

Bath County Public Schools

Local Plan for the Education of the Gifted

2019-2024



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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/index.shtml](http://www.doe.virginia.gov/instruction/gifted/index.shtml)

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

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

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

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

General Information regarding the Gifted Program in Bath County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	<i>NIA</i>
Career and Technical Aptitude (CTA)	<i>NIA</i>
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	<i>NIA</i>

(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

Bath County Public Schools believes in the uniqueness of each student and strives to provide qualitatively differentiated K-12 educational opportunities that meet the abilities and needs of individual students so that each might reach his or her fullest potential. The division further strives to identify and serve students, across all populations, that demonstrate general intellectual aptitude.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

K-12 students that demonstrate high academic success, unique talents or abilities, or outstanding or exceptional general aptitude, thereby distinguishing themselves from their peers, may be identified as gifted.

Gifted students may display advanced use of language, possess strong problem solving and reasoning skills, show great curiosity and have keen interests, master content quickly, and express themselves in creative ways.

A collection of evidence will be used to identify gifted students. The evidence may include classroom observation and teacher recommendation; records of academic progress; achievement and ability measures; work samples or portfolios; SOL progress and benchmark assessments; rating scales, interview and interest inventories; and any achievements, honors or awards.

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:

Bath County Public Schools will identify students that display exceptional talents, abilities and aptitudes, *as early as possible* in their school careers.

All students in Kindergarten, Grade 1 and Grade 2 will be observed using a gifted behavior checklist. Referral for gifted evaluation will follow for students that function above their peers.

B. Delivery of Services:

Bath County Public Schools will provide qualitatively differentiated educational opportunities that allow students to be challenged and reach their full academic potential.

Regular classroom teachers will utilize a variety of teaching methods and strategies to differentiate instruction. Professional development opportunities will be provided to teachers to support the delivery of differentiated instruction.

C. Curriculum and Instruction:

Bath County Public Schools will use the results of formative and summative assessments to guide the differentiation of core instruction through pacing, content, process, and/or product.

D. Professional Development:

Bath County Public Schools will continue to provide professional development opportunities for all teachers.

PD topics might include: characteristics of gifted students; strategies to differentiate instruction; the gifted referral process; and other topics to meet identified staff needs.

E. Equitable Representation of Students:

Bath County Public Schools is aware of the diversity among students and seeks to meet the needs of all students, across all populations/gap groups.

F. Parent and Community Involvement:

Bath County Public Schools believes that a partnership between schools, parents and the community is essential.

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.

General Intellectual Aptitude

During the first semester of a school year the results of various assessments including but not limited to SOL (Advanced Proficiency), PALS, benchmark tests, and exceptional classroom performance are reviewed to establish a pool of students for further consideration, referral, and possible gifted identification and placement. This pool might also include students who have transferred from other divisions where they were referred, identified or received gifted program services.

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.

General Intellectual Aptitude

Although an annual call for referrals is made, referrals may be initiated at any time by school personnel, parents, students or knowledgeable others. Referral forms are available at each school and under the Staff Resources tab on the division website. All referrals are accepted and the child study team determines whether a student should be evaluated for program placement, and parent permission is requested. When the evaluation is complete, the child study team reconvenes to determine eligibility using multiple criteria and an evaluation rubric. Eligibility decisions are made within 90 days from the date that parent permission for evaluation is received.

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 Sa or Sb or both counts as a single category.

General Intellectual Aptitude

E:l 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

R"l Sa. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or

Sb. Individual or group-administered, nationally norm-referenced achievement test(s)

6. Record of previous achievements (awards, honors, grades, etc.)

Fi 7. Additional valid and reliable measures or procedures

Specify: Transfer records, interest inventory, creativity measure

2. Additional identification information for General Intellectual Aptitude

NIA

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

12 Classroom Teacher(s)

1 -- Gifted Education Resource Teacher(s)

I Counselor(s)

School Psychologist(s) - as necessary

Assessment Specialist(s)

I Principal(s) or Designee(s)

Gifted Education Coordinator

I Other(s) Specify:

- b. Type of Identification/Placement Committee

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

E'J School-level

Division-level

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Classroom performance	Teacher(s)	<i>NIA</i>	Teachers(s)
Interest Inventory	Gifted Coordinator	<i>NIA</i>	Gifted Coordinator
Achievement Measure (Woodcock-Johnson)	Trained School Personnel		Gifted Coordinator
Ability Measure (WISC/CogAT)	Psychologist/Teacher (depends on test)	Psychologist/Teacher (depends on test)	Gifted Coordinator
Creativity Measure (Torrance Test of Creative Thinking -Verbal)	Gifted Coordinator	Scoring Service	Gifted Coordinator
Teacher Rating Scales (Renzulli)	Teacher(s)	Teacher(s)	Gifted Coordinator
Transfer Records	Gifted Coordinator	<i>NIA</i>	Gifted Coordinator

Eligibility decisions are made as quickly as possible but within 90 days of the receipt of parent permission for student evaluation. A rubric will be used to rate each of the following with a point value of 1 to 5.

- Classroom performance (grades, checklists, work samples, portfolio)
- Achievement Measure
- Ability Measure
- Creativity Measure
- Teacher Ratings
- Committee Recommendation, including parent input

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 determination of eligibility follows a review of multiple criteria an aptitude/ability measure. Points are assigned for each criterion, including a committee recommendation. A student is eligible for program placement with a score of 20 or more. The student is either placed in the gifted program to receive services intended to accommodate his or her general intellectual aptitude or it is recommended that he or she remain in current placement.

