

Floyd County Public Schools

Local Plan for the Education of the Gifted

Proposed for: 2015-2019

LEA#	031		
Superintendent	Dr. John Wheeler		
Mailing Address	140 Harris Hart Rd., Floyd, VA 24091		
Gifted Education Coordinator/ Gifted Specialist	Kimberly Marye	maryek@floyd.k12.va.us	
Local School Board Chairperson	James Ingram		
Date Approved by School Board	anticipated 9/11/2017		

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

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.

Floyd County Public Schools

General Information regarding the Gifted Program in Floyd County

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)	
Specific Academic Aptitude (SAA) – English & Mathematics	K-12
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA) -	

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 Floyd County School Division recognizes that its gifted students are individuals first and gifted students second. Moreover, gifted children exist in all ethnic, geographic, disabled and socio-economic groups. Gifted students demonstrate high levels of accomplishment or show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. These students possess unique talents and/or superior specific academic abilities differing from their peers to such a degree that differentiation of both the curriculum and instructional techniques and strategies in grades kindergarten through twelve must be made available in order to enhance and aid their development. Such opportunities will include (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. Delivery of gifted services is predicated upon an in-class differentiation model for grades K-12, supported by collaboration between classroom teachers and a gifted specialist.

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.

Floyd County Public Schools recognizes and identifies students K-12 who demonstrate outstanding and exceptional aptitude in English and mathematics, requiring special programs to meet their educational needs. These students of varying backgrounds and experiences will be identified by professionally qualified personnel. The student ready for gifted educational services in math or English will exhibit unusual performance capabilities beyond age-level and experience-level peers, capabilities such as intellectual drive, exceptional problem solving, mastery of concepts, complex use of language, penetrating levels of awareness and understanding, and exceptional resourcefulness and creativity. These capabilities will be identified through a norm-referenced assessment of ability or achievement, and one or more of the following: teacher and parent checklists or rating scales, assessment of student products/portfolios, documented anecdotal evidence, and other valid and reliable measures. The division does not allow any single criterion to deny or guarantee access to gifted

services. In order to serve the affective and effective needs of the gifted student, the main focus of the Programs for the Gifted in Floyd County is to provide support for in-class differentiation to extend and expand upon learning opportunities in the regular curriculum with an emphasis on high-engagement challenge and student self-monitoring across the disciplines.

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:** Floyd County Public Schools (FCPS) will develop appropriate screening tools designed to elicit a variety of gifted characteristics, to be administered annually in grades K-12 to ensure fair and unbiased evaluation of all students.

Objective 1: Identify and/or develop a variety of screening tools for mathematics and English at every grade level.

Objective 2: Implement county-wide screening for gifted in all 2nd grade classrooms.

Objective 3: Develop a system of administration and record keeping for both initial and follow-up screening.

Objective 4: Streamline the current identification process to make it more efficient and effective.

Objective 5: Evaluate screening and identification processes for efficiency and fairness.

- B. **Delivery of Services:** FCPS will deliver continuous and sequential service for gifted students in grades K-12 to ensure academic challenge and the meeting of affective needs through appropriately differentiated curriculum and instruction.

Objective 1: Provide differentiated services to identified gifted students.

Objective 2: Use cluster grouping model for grades 1-7 when placing identified and potentially gifted students in mathematics and English classes.

Objective 3: Increase class offerings, as needed, and participation for secondary students in dual enrollment, advanced placement, and online courses.

Objective 4: Promote self-efficacy goal setting for identified gifted students in all grade levels.

Floyd County Public Schools

Objective 5: Place identified gifted students with teachers who demonstrate understanding and ability to use a variety of instructional strategies and materials to reach the curricular needs of the gifted student.

Objective 6: Ensure gifted personnel, i.e., Gifted Specialist and Site Coordinators, are familiar with and disseminating high quality mathematics and English resources and materials appropriate for gifted learners.

Objective 7: Explore opportunities for primary and secondary gifted learners to work on independent coursework and/or interdisciplinary projects.

