

Tazewell County Public Schools

Local Plan for the Education of the Gifted

2018-2023

LEA#	092		
Superintendent	George G. Brown		
Mailing Address	506 Jeffersonville Street, Tazewell, VA 24651		
Gifted Education Coordinator/ Designee	Blendia Walls	Title Address Telephone E-mail	Supervisor of Gifted 22 School Street Raven, VA 24639 (276)964-9437 bwalls@tazewell.k12.va.us
Local School Board Chairperson	Donna Whittington		
Date Approved by School Board			

Local Plan for the Education of the Gifted

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

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

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

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure 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.

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General Information regarding the Gifted Program in Tazewell County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	K-12
Career and Technical Aptitude (CTA)	10-12
Visual and/or Performing Arts - Instrumental Music	7-12
Visual and/or Performing Arts - Vocal Music	7-12
Visual and/or Performing Arts – Visual Arts	Art 1-4

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

Tazewell County Public Schools is committed to the identification of gifted students among all ethnic, racial, and socio-economic groups. Gifted students are those students who have demonstrated outstanding ability and high potential and whose abilities differ from their peers to such a degree that differentiated educational opportunities must be provided to develop their potential. The gifted program strives to address the unique needs, performance, strengths, and learning styles of all identified students, through a broad-based K-12 curriculum.

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.

General Intellectual Aptitude: The division seeks to find those students who demonstrate or have the potential to demonstrate superior reasoning; persistent rapid acquisition and mastery of facts and concepts, and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. The eligible student will demonstrate strength in aptitude in both the verbal and quantitative domains through norm-referenced aptitude and/or achievement testing, substantiated through reports of parent and teacher checklists of observations and assessments. Students identified as gifted in the area of will have demonstrated ability in the 95th percentile or above in a majority of areas, as evidenced on the gifted profile sheet.

Specific Academic Aptitude: The division seeks to find those students in grades K-12 who demonstrate remarkable strength, or the potential for remarkable strength, in a single core content area. These areas include English, Mathematics, Science, and Social Sciences as determined by norm-referenced aptitude and/or achievement testing, substantiated through parent/teacher checklists, observations, and assessments. Such students demonstrate or have problem-solving skills; rapid acquisition and mastery of facts and concepts; and creative and imaginative expression beyond their age-level peers in select academic areas. Students identified as gifted in the area of Specific Academic Aptitude will have demonstrated achievement in the 95th percentile or above in one or more single core content areas.

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Career and Technical Aptitude: The division seeks to find those students in grades 10-12 who demonstrate or have remarkable strength in appropriate student products, performances, or portfolio. The eligible student will demonstrate or have the potential to demonstrate superior persistent achievements (awards, honors, grades, etc.); additional valid and reliable measures or procedures; and adjudication of student's ability by educator and/or local, regional, state professional in the specific discipline.

Visual and Performing Arts Aptitude: The division seeks to find those students in grades 7-12 (Vocal) and 7-12 (Instrumental) who demonstrate remarkable strength or the potential for remarkable strength in appropriate student products, performances, or portfolio. The identified student will demonstrate or have the potential to consistently demonstrate superior previous achievements (awards, all-district, and/or accomplishments, etc.); additional valid and reliable measures or procedures; and adjudication of student's ability by educator, director, and/or local, regional, state artists in the specific discipline.

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

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

A. Identification:

1. Tazewell County Schools will develop a county screening policy for screening students for the gifted program.
2. Research will occur to locate the most current data and information for screening procedures with emphasis on underrepresented populations.
3. A county screening form will be developed with emphasis on both general intellectual aptitude and specific intellectual aptitude.
4. All Tazewell County Schools will uniformly use the division's screening, identification, and placement procedures for General Intellectual Aptitude and Specific Academic Aptitude in grades preK-12 to formalize the screening and identification process.

