

Floyd 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 time frame 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 Website. 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 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

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 higher academic abilities differing from their peers to such a degree that differentiation strategies must be made available in order to enhance and aid their development. Such opportunities may include (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking; 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, Site-Based Gifted Coordinators, and a Student Enrichment 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 high aptitude in English and mathematics, requiring varied curriculum to meet their educational needs. These students will be identified by an Identification/Placement Committee. The student ready for gifted educational services in math or English will exhibit unusual performance capabilities beyond age-level and experience-level peers. These capabilities may include intellectual drive, exceptional problem solving, mastery of concepts, complex use of language, advanced levels of awareness and understanding, and exceptional resourcefulness and creativity. We use multiple measures to identify; at least three or more of the following: norm-referenced assessment of ability or achievement, teacher and parent checklists or rating scales, assessment of student products, 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.

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) has appropriate screening tools designed to elicit a variety of gifted characteristics to be administered to ensure fair and unbiased evaluation of all students.

Objective 1: FCPS continues to develop screening tools for teachers to use at every grade level.

Objective 2: Implement universal screening for gifted in all 2nd grade classrooms by 2022-2023

Objective 3: Streamline the current identification process to make it more efficient and effective.

Objective 4: Evaluate screening and identification processes for efficiency and fairness.

B. Delivery of Services: FCPS will deliver continuous and sequential service for identified gifted students to ensure needs are met through appropriately differentiated curriculum and instruction.

Objective 1: Provide differentiated services to all identified gifted students.

Objective 2: Use cluster grouping model for grades 1-7 when placing identified gifted students with high achieving students in mathematics and English classes as allowable.

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

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

Objective 5: Train teachers of gifted students in differentiation and reporting strategies.

Objective 6: Explore opportunities for primary and secondary gifted learners to work on independent coursework and/or interdisciplinary projects.

Objective 7: 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 and on-line resources that focus on expanding the current curriculum for appropriately differentiated challenges to meet the needs of identified gifted students in English and mathematics. FCPS will monitor effectiveness of the differentiated curricula and will communicate student outcomes to parents.

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

Objective 2: Increase parent and student awareness of and access to mathematics, English, and related curriculum course options for gifted secondary learners.

Objective 3: Compliment differentiated instruction for the gifted in the classroom with strategic collaborative support from the Site-Based Gifted Coordinators and the Student Enrichment Specialist.

Objective 4: Effectively communicate student outcomes to parents through semester reports for third through seventh graders.

Objective 5: 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.

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 Student Enrichment Specialist and/or Site-Based 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 gifted students.

Objective 4: Promote re-licensure option of pursuing coursework for gifted endorsement.

Objective 5: In concert with VT, provide PD as needed for teachers with testing and training

E. Equitable Representation of Students:

Objective 1: The identification committee meets and reviews screening, tools, and procedures to ensure our process is unbiased.

Objective 2: We accept gifted referrals from anyone in the community-parents, students, teachers, and administrators. Anyone can be tested.

Objective 3: To ensure everyone is given a chance, we are implementing screening procedures to test all students in second grade.

Objective 3: Expand awareness of and access to higher rigor, secondary level curricular courses and programs (AP, Honors, Dual Enrollment, Virtual Virginia or other online options), Southwest Virginia Governor's School, etc., to all students.

Objective 4: Expand awareness of Summer Residential Governor's Schools and Virginia Governor's Foreign Language Academies, and 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 school year (virtually/in-person) at the elementary or high school level.

Objective 2: Procure and advertise resources for parents of gifted students through newsletters and website.

Objective 3: Regularly update the Gifted Education page of the FCPS website to reflect current program information for parents and greater community.

Objective 4: 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

We are implementing universal screening and identification in second grade for all students beginning school year 2022-2023. This will ensure we are not missing any students who may not be showing skills on standards-based tests or in class through observation. We made this decision in concert with Virginia Tech in order to ensure all of our students are screened, tested, and identified. Since rural populations have in the past been underrepresented in gifted programs, we feel it is important to provide criterion-based testing to all second grade students.