Objective 8: Utilize higher education institutes and community organizations to arrange on-site and off-site workshops, labs, programs, and seminars for gifted students.

C. Curriculum and Instruction: FCPS will offer support to teachers in the form of professional development that focuses on expanding the current curriculum for appropriately differentiated challenge to meet the needs of identified gifted students in English, mathematics, and related disciplines. FCPS will monitor effectiveness of the differentiated curricula and will communicate student outcomes to parents.

Objective 1: Expand the gifted resource collection to support teachers in differentiating the curricular options.

Objective 2: Increase teacher awareness of and access to gifted resource collection.

Objective 3: Increase parent and student awareness of and access to mathematics, English, and related curriculum course options for gifted secondary learners.

Objective 4: Compliment differentiated instruction for the gifted in the classroom with strategic collaborative support from Gifted Specialist.

Objective 5: Employ multiple forms of assessment at all grade levels, including tools for self-monitoring and assessment, such as student contracts and teacher and student designed rubrics, to measure academic growth within the differentiated curriculum.

Objective 6: Effectively communicate student outcomes to parents.

Objective 7: Provide and support extension and/or co-curricular opportunities in mathematics, English, and related curricular areas for identified gifted learners in all grades, as appropriate.

Objective 8: Use available technologies within individual schools and at the intra-district level to foster peer collaboration opportunities, flipped classroom alternatives, and student processes and products that reflect 21st Century Skills in English, Mathematics, and interdisciplinary areas.

D. Professional Development: FCPS will provide ongoing professional development focused on research-based best practice in gifted education to equip educators with the knowledge and strategies to differentiate instruction for the gifted learner.

Objective 1: Employ Gifted Specialist and/or Site Gifted Coordinators in design and delivery of staff development and training related to the education of the gifted.

Objective 2: Provide in-services on the characteristics of gifted learners and the screening and identification process employed by FCPS.

Objective 3: Provide in-services on strategies for instruction in classrooms containing cluster groups of identified gifted students.

Objective 4: Provide in-services to enhance rigor, depth, and breadth in AP, Honors, Dual-Enrollment, and other course offerings for gifted secondary learners.

Objective 5: Seek professional development opportunities outside Floyd County, including state conferences.

Objective 6: Promote re-licensure option of pursuing coursework for Gifted Endorsement.

E. Equitable Representation of Students: FCPS will continue to increase the identification of and services to historically underrepresented groups to include students of low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds.

Objective 1: Review current population of identified gifted and compare it to the general population to assess equitable representation of all subgroups.

Objective 2: Review screening and identification tools and procedures, modifying as needed, to ensure equitable representation of all student subgroups in all grade levels.

Objective 3: Elicit input/referrals from specialized personnel working with underrepresented populations, i.e., ELL specialists, Special Ed educators, Reading Specialists, etc.

Objective 4: Expand awareness of and access to higher rigor, secondary level curricular courses and programs, e.g., AP, Honors, Dual Enrollment, Virtual Virginia or other online options, Southwest Virginia Governor's School, etc., to all academically advanced and gifted students, including those from historically underrepresented populations.

Objective 5: Expand awareness of Summer Residential Governor's Schools and Virginia Governor's Foreign Language Academies to high school students.

Objective 6: Expand awareness of Summer Enrichment Programs (SEP) to all students.

F. Parent and Community Involvement: FCPS will provide communication, information, and opportunities for involvement to parents and the community regarding the education of gifted learners.

Objective 1: Hold county-wide parent meetings at least once a year.

Objective 2: Hold quarterly meetings of the Gifted Advisory Committee, which includes FCPS personnel, parents, and community members, to review progress of and make determinations about the direction of the gifted program.

Objective 3: Procure and advertise resources for parents of gifted students.

Objective 4: Regularly update the Gifted Education page of the FCPS website to reflect current program information for parents and greater community.

Objective 5: Partner with area higher education institutes and local community organizations to arrange on-site and off-site learning opportunities for gifted students.