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

Each school's child study team functions as the identification and placement team. Upon receipt of a referral from teacher, student, parent or knowledgeable other, the team determines whether or not an evaluation (testing and the collection of other information) will occur to determine program eligibility. Parents are notified in writing that a referral has been made and consent for evaluation is requested. An evaluation is conducted, data is collected and reviewed, and the team determines eligibility using a rubric. Parents are notified of the recommended program placement in writing and permission for the student to receive services is requested.

If a student is not progressing academically or is not committed to the program, he or she may be dismissed from the program.

If a student is not found eligible for program placement or if it is recommended that a student exit the program, parents are notified in writing and a reevaluation can occur in another school year. Parents are also notified of their right to appeal a committee decision.

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

Students may exit the program in one of two ways:

Parent request, and

Child study team recommendation for lack of academic progress and/or lack of task commitment. Parents are notified in writing the team's recommendation and the right to appeal.

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

The Virginia SOL provide the framework for local curricula and classroom teachers are expected to provide appropriately differentiated instruction to challenge K-12 gifted students based on interests, learning style, talents and abilities.

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

Gifted students, K-7, are served in their home schools and in heterogeneous classrooms where they may participate in activities with gifted and non-gifted students. Cluster groupings may be designated to facilitate instruction. Middle school students in grade 8 may begin to take high school credit courses, and in grades 9-12 dual enrollment, advanced skills (AS) classes, advanced placement (AP) courses, academic year Governor's School, Virtual Virginia online classes and independent study become learning options.

Students entering grades 9 and 10 also have the option to attend the regional summer Governor's School in Field Ecology.

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

Students have the opportunity to participate in programs, like Destination Imagination, robotics, KidWind, beyond the regular classroom with their intellectual and academic peers.

Grade placement/acceleration, advance skills (AS) classes, advanced placement (AP) classes, dual enrollment, and Governor's School (academic year or summer) also provide opportunities for students to interact with their intellectual and academic peers

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

Individual classroom teachers may offer gifted learners opportunities to work independently through learning contracts, choice of assignments, or independent products. Independent study opportunities require students to be self-motivated and responsible for their own learning.

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

Teachers are expected to provide instruction at the correct cognitive level and degree of difficulty to challenge gifted learners. Learning activities can be flexible, individual and group, and provide opportunities for creative thinking, critical thinking, collaboration, communication, problem solving and higher order questioning to promote intellectual and academic growth.

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

Teachers will describe the differentiated learning experiences offered to students and summarize academic progress on mid-term reports and quarterly report cards. Local and state assessment results for gifted students will reviewed as growth measures.

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

Differentiation of instruction can be accomplished through variations in content, process, and product such as the following:

Content

- Acceleration, including grade skipping
- Curriculum compacting to allow time for enrichment or deeper learning
- Based on student interests and choice
- Thematic instruction
- Learning contracts

Process

- Variety and flexibility in
 - Mode
 - Level of difficulty or degree of sophistication
 - Time span
 - Degree of teacher support
- Tiered assignments
- Independent vs. group experiences

Product

- Open-ended questions or challenges
- Authentic/real-life tasks or simulations
- Assignment options

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

Students in grades K-7 are provided educational opportunities that expand their experiences and depth of study and/or accelerate their learning. Students may participate in Destination Imagination, robotics, KidWind, the Stock Market Game or other similar programs.

Rising 8th and 9th grade students may participate in the summer regional Governor's School in Field Ecology and may enroll in advanced skill (AS) high school credit courses.

Students in grades 10, 11, and 12 may enroll in advanced skills (AS) high school credit courses, advanced placement classes, community college dual enrollment courses, and Virtual Virginia classes.

Students in 11 and 12 grades may attend the academic year Jackson River Governor's School for Math Science and Technology. JRGS is held on the campus of Dabney S. Lancaster Community College where students can complete an associate's degree.

When student interest, achievement and commitment warrant, independent study options can be offered.

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

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

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

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5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

All division teachers are potentially teachers of gifted students and they are expected to provide appropriate instruction for all students in their classrooms. All classroom teachers and school counselors will participate in professional development opportunities to include at a minimum the characteristics of gifted students; formative and summative assessment, including performance based assessments; curriculum differentiation strategies; and the incorporation of the 5C's in classroom instruction.

Professional development may range from faculty meeting presentation/discussions, to workshops, conferences and college courses.

Gifted coordinators are expected to hold or be working toward endorsement in gifted education and possess the leadership skills to effectively work with students, teachers and parents.

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.

General Intellectual Aptitude

An annual review of the program for the education of gifted students will occur. Each year identification data will be reviewed by school and grade level. Consideration will also be given to the screening and evaluation instruments and processes to ensure that no student is discriminated against. Students, parents, teachers and principals will be surveyed to provide information regarding program options and effectiveness. Student growth using several selected measures will be reviewed.

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

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

The division does not currently have an advisory committee.

Part XII: Assurances {8VAC20-40-60A.6; A.7; A.8; A.9}

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

<hr/>	<u>Sue Hirsh</u>	<u>10/11/2019</u>
Division Superintendent's Signature	Printed Name	Date