After universal screening, the rest of the total school population is screened for specific aptitude areas of English and mathematics is an ongoing process through the efforts of all faculty who regularly provide information to the gifted department regarding characteristics seen in the classroom and on tasks of potentially academically gifted students.

1. Training piece to be provided to staff on gifted characteristics through “Who Comes To Mind” (WCTM) form which helps teachers look for characteristics of gifted learners, and to report them easily. Additional training will be available for teachers on the gifted learner and differentiation strategies.
2. Student Enrichment Specialist, Site-Based Gifted Coordinators, and Specialists will visit classrooms as appropriate to support observation of traits of potentially gifted learners.

After screening, students will be identified in math and English by using multiple criteria beyond testing as outlined in the sections above.

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 Student Enrichment Specialist and Site-Based Gifted Coordinators actively seek candidates from parents or legal guardians, self-referrals, and anyone else. The last day for referrals and nominations is Feb. 15, so that our testing and interviews are able to be completed within the

school year of the nomination. 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, and may include conferencing with parents and teachers to ensure whether such early identification would be in the student's best interest. The Student Enrichment Specialist uses data and other tools for K-first semester 2nd grade screening and identification.

Referral forms are available in each school office, and at the central office. 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 -The identification process shall include at least three measures from the following.

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
5. Individual or group-administered, nationally norm-referenced aptitude test(s) and/or achievement tests
6. Record of previous achievements (awards, honors, grades, etc.)
7. Additional valid and reliable measures or procedures

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

The site-based Identification/Placement Committee reviews the collected student data

following testing. Identification/Placement 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.

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

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

Classroom Teacher(s)
1

Gifted Education Resource Teacher(s)

Counselor(s)

Student Enrichment Specialist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)
1

Gifted Education Coordinator
3

Other(s) Specify: 3 Specialists (Math, English, Technology)

b. Type of Identification/Placement Committee

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

School-level | X Division-level

Specific Academic Aptitude - Mathematics

Classroom Teacher(s)
1

Gifted Education Resource Teacher(s)

- 0
 - Counselor(s)
 - Student Enrichment Specialist(s)
 - Assessment Specialist(s)
 - Principal(s) or Designee(s)
- 1
 - Gifted Education Coordinator
- 3
 - Other(s) Specify: 3 Specialists

c. Type of Identification/Placement Committee

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

School-level | X 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.

The following tests could be considered in the identification processes for English and math.

Specific Academic Aptitude - English

Measure	Administered/ Completed by	Scored by	Provided to the committee by
K-BIT 2	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
Naglieri	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
CogAt	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
WJ-IV	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
WISC IV	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
DRA--Developmental Reading Assessment	Classroom Teacher	Classroom Teacher	Student Enrichment Specialist
QRI--Qualitative Reading Inventory	Classroom Teacher	Classroom Teacher	Student Enrichment Specialist
Running Records (2 years above grade level)	Classroom Teacher	Classroom Teacher	Student Enrichment Specialist
Scholastic Reading Inventory scores	Classroom Teachers	Classroom Teacher	Student Enrichment Specialist

Specific Academic Aptitude - Mathematics

Measure	Administered/ Completed by	Scored by	Provided to the committee by
K-BIT 2	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
Naglieri	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
CogAt	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
WJ-IV	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
WISC IV	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
TOMAGS – Test of Mathematical Abilities for Gifted Students	Student Enrichment Specialist	Student Enrichment Specialist	Student Enrichment Specialist
SIGS – Scales for Identifying Gifted Students	Classroom Teachers and/or Parents	Student Enrichment Specialist	Student Enrichment Specialist
Running Records (2 years above grade level)	Classroom Teacher	Classroom Teacher	Student Enrichment Specialist

Eligibility decisions are based upon the results of the Identification/Placement Committee report. The parent letter which accompanies the committee report notifies parents of their right to appeal its decision. If a parent appeals, it is the Appeals Committee’s responsibility to explain the appeal process in full.

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. Student Enrichment Specialist and Site Based Gifted Coordinators 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. Teachers of gifted students are provided training opportunities.