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 Specific Academic Aptitude - English & Mathematics

Screening of the total school population for specific aptitude areas of English and mathematics is an ongoing process through the efforts of site-based gifted coordinators, and the gifted specialist who regularly provide information to their respective faculties regarding the characteristics of academically gifted students, including underachieving students, low socioeconomic status, twice-exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds.

1. Professional development will be provided to staff for characteristics of gifted learners including subgroups. Teachers will be trained to observe certain traits of the gifted learner, as categorized by Dr. Bertie Kingore, Caroline Tomlinson, and other experts in the field, such as advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning.

2. Gifted Specialist will visit classrooms as appropriate, to support observation of traits of potentially gifted learners.
3. All second grade students will be screened in Math and English by using multiple criteria including, but not limited to, planned experiences and teacher recommendation.
4. Identified screening tools will be in place for each grade level, K-12.
5. Parents, professionals, students, peers, or others may make recommendations for screening of students (K-12) for possible identification.

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 Specific Academic Aptitude - English & Mathematics

The gifted specialist and site-based gifted coordinators actively seek candidates from parents or legal guardians, teachers, professionals, community, peer and self-referrals at all grade levels in addition to making recommendations based upon in-class observations and planned activities, annual reviews of pre-assessment information and student work.

Referrals are ongoing throughout the school year in grades 3-12. Second grade teachers are contacted by the gifted specialist to actively seek referrals after winter break and in conjunction with district-wide, second grade screening. Due to the variances in background and experiences in the pre-elementary and early- elementary school years, referrals for kindergarten, 1st, and first semester 2nd grade students are considered carefully, include conferencing with parents and teachers to ensure whether such early identification would be in the student's best interest.

Referral forms are available in each school office, the central office, on the gifted programs website, from the site-based gifted coordinators, and addressed in school-based faculty meetings. Forms are to be returned to the site-based gifted coordinator or the school principal.

After permission to test is received, the school has 90 teaching days to complete the identification process.

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.

Specific Academic Aptitude - English & Mathematics

- 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 Specific Academic Aptitude - English & Mathematics

Students may be identified gifted in the area of English or Math or both.

The site-based Identification/Placement Committee reviews the collected student data following standardized testing. Meeting the criteria on assessment instruments would qualify student for gifted identification. Identification Committee decisions are based, holistically, upon the tabulated results of the Identification/Placement Committee Report. The division does not allow any one single criterion to deny or guarantee access to gifted program services.

Identification Committee provides parents with written notification of its decision within 90 instructional days of the receipt of parent-signed permission to test.

It should be noted that testing is not considered an exact science. If a student does not meet the criteria in a majority of qualifying areas, then the committee might sign off as the child meeting the requirement based on relevant evidence and information that the child or child's advocate might provide for consideration. Such information may pertain to, but not be limited to, historically underrepresented populations, such as twice exceptional learners, students of low socioeconomic status, and students from diverse cultural, linguistic, and/or ethnic backgrounds.

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.

Specific Academic Aptitude - English

- 1 Classroom Teacher(s)
- 0 Gifted Education Resource Teacher(s)
Counselor(s)
- 1 School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 2 Other(s) Specify: Site-based Gifted Coordinator and Parent

Floyd County Public Schools

b. Type of Identification/Placement Committee

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

- School-level Division-level

Specific Academic Aptitude - Mathematics

- Classroom Teacher(s)
 Gifted Education Resource Teacher(s)
Counselor(s)
 School Psychologist(s)
 Assessment Specialist(s)
 Principal(s) or Designee(s)
 Gifted Education Coordinator
 Other(s) Specify: Site-based Gifted Coordinator and Parent

c. 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.