B. Delivery of Services:

1. Differentiation will occur for all Tazewell County gifted students.
 - a. In a sequential process, teachers will provide differentiated instruction and curriculum within the regular classroom.
 - b. Gifted students will be cluster grouped when possible to provide those students time to work with their intellectual and academic peers.
 - c. Gifted resource teachers will provide weekly pull-out gifted services K-8 for both general intellectual aptitude and specific intellectual aptitude.
 - d. The gifted program will continue to provide opportunity for advanced classes, advanced placement classes, and/or dual credit classes, as well as provide appropriate differentiation within each, for identified middle school and high school gifted students for both general and specific areas.
 - e. Students identified in Performing Arts will have the opportunity to be mentored by college professors, college senior music students, and local professional musicians.
 - f. Students identified in Career and Technology will be offered the opportunity to work with mentors on projects within their identified area.
2. Staff development for teachers of students identified as gifted in grades K-12 will be available to assure gifted students receive differentiated instruction on a daily basis.
3. Gifted resource teachers will provide guides, models, checklists, and sample lessons to teachers upon request, for aid in differentiating the curriculum.
4. The gifted program will support enrichment opportunities for gifted students.

C. Curriculum and Instruction:

1. Continue to develop resources for a differentiated curriculum that is standards-based and addresses the cognitive and instructional needs of the gifted student, including creative thinking, critical thinking, problem solving, independent research, and emotional/social skills to enrich progressive curriculum. Curriculum development will include opportunities for individual and small group research, support for student's social/emotional and career interests, and integration in content areas.
2. Differentiation documentation reports for all identified gifted students will be completed and filed in the student's gifted folder by teachers. This will be done each grading period for elementary students and each semester for middle and high school students, to ensure the curriculum is differentiated. Student growth will be documented. Grades K-5 will include Measure of Academic Progress assessment. The gifted resource teachers will periodically review these differentiation documents.
3. Gifted resource teachers will develop and provide appropriate instructional units to meet the needs of K-5 grade gifted students for use in a pull-out program.
4. Gifted resource teachers will consult with regular classroom teachers to aid in developing appropriate classroom enrichment and extension materials.

D. Professional Development:

1. Provide professional development for teachers on appropriate methods for referral, identification, and differentiation for gifted students.
2. Inform teachers of professional development opportunities such as college classes, workshops, state conferences, seminars to better plan and develop appropriate differentiated instruction for gifted students.
3. Continue to be active in the Region VII Gifted Consortium and the annual Speaking for Gifted Conference.
4. Professional development will continue to focus on the need for differentiation within the general classroom.

E. Equitable Representation of Students:

1. Continue to research best practices for identification of students from under-represented populations, such as socio-economic, handicapped, language needs, and ethnic groups.
2. Provide staff development to teachers on characteristics and needs of students from under-represented populations.
3. Utilize results from special education evaluations when appropriate in the identification process.
4. Include results from the Measure of Academic Progress assessments in reading and mathematics when screening students in grades K-5.

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F. Parent and Community Involvement:

1. TCPS gifted resource teachers will inform parents and community members of programs and opportunities for gifted students through e-mails, newspapers, Instagram, Twitter, and Remind.
2. Parents and community members will be encouraged to participate in enrichment activities.

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.

1. Screening Procedures for General Intellectual Aptitude

- a. In grades K-8, scores in mathematics and reading/language from the Measurement of Academic Progress (MAP) assessment are analyzed annually to locate students whose performance is significantly advanced beyond those of their chronological aged peers.
- b. In grades K-8, the Slosson reading test is used to test the vocabulary level of students who appear to be advanced beyond those of their chronological age.
- c. The Kingore Observation Inventory is used for all grade levels to locate gifted characteristics in students from all ethnic backgrounds, socio-economic groups, and special populations.
- d. Special education personnel and psychologists may recommend students who are demonstrating behaviors beyond that of other students of their age level and environment. The gifted resource teacher will review these recommendations.
- e. All grade levels screen students by reviewing student data, classroom assessments, and observation of student projects and performance.
- f. Screening students for gifted services occurs and is completed twice annually, once in the fall and once in spring in grades K-12. The gifted resource teachers solicit referrals for screening.