We compliment differentiated instruction for the gifted in the elementary classroom with strategic collaborative, push-in and/or pull-out support from Site Based Coordinators and Student Enrichment Specialist, as aligned with regular curriculum and VT literacy curriculum. Semester reports are sent home for 3rd-7th, until students enter high school when courses are leveled and differentiated.

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 and parents communicate with the teachers in leveled classes one-one-one, so we do not send semester reports for high school 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 the student is later identified.
- 2) Upon receipt of this parental permission form, the Student Enrichment Specialist, with the support of the Identification/Placement 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 within 90 school days of receipt of the parent permission signed slip return. Any requests made after February 15 will be processed the following school year.
- 4) A gifted appeals committee is responsible for reviewing and deciding any appeals. The Identification/Placement Committee notifies parents or guardians in writing, parents have a right to appeal. Student withdrawal is at their own request with parent permission. Appeals 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 information. The Appeals Committee will accept 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
- Director of Federal Programs, Literacy, and Assessment
- Director of Special Education and Student Services

Decisions will be one of the following 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.

The Appeals Committee assumes responsibility for reviewing all relevant data and rendering a decision within 10 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

After reviews of the collected student data and following standardized testing, parents are provided with written notification of the Identification/Placement Committee's decision within 90 instructional days of the receipt of parental permission to evaluate. The division does not allow any one single criterion to deny or guarantee access to gifted program services.

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.

Specific Academic Aptitude - English & Mathematics

Students K-7

Students identified in grades K-7 are served primarily through the in-class differentiation model. Student Enrichment Specialist and Site Based Gifted Coordinators 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. Teachers of gifted students are provided training opportunities.

Compliment differentiated instruction for the gifted in the elementary classroom with strategic collaborative, push-in and/or pull-out support from Site Based Coordinators and Student Enrichment Specialist, as aligned with regular curriculum and VT literacy 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.

There are many examples of differentiation utilized for students at all levels.

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 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 of 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 effective 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.

Teachers are encouraged to differentiate advanced content with these students during in class instruction or independent projects/learning contracts. Higher level thinking skills as well as critical thinking are stressed through regular class work and products demonstrating, and extending beyond, mastery of learning.

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.

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 during the school day and week. These strategies may include the use of independent projects or tiered assignments. At the high school students may be 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.

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 Student Enrichment Specialist will work closely with teachers to ensure differentiated opportunities meet the needs of the student. These students can oftentimes work at a higher level of knowledge than many of their same-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.

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

Products completed by the gifted learner should demonstrate higher level thinking

capabilities, creative thinking, and problem solving skills. Semester reports will be used to share teacher input about various classroom strategies used to differentiate for each gifted learner. The reports will go out at semester end when report cards do. Teachers are also able to regularly report academic achievement in English and Mathematics at the elementary, middle, and high school levels through use of grade reporting, conferencing, and progress reports.

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. 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. 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 through grade level acceleration. 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, study choices, interest centers, independent study and problem-based research. 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 Site-Based Gifted Coordinators and the Student Enrichment Specialist in offering resources for differentiated instruction in their classrooms.

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/>. 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 the Program for the Gifted is the Student Enrichment Specialist. The Student Enrichment 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 the 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 sharing staff development opportunities, meeting and planning with teachers of gifted students.

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 gifted program seeking electronic feedback from various shareholders which may include the following: Identification/Placement Committee, parents of the gifted, central office, teachers, Site Based Gifted Coordinators, gifted students, students involved in pull-out programs, etc. The Student Enrichment Specialist 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. This shall include feedback on 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 job of the Local Advisory Committee is two-fold: to provide feedback on the implementation of the plan and to provide guidance. At this time, we have decided the best way to implement this feedback is seeking electronic responses from appropriate shareholders which may include the following: Identification/Placement Committee, parents of the gifted, central office, teachers, Site Based Gifted Coordinators, gifted students, students involved in pull-out programs, etc. The Student Enrichment Specialist 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 at the last school board meeting of the year. This shall include feedback on the extent to which the program for the previous year was implemented by the school division.

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 Dr. John Wheeler

Date: 10/12/2021