Specific Academic Aptitude - English

Floyd County Public Schools

Measure	Administered/ Completed by	Scored by	Provided to the committee by
K-BIT (130)	Gifted Specialist or School Guidance Counselor	Gifted Specialist or School Guidance Counselor	Gifted Specialist
Naglieri (130)	School Guidance Counselor or Gifted Specialist	School Guidance Counselor or Gifted Specialist	Gifted Specialist
CogAt (130)	School Guidance Counselor or Gifted Specialist	School Guidance Counselor or Gifted Specialist	Gifted Specialist
WJ-IV (130)	Gifted Specialist or School Psychologist	Gifted Specialist	Gifted Specialist
WISC IV	School Psychologist	School Psychologist	Gifted Specialist
DRA--Developmental Reading Assessment	Classroom Teacher	Classroom Teacher	Gifted Specialist
QRI--Qualitative Reading Inventory	Classroom Teacher	Classroom Teacher	Gifted Specialist
Running Records (2 years above grade level)	Classroom Teacher	Classroom Teacher	Gifted Specialist
AGS – A Quick Group Reading Placement Test (2 years above grade level)	Gifted Specialist	School Guidance Counselor or Gifted Specialist	Gifted Specialist
SIGS – Scales for Identifying Gifted Students (130)	Classroom Teachers and/or Parents	Gifted Specialist or School Guidance Counselor	Gifted Specialist
Student Portfolio Information (75%)	Gifted Specialist and Classroom Teachers	Gifted Specialist and Site-based Gifted Coordinator(s)	Gifted Specialist

Specific Academic Aptitude - Mathematics

Measure	Administered/ Completed by	Scored by	Provided to the committee by
K-BIT (130)	Gifted Specialist or School Guidance Counselor	Gifted Specialist or School Guidance Counselor	Gifted Specialist
Naglieri (130)	School Guidance Counselor or Gifted Specialist	School Guidance Counselor or Gifted Specialist	Gifted Specialist
CogAt (130)	School Guidance Counselor or Gifted Specialist	School Guidance Counselor or Gifted Specialist	Gifted Specialist
WJ-IV (130)	Gifted Specialist	Gifted Specialist	Gifted Specialist
WISC IV	School Psychologist	School Psychologist	Gifted Specialist
TOMAGS – Test of Mathematical Abilities for Gifted Students (126)	Gifted Specialist	Gifted Specialist	Gifted Specialist
SIGS – Scales for Identifying Gifted Students (130)	Classroom Teachers and/or Parents	Gifted Specialist or School Guidance Counselor	Gifted Specialist
Student Portfolio Information (75%)	Gifted Specialist and Classroom Teachers	Gifted Specialist and Site-based Gifted Coordinator(s)	Gifted Specialist

The site-based Identification/Placement committee reviews the collected student data following standardized testing, providing parents with written notification of its decision within 90 instructional days of the receipt of the parent-signed permission to test. The division does not allow any one single criterion to deny or guarantee access to gifted program services. Eligibility committee decisions are based upon the tabulated results of the Eligibility/Placement Committee Report and a holistic review of the student. The parent letter which accompanies the Eligibility/

Placement Committee Report notifies parents of their right to appeal its decision. If a parent appeals, it is the Eligibility Committee's responsibility to explain the appeal process in full.

It should be noted that testing is not considered an exact science. If a student does not meet the criteria on each qualifying assessment, then the committee might sign off on the child meeting the requirement based on relevant evidence and information that the child or child's advocate might provide for consideration. Such information may pertain to, but not be limited to, historically underrepresented populations, such as, twice exceptional learners, students of low socioeconomic status, and students from diverse cultural, linguistic, and/or ethnic backgrounds.

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

This section describes the process of determining appropriate educational services for identified K-12 students.

Specific Academic Aptitude - English & Mathematics

Students K-7

- Students identified in grades K-7 are served primarily through the in-class differentiation model. Identified students should be cluster grouped with teachers who demonstrate understanding and ability to use a variety of instructional strategies and materials to reach the curricular needs of the gifted student. Gifted Specialist will provide support to teachers in the form of recommendations, resources, and/or collaboration for designing high-engagement activities that appropriately challenge gifted students in the target content and concepts.
- Compliment differentiated instruction for the gifted in the classroom with strategic collaborative, push-in and/or pull-out support from Gifted Specialist, as aligned with regular curriculum.