2. Screening Procedures for Specific Academic Aptitude

- a. In grades K-8 scores from Measure of Academic Progress assessments are analyzed to locate students whose performance is significantly advanced beyond those of their age-level peers.
- b. In grades K-8, the Slosson reading test is used to determine the vocabulary level of those students who are advanced beyond their chronological aged peers.
- c. The Kingore Observation Inventory is used in all grade levels to locate students who excel beyond their peers in a specific content area and from all ethnic backgrounds, socio-economic groups, and special populations.
- d. Special Education personnel and psychologists may recommend students who are demonstrating behaviors beyond that of other students of their age level and environment. The gifted resource teachers will review these recommendations.
- e. All grade levels screen students by reviewing student data, classroom assessments, and observation of student projects and performance.

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- f. Screening students for Specific Academic Aptitude occurs and is completed twice annually, once in the fall and once in spring in grades K-12. The gifted resource teachers solicit the referrals for the screening.

3. Screening Procedures for Career and Technical Aptitude

The Kingore Observation Inventory is used in all grade levels to locate students who excel beyond their peers in a specific content area and from all ethnic backgrounds, socio-economic groups, and special populations.

- a. Student portfolio is reviewed by the instructor and the gifted resource teacher.
- b. Performance data and work samples are examined by the instructor and the gifted resource teachers.
- c. Local, Regional, and State competition data is used in grades 10-12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel and the gifted resource teachers will review these recommendations.
- d. Student products are reviewed by adjudicators and gifted resource teachers.
- e. Career and Technical Education credentials will be examined.

4. Visual and Performing Arts Aptitude

- a. The Kingore Observation Inventory is used in all grade levels to locate students who excel beyond their peers in a specific content area and from all ethnic backgrounds, socio-economic groups, and special populations.
- b. Student portfolio is reviewed by the instructor and the gifted resource teacher.
- c. Performing data and work samples are examined by the instructor and the gifted resource teachers.
- d. Local, Regional, and State competition data is used in grades 7-12 (instrumental) and 7-12 (vocal) to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel and the gifted resource teachers will review these recommendations.
- e. Student products are reviewed by adjudicators and gifted resource teachers.
- f. Students in the top tier of all-district auditions for two out of three years.
- g. All nominations are based upon director recommendations.

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.

1. Referral procedures for General Intellectual Aptitude

- a. **Original Referrals:** The gifted resource teachers solicit referrals twice annually for the gifted program in grades K-12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in Tazewell County Schools to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the gifted resource teachers, who may be contacted by e-mail or requests may be left in the gifted resource teacher's mailbox in each school. All completed referral forms are to be returned to the gifted resource teachers.
- b. **Transferring Students with Gifted Identification:** Parents/guardians of students who transfer to Tazewell County Schools from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining Tazewell County's gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted resource teacher will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by Tazewell County Public Schools. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.

2. Referral procedure for Specific Intellectual Aptitude:

- a. **Original Referrals:** The gifted resource teachers solicit referrals twice annually for the gifted program in grades K-12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in Tazewell County Schools to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the gifted resource teachers, who may be contacted by e-mail. Requests may be placed in the gifted resource teacher's mailbox in each school. All completed referral forms are to be returned to the gifted resource teachers.
- b. **Transferring Students with Gifted Identification:** Parents/guardians of students who transfer to Tazewell County Schools from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining Tazewell County's gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted resource teacher will review the existing data from the

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previous school division to determine whether the measures of identification from the previous school division align with the measures set by Tazewell County Public Schools. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.

3. Referral procedure for Career and Technical Aptitude

- a. **Original Referrals:** The gifted resource teachers will solicit referrals twice annually for the gifted program in grades 10-12. Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in Tazewell County Schools to be considered. Referrals will be accepted from all ethnic and socio-economic groups, regardless of gender, including students with special needs. Referral forms are available from the gifted resource teachers, who may be contacted by e-mail or requests may be left in the gifted resource teachers' mailbox in each school. All completed referral forms are to be returned to the gifted resource teachers.
- b. **Transferring Students with Gifted Identification:** Parents/guardians of students who transfer to Tazewell County Schools from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining Tazewell County's gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted resource teacher will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by Tazewell County Public Schools. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.

