary courses are self-selected which allows gifted students to have ownership of their education and allows them to select</p>

composition of the group for each instructional activity.	interest to them and allow them to have some say in their learning.	courses of great interest and follow their passion for learning.
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C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

Elementary Grades K-6	Middle School Grades 6-8	Secondary Grades 9-12
Students are clustered or grouped with their intellectual peers for small group assignments within the classroom. Differentiation is provided by the classroom teacher.		Student selection of courses allows for students to select courses that meet their individual needs for interaction with intellectual peers and interests.
Students may receive compacted or accelerated assignments.		Advanced dual enrollment and AP courses are taught on a higher level. Teachers use compacting and acceleration as well as in-depth studies of some topics, to meet the needs of these students.
Students may choose from a menu of assignments once they have demonstrated mastery of content.	Gifted students may participate in the bi-monthly enrichment led by the gifted lead teacher or gifted resource teacher.	High school gifted students elect to take honors, AP and dual enrollment classes in which the work is more rigorous and challenging with more complex assignments intended to help the student grow.

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude

Galax City Schools utilizes a variety of instructional strategies that allow gifted students in grades K-12 to work independently. These strategies and models include but are not limited to:

- Project-Based Learning
- Independent research projects
- Student choice menus
- Independent Novel Studies
- Creative Writing Projects
- Problem-Based Learning

Additional independent options for specific age groups are outlined in the chart below.

Elementary K-5	Middle Grades 6-8	Secondary Grades 9-12
Independent studies when applicable and available Students will be allowed to move ahead when mastery or comprehension has been shown.	Choice of advanced content Choice of independent projects Option for independent study topic, chosen with help from the gifted lead teacher or gifted resource teacher	Electives in areas of great interest are available and encouraged. Writing competitions and math competitions are encouraged

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

Galax City Schools utilizes a variety of instructional strategies to foster the intellectual and academic growth of gifted learners in grades K-12. Based on the Virginia Standards of Learning and the GCPs curriculum, the gifted program uses strategies designed to promote higher order thinking and mastery of advanced content in gifted learners. These strategies may include but are not limited to:

- Project and Problem based learning
- Student Choice
- Differentiated assignments
- Cluster grouping of intellectual peers within grade level classes
- Self-directed learning
- Compacting and acceleration of curriculum when student readiness is shown
- Open ended tasks
- Pre-assessment, self-assessment and peer assessment

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude

The academic growth of gifted learners is consistently assessed and evaluated. Each semester in addition to their regular report cards, elementary and intermediate students will receive a progress report that reflects on the differentiation activities provided in the regular classroom and the growth of the student. Content area grades are available to the parents through PowerSchool and reported via quarterly report cards. Other data on gifted learners collected through the following measures:

- Rubrics
- Class performance
- Self-Assessments
- Final exams at the secondary level
- PALS scores at the elementary level
- Benchmark Data
- SOL scores
- AP exam scores
- Running records
- Student portfolios

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

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

General Intellectual Aptitude

Galax City School curriculum is based on the Virginia Standards of Learning and gifted learners will master and go beyond each standard. The gifted lead teacher and/or the gifted resource teacher will work with classroom teachers to differentiate, enrich and extend the content, process, product and environment for gifted learners. The gifted program works to modify standard curriculum with strategies that enhance higher order processes and to deliver advanced content.

Differentiation of Content

Students with gifted behaviors need content at increasing levels of complexity that differ significantly from those of their age level peers. The curriculum provided through the Standards of Learning is the minimum expression of what students need. Using the Standards of Learning as the foundation, the content will be taught at an accelerated pace and compacted according to prior knowledge. Instruction that is both broader in scope and deeper in complexity will be provided. In accordance with differentiated instruction students will make some choices within the content that they study and will complete independent assignments related to their choices.