Students 8-12

- Students identified in grades 8-12 self-select classes appropriate for their academic level. Guidance counselors along with parents encourage appropriate course selection. Students are encouraged to enroll in AP and dual enrollment classes whether offered on-line or at the high school.
- Rising juniors and seniors may apply to Summer Residential Governor's School and to Southwest Virginia Governor's School.

Students at All Levels

- Pre-assess to determine student's prior knowledge and potential for mastering the material, ultimately to compact the curriculum.
-

Floyd County Public Schools

- Offer alternative high-engagement activities and projects for student to explore regular content at a fast pace and greater depth and breadth. Alternatives might include independent individual work or independent group work.
- Employ multiple forms of assessment, including tools for self-monitoring and assessment, such as student contracts and teacher and student-designed rubrics, to measure academic growth within the differentiated curriculum.
- Provide and support extension and/or co-curricular opportunities in mathematics, English, and related curricular areas for identified gifted learners in all grades, as appropriate.
- Explore interdisciplinary and/or real-life application of content.
- Practice setting, monitoring, reflecting on, and reporting on goals and progress.
- Provide on and off-site workshops, labs, seminars, and other opportunities or “field trips” for gifted students.

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.

Specific Academic Aptitude - English & Mathematics

- 1) After a referral is initiated, parents receive a form to sign and return to school that allows them to give their permission to test and permission to provide services if student is identified.
- 2) Upon receipt of this parental permission form, the Gifted Specialist, with the support of the site-based eligibility committee, shall proceed with the formal assessments for possible identification.
- 3) Following the committee's determination and signing of the Eligibility/Placement form, parents receive written notification of the committee's decision. Notification of assessment outcome will be made in January for students evaluated during the first semester and during May for students evaluated during first semester.
- 4) A gifted appeals committee is responsible for reviewing and deciding any appeals. The eligibility committee notifies parents or guardians in writing of a change in instructional services, parents have a right to appeal. Parents or guardians may initiate a request for change in instructional services at any time. Students exit the program through the eligibility committee process unless the withdrawal is at their own request. Any decision regarding identification, placement, or exit is subject to appeal by parents or by school personnel by contacting the school principal and filing an appeal for further review of any student profile. This appeal shall state in writing the basis of the disagreement to the Assistant Superintendent of Instruction and Innovation within ten days of receiving the identification/placement or exit information. The gifted appeals committee will accept for consideration in the appeals process data provided from sources outside the school division if said data is from a nationally recognized and normed test instrument administered by qualified personnel.

The Appeals Committee consists of the following personnel, a majority of whom may not have served on the school's eligibility committee:

- Assistant Superintendent of Instruction and Innovation
- School Psychologist
- Director of Special Education and Student Services

Floyd County Public Schools

Decisions will be one of three types:

- A) The student does meet the eligibility criteria as stated in Floyd County's local plan for the education of the gifted.
- B) The student does not meet the eligibility criteria as stated in Floyd County's local plan for the education of the gifted, or does no longer meet the criteria and is exited from the program.
- C) The committee recommends additional testing, observation, and/or evaluation before a decision can be made.

The assembled gifted appeals committee assumes responsibility for reviewing all relevant data and rendering a decision within 30 school days of the initiation of the appeal. In addition, the committee is responsible for notifying the eligibility committee and parents of its decision. In all cases the decision of the committee is final.

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.

Specific Academic Aptitude - English & Mathematics

The site-based Identification/Placement committee reviews the collected student data following standardized testing, providing parents with written notification of its decision within 90 instructional days of the receipt parental permission to evaluate. The division does not allow any one single criterion to deny or guarantee access to gifted program services. It is the responsibility of the eligibility committee to notify parents of their right to appeal its decision and to explain the appeal process in full. Eligibility committee decisions are based upon the tabulated results of the Eligibility/Placement Committee Report.

A student is informally reevaluated for participation in gifted services with the student's teachers, the student, the parent(s), and the gifted specialist.