4. Referral procedure for Visual and Performing Arts Aptitude

- a. **Original Referrals:** The gifted resource teachers solicit referrals twice annually for the gifted program in grades 7-12 (Instrumental) and 7-12 (Vocal). Referrals may be made by a member of the school staff, a parent, an administrator, community member, by another student, or by the student him/herself. Students must be enrolled in Tazewell County Schools to be considered. Referrals will be accepted from all ethnic and socio-economic

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groups, regardless of gender, including students with special needs. Referral forms are available from the gifted resource teachers, who may be contacted by e-mail. Requests may be placed in the gifted resource teachers' mailbox in each school. All completed referral forms are to be returned to the gifted resource teachers.

- b. **Transferring Students with Gifted Identification:** Parents/guardians of students who transfer to Tazewell County Schools from another state or a different county within Virginia, who were previously identified as gifted, will receive a letter explaining Tazewell County's gifted education program and a request for permission to review the student's file. With parent/guardian permission, the gifted resource teacher will review the existing data from the previous school division to determine whether the measures of identification from the previous school division align with the measures set by Tazewell County Public Schools. If the data is not aligned with the measures set by TCPS, permission will be requested to test the student using TCPS assessment data. The student must be tested within the school year he/she transferred to TCPS. However, the student may participate in the gifted program pending results from the assessment data required of TCPS. If parent/guardian permission to test is not given, the child may not participate in the TCPS gifted program.

5. Repetitive Referrals for all Aptitudes

Evaluation for gifted services is very lengthy and complex and can be very emotional for students, parents, and teachers. Therefore, students may not be evaluated more than once in a twelve-month period for any aptitude, in grades K-12. Students may be referred three times for gifted evaluation i.e. elementary, middle, and high.

6. **Time for all Aptitudes:** Referrals will be accepted throughout the school year however the gifted teacher will test students who have been referred in the fall and spring of the current school year.

7. **Parents for all Aptitudes:** Parents will be sent a permission to test form and a gifted characteristic checklist (which will be returned to the gifted teacher), prior to testing. The testing evaluation and parent notification will be completed within ninety instructional days of receiving the permission to test form.

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.

General Intellectual Aptitude

- X 1. Assessment of appropriate student products, performance, or portfolio
 - 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
- X 4. Individual interview
- X 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
- X 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- X 6. Record of previous achievements (awards, honors, grades, etc.)
- X 7. Additional valid and reliable measures or procedures

Specify: SCALE Achievement test if needed.

2. Additional identification information for General Intellectual Aptitude

- a. General intellectual aptitude identification is based on scores from all subtests of norm-referenced aptitude and achievement tests, along with scores from teacher and parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.

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- b. The gifted resource teacher scores all aptitude and achievement tests. The gifted resource teacher scores the other component or obtains the scores from teachers or others, such as special education personnel or psychologist.
- c. Data from all measures of assessments are recorded on a student profile sheet or General Intellectual Aptitude Identification in TCPS, a student must have a majority of criteria in the 95th percentile or higher. No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

Specific Academic Aptitude - English

- X 1. Assessment of appropriate student products, performance, or portfolio
 - 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
- X 4. Individual interview
- X 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
- X 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- X 6. Record of previous achievements (awards, honors, grades, etc.)
- X 7. Additional valid and reliable measures or procedures
Specify: SCALE Achievement test if needed.

Additional identification information for Specific Academic Aptitude - English

- a. Specific intellectual aptitude identification English is based on scores from all subtests of norm-referenced aptitude and achievement tests, along with scores from teacher and parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.
- b. The gifted resource teacher scores all aptitude and achievement tests with the exception of the Measure of Academic Progress test, which is scored electronically. The gifted resource teacher scores the other components or obtains the scores from teachers or others, such as special education personnel or a psychologist.
- c. Data from all measures of assessments are recorded on a student profile sheet. For General Intellectual Aptitude Identification in TCPS, a student must have a majority of criteria in the 95th percentile or higher.
- d. No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socio-

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economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

e.