Differentiation of Process

The teaching-learning process used for students with gifted behaviors shall incorporate their readiness, interests, and learning profiles. Students with gifted behaviors will need: the opportunity to skip practice with previously mastered skills, activities that are complex, activities that are open ended, activities that rely on advanced reading material and a flexible work pace that allows for exploration and critical thinking.

The process of instruction will be planned across a range of instructional and management strategies. Instruction will allow for multiple intelligences. Differentiated process will include but are not limited to: jigsaw strategies, anchor activities, varied organizers, various

supplementary materials, tiered lessons, learning or interest stations, independent study or research, student learning contracts, and varied homework.

Differentiation of Product

Gifted students will demonstrate and extend what has come to be known, understood, and performed as it relates to key facts and concepts, essential skills, guiding principles, and associated attitudes in their learning. Teachers will differentiate individual projects that allow for various modes of expression of understanding. Teachers will encourage students to challenge existing ideas and produce new solutions. Students will work with teachers in planning the product, setting up a timeline for completion, and developing a grading rubric or assessment tool. Students will have a choice in the selection of the product strategy.

Differentiation of Environment

The environment of a gifted learner will accept and nurture the different learning needs and styles of the students. The environment will encourage student led conferences and will provide a safe and supportive climate in which social and emotional needs will be met. This environment will promote high expectations and responsible risk taking.

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

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude

Galax City Schools will allow students opportunities for advanced class and program selections based on previous scholastic achievement, scores, performance, prerequisites and recommendations. In addition to consultation with faculty and student services staff, discussions with the student and their parent/guardian can be included. GCPS staff will have the final determination for student placement in courses. Students who desire to enroll in advanced programs must be prepared to accept rigorous requirements.

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

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

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.

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.

Galax City Schools will offer annual training and professional development opportunities designed to address the above listed criteria by:

- PowerPoint presentations created by the gifted coordinator and/or the gifted lead teacher and shared with teachers through in person presentation and/or electronically
- Current research in the field of gifted education will be shared with teachers through a quarterly newsletter, Equity in Education, or through email.
- Annual training in the GCPS screening and identification procedures.
- Various training topics may include: best practices in gifted education, gifted characteristics, underrepresented populations, twice exceptional learners, differentiation, and problem-based learning.

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

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

Each spring, the gifted specialist/lead creates an annual report on the gifted program in Galax City Public Schools. The annual report is first submitted to the local advisory committee for approval and then to the superintendent. The report includes:

- A list of local gifted advisory members, including a slate of proposed members to replace those whose terms are expiring.
- Assurances that the committee met at least three times during the school year.
- A summary of data, including:
 - Local Academic Year Governor's School enrollment
 - Local Advanced Placement and dual enrollment course offerings, participation and number of students who took the AP exams
 - AP exams results from the previous spring
 - Demographic data from PowerSchool and the VDOE Website
 - Demographic comparisons of intermediate and secondary advanced course enrollment
 - Screening and identification data
- A report of activities provided and coordinated by the gifted program
- A report to professional development provided for faculty and staff for the academic year

Each spring the Local Advisory Committee is responsible for meeting to review the local plan and evaluate the implementation of the local plan. The Committee then will submit their report to the superintendent.

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.

Role of the Local Advisory Committee

The advisory committee meets a minimum of three times per year. The duties of the committee include verification that the local plan is being followed and that services are being provided as outlined in the plan. The committee shall officially revise and approve a new plan every five years; which shall be written according to current state regulations and submitted to the school board for approval. Other revisions can be made when necessary and are submitted to the school board for approval.

Composition of the Local Advisory Committee

Advisory committee members are representatives of the Galax school community. The Director of Instruction and the Gifted Specialist/Lead are members of the committee. Other members are parents, teachers, principals, students and community members.

Selection of the Local Advisory Committee

Advisory committee members are representative of the Galax school community. Students on the committee must be identified as high school students. The parent must have a child currently in the gifted program. The community member must have had a child served by the gifted program in the past. Members of the committee serve staggered three year terms, and the committee nominates individuals to replace those whose terms are expiring. All nominations must be approved by the School Board.

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