- 1) The eligibility committee notifies parents or guardians in writing of a change in instructional services; parents have a right to appeal.
- 2) Parents or guardians may initiate a request for change in instructional services at any time.
- 3) Students exit the program through the eligibility committee process unless the withdrawal is at their own request.

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.

Floyd County Public Schools

Specific Academic Aptitude - English & Mathematics

Students K-7

- Students identified in grades K-7 are served primarily through the in-class differentiation model. Identified students should be cluster-grouped with teachers who demonstrate understanding and ability to use a variety of instructional strategies and materials to reach the curricular needs of the gifted student. Gifted Specialist will provide support to teachers
- Compliment differentiated instruction for the gifted in the classroom with strategic collaborative, push-in and/or pull-out support from Gifted Specialist, as aligned with regular curriculum.

Students 8-12

- Students identified in grades 8-12 self-select classes appropriate for their academic level. Guidance counselors along with parents encourage appropriate course selection. Students are encouraged to enroll in AP and dual enrollment classes whether offered on-line or at the high school.
- Rising juniors and seniors may apply to Summer Residential Governor's School and to Southwest Virginia Governor's School.

Students at All Levels

- Pre-assess to determine student's prior knowledge and potential for mastering the material, ultimately to compact the curriculum.
- Offer alternative high-engagement activities and projects for student to explore regular content at a fast pace and greater depth and breadth. Alternatives might include independent individual work or independent group work.
- Employ multiple forms of assessment, including tools for self-monitoring and assessment, such as student contracts and teacher and student-designed rubrics, to measure academic growth within the differentiated curriculum.
- Provide and support extension and/or co-curricular opportunities in mathematics, English, and related curricular areas for identified gifted learners in all grades, as appropriate.
- Explore interdisciplinary and/or real-life application of content.

- Practice setting, monitoring, reflecting on, and reporting on goals and progress.
- Provide on and off-site workshops, labs, seminars, and other programs for gifted students.

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.

Specific Academic Aptitude - English & Mathematics

Gifted students have the opportunity to interact with their age-level peers during their regular classes during the school day and week in nearly every class K-12. Using Bloom's Taxonomy as one model for problem solving, instructors are able to flexibly group students within their classes during highly engaging activities. Implementing all levels Bloom's Taxonomy, each age-level peer's contribution to the activity at hand is validated. All students have the opportunity to benefit from the various strengths brought to the table, creating an affective learning environment of tolerance and respect in which all students, gifted and not, work together toward a common goal, perhaps with different roles, but equally engaged. Students are engaged in the 21st Century Skills of critical thinking, communication, collaboration, and creation, preparing for and modeling real-life.

Teachers are encouraged to use advanced content with these students during in-class instruction or through subject area acceleration. Higher level thinking skills as well as critical thinking are stressed through regular class work and products demonstrating, and extending beyond, mastery of learning. Students are encouraged to self-evaluate as well as establish their own criteria for excellence. Utilizing technology, students may interact with age-level peers county-wide through online opportunities.

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.

Specific Academic Aptitude - English & Mathematics

Teachers address students' learning profiles, interests, and readiness levels. Teachers are asked to pretest curriculum as they approach new concepts and units and to document student performance according to SOL. Pretesting assists teachers with compacting the curriculum, acceleration, facilitating independent research projects, and cluster grouping intellectual and academic peers within classrooms and grade-levels. Teachers implement effective and varied differentiation techniques in instructing, questioning, and assessing, in order to challenge gifted learners beyond the typical grade-level of instruction. Utilizing Bloom's Taxonomy, teachers and students are encouraged to ask probing, open-ended questions, troubleshoot design flaws, and create applicable, real-life-oriented products. Self-monitoring and peer assessment are some ways that students can remain engaged.

By using online opportunities such as blogging, Skype, etc., teachers from across the county can interact and challenge students through higher-level questioning strategies and accelerated content in a virtual setting. This will also expand the opportunity for students to interact and spend instructional time with intellectual and academic peers throughout the division.

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.

Specific Academic Aptitude - English & Mathematics

Classroom teachers are encouraged to use a variety of differentiation strategies to allow gifted learners to work independently during the school day and week. These strategies may include the use of independent learning contracts, higher-level choice menus, and independent projects in the elementary setting. At the high school students are allowed to work independently during the school day and week by use of independent projects and independent studies, including on-line courses. Independent research, exploration of extended themes, and discovering problems to solve are some of the ways students may engage independently

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.

Specific Academic Aptitude - English & Mathematics

The gifted specialist will work closely with teachers to ensure differentiated opportunities meet the needs of the student. These students can often times work at a higher level of knowledge than many of their age peers, and possess the ability to process information in the higher realms of Bloom's Taxonomy of

Thinking (analysis, synthesis, and evaluation). Teachers are encouraged to use flexible, small group instruction or tiered lessons with appropriately challenging material and to allow creativity and individuality in the choice of assignments, research, and student-products. Cooperative learning, creative problem solving, critical and creative thinking, higher-order questioning, and problem-based learning are other strategies that foster intellectual and academic growth.

At the high school level, students self-select the classes that will offer them the appropriate level of challenge that will foster intellectual and academic growth. Students are encouraged to engage in personal goal-setting for self-monitoring and self-efficacy. Teachers are encouraged to use teaching models such as problem-based learning, simulations, Socratic questioning, critical and creative thinking tied to the curriculum, various types of grouping, and varied forms of assessment, including student self-evaluations.

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.

Specific Academic Aptitude - English & Mathematics

Communication with parents will occur at designated intervals in the year and will involve students reflecting on student-set, teacher-guided goals. Products completed by the gifted learner should demonstrate higher level thinking capabilities, creative thinking, and problem solving skills. Creation and utilization of project-based rubrics and rubrics that monitor socio-emotional status will help provide a picture of student growth. Strategy Logs may be used to share classroom strategies to differentiate for the gifted learner. Teachers are able to regularly report academic achievement in English and Mathematics and across the disciplines at the middle and high school levels through use of an electronic gradebook.

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.

See Part VI: Evidence of Appropriate Service Options, Sections C, D, and E

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.

Specific Academic Aptitude - English & Mathematics

In order to meet the needs of the gifted population, as well as all children, Floyd County Schools promotes differentiation of instruction as articulated by Dr. Carol Ann Tomlinson and focusing on elevated content, high-quality products, and self-evaluation of process. In addition, FCPS promotes deliberate awareness and structuring in accordance with the more complex levels of Bloom's Taxonomy, analysis, evaluation, and creation.

Through differentiation, teachers examine and modify three key elements of curriculum: content, process, and product. Teachers ensure that these three elements are incorporated into experiences that lead students to engage with and genuinely understand the subject. Using curriculum based on the Virginia Standards of Learning, students who indicate particular readiness are challenged using a variety of strategies. Always, an emphasis is placed on giving students choice in the high interest, high relevance curriculum.

As in all differentiated instruction, the core of what the students learn remains relatively steady. How the students learn, including degree of difficulty, working arrangements, modes of expression and types of scaffolding, may vary considerably. We support our teachers in addressing multiple learning styles.

Flexible grouping enables teachers to vary content, product, and/or process according to the students' interests, learning styles, or readiness levels. Opportunities for acceleration can be provided to allow all learners to move through materials at an appropriate pace both within and outside their age-relative grades via compacting, subject acceleration or

Floyd County Public Schools

through grade level acceleration. A STEAM focus promotes the interconnectedness of all the disciplines, not just as an academic matter but as a characteristic of real life.

Teachers are first encouraged to continuously pre-assess students to determine interest, readiness, and/or learning style for units of study. Based on the results of the pre-assessment, teachers utilize flexible grouping in order to implement a variety of instructional strategies including, but not limited to the use of:

- Project-based learning activities
- curriculum compacting and learning contracts
- tiered assignments, starting with top tier, working backwards, as needed
- think-tac-toe (study choices), incorporating higher-order options and questioning
- interest centers
- independent study and problem-based research
- WebQuests or other modes of digital exploration of a concept or topic

Higher order critical and creative thinking skills are promoted through the use of problem-solving, technology and complex questioning strategies.

All classroom teachers are supported by the gifted specialist in offering differentiated instruction in their classrooms.

At the high school level, students are informed of Advanced Placement and Dual Enrollment courses annually (per policy IGBI). Floyd County High School also has an agreement with our local community college to outline how a student can achieve an associate's degree or a one-year Uniform Certificate of General Studies upon graduation from high school. FCHS sends qualified junior and senior students to Summer Residential Governor's Schools and Governor's Foreign Language Academies, as well as, Southwest Virginia Governor's School during the regular school year. Using our current staffing, community college staffing, and virtual courses, students have a wide range of advanced courses to choose from while in high school. The listing of courses is published annually on our high school website: <http://intranet.floyd.k12.va.us/fchs/>.

As Virginia's Portrait of a Graduate shifts to more comprehensively and practically incorporate 21st Century Skills in problem solving: collaboration, communication, creativity, and critical thinking, FCPS supports its educators in embracing a model of education that values and engages in project design and self-monitoring, in the all-encompassing and relevant content areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM). The Programs for the Gifted are not only a part of this focus, but have the potential to serve as a model as all the tenets and approaches to differentiation for the gifted learner speak to project-based learning and assessment, high-engagement and meta-cognition.

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.

The person who works exclusively with Program for the Gifted is the Gifted Specialist. The Gifted Specialist, like all teaching personnel, is selected by the Superintendent and approved by the Floyd County School Board.

S/he must:

- have knowledge of differentiated teaching strategies, curriculum development, and dealing with the characteristics of the gifted learner.
- hold an endorsement in gifted education or be willing to work toward an endorsement
- be able to work cooperatively with parents, teachers, administrators and students to ensure the challenging environment needed by students.
- be able to administer each component of a dynamic program, be current in latest technologies, and be open to new ideas.

All teachers in the division are charged with providing an appropriate educational program for all learners in their classroom. Teachers are encouraged to enroll in a program to earn their gifted endorsement as part of license renewal. The coursework will include instruction on gifted characteristics and educational models and strategies related to education of gifted students.

Teachers are required to participate in at least 12 hours of additional professional development outside of the school calendar. The division and individual schools prepare and plan for many professional development activities including differentiation techniques. Our Site-based Gifted Coordinators are responsible for providing staff development opportunities, meeting and planning with teachers of gifted students, and helping coordinate our gifted parent night which includes professional development for teachers.

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 academic year the Program for the Gifted will be evaluating the academic growth of gifted students. During this evaluation process, a variety of data will be looked at including but not limited to benchmark testing, PALS scores, reading level assessments, in-class pre- and post- tests, and level of engagement in online learning opportunities. The Gifted Advisory Committee will submit an annual report to the School Board on the effectiveness of the school division's gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the school division. **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.

The local advisory committee shall consist of parents, teachers, an administrator, community representatives and a gifted secondary student. Building principals will recommend parents, while paying specific attention to representation which is ethnically and geographically balanced to reflect the locality. Care will be taken to insure the committee is balanced, so that representation on the committee reflects population of the division, including typically underrepresented populations.

Composition of the Local Advisory Committee

- Parents – 1 for every school
- Site-based Gifted Coordinators – 1 from small schools and 2 from large schools
- Administrator – 1
- Community Representative (Community persons who are not parents of identified students) – 1
- Students (optional) – 1 high school student

Selection of Members of the Local Advisory Committee

Floyd County Public Schools

Gifted Advisory Committee members are selected from a variety of sources. Principals, Gifted Specialist, administrators or past committee members may all recommend names of potential committee members. In addition, parents or community members can self-refer for membership. After all names are submitted, the School Board is given a recommendation of potential committee members for approval.

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