Specific Academic Aptitude - Mathematics

- X 1. Assessment of appropriate student products, performance, or portfolio
 - 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
- X 4. Individual interview
- X 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- X 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- X 6. Record of previous achievements (awards, honors, grades, etc.)
- X 7. Additional valid and reliable measures or procedures

Additional identification information for Specific Academic Aptitude - Mathematics

- a. Specific intellectual aptitude Mathematics identification is based on scores from all subtests of norm-referenced aptitude and achievement tests, along with score from teacher and parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.
- b. The gifted resource teacher scores all aptitude and achievement tests with the exception of the Measure of Academic Progress test, which is scored electronically. The gifted resource teacher scores the other components or obtains the scores from teachers or others, such as special education personnel or a psychologist.
- c. Data from all measures of assessments are recorded on a student profile sheet. For General Intellectual Aptitude Identification in TCPS, a student must have a majority of criteria in the 95th percentile or higher.
- d. No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

Career/Technical Aptitude

- X 1. Assessment of appropriate student products, performance, or portfolio
- X 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
- X 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)
- X 6. Record of previous achievements (awards, honors, grades, etc.)
- X 7. Additional valid and reliable measures or procedures

Additional identification information for Career/Technical Aptitude

- a. Career and technical intellectual aptitude identification is based on scores from all subtests of norm-referenced aptitude and achievement tests, along with scores from teacher and parent checklists, and other data such as portfolio, interview, record of previous achievements, and observation.
- b. Data from all measures of assessments are recorded on a student profile sheet.
- c. No single instrument, score, or criterion may be used to exclude a child for eligibility and special consideration may be given to students who are socio economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

VPA - Instrumental Music

- X 1. Assessment of appropriate student products, performance, or portfolio
 - 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
- X 4. Individual interview
 - 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
 - 5b. Individual or group-administered, nationally norm-referenced achievement test(s)

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

X 7. Additional valid and reliable measures or procedures

2. Additional identification information for VPA - Instrumental Music

a. The Kingore Observation Inventory and student portfolio are reviewed by the instructor and the gifted resource teacher.

b. Performing data, recordings and/or work samples are examined by the instructor and the gifted resource teachers.

c. Data from district events regulated through VMEA and Virginia Coalition for the Arts are used in grades 7-12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel and the gifted resource teachers will review these recommendations.

d. Special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

e. Student portfolio is reviewed by the instructor is reviewed by the gifted resource teachers.

f. Students in the top 5% of All District Auditions in two out of three years will be automatically identified.

VPA - Vocal Music

X 1. Assessment of appropriate student products, performance, or portfolio

2. Record of observation of in-class behavior

X 3. Appropriate rating scales, checklists, or questionnaires

X 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)

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

X 7. Additional valid and reliable measures or procedures

Additional identification information for VPA - Vocal Music

- a. The Kingore Inventory and student portfolio are reviewed by the instructor and the gifted resource teacher.
- b. Performing data and work samples are examined by the instructor and the gifted resource teachers.
- c. Data from district events regulated through VMEA and the Virginia Coalition for Arts are used in grades 7-12 to locate students who excel beyond their chronologically aged peers and environment. An adjudicating panel and the gifted resource teachers will review these recommendations.
- d. Special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.
- e. Student products are reviewed by adjudicators and gifted resource teachers.
- f. Students in the top 5% of all district auditions for two out of three years will be automatically identified.

VPA - Visual Arts

- X 1. Assessment of appropriate student products, performance, or portfolio
 - 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
- X 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)
- X 6. Record of previous achievements (awards, honors, grades, etc.)
- X 7. Additional valid and reliable measures or procedures

2. Additional identification information for VPA - Visual Arts

- a. The Kingore Observation Inventory and student portfolio are reviewed by the instructor and the gifted resource teacher.
- b. Work samples are examined by the instructor and the gifted resource teachers.
- c. Data from district events such as winter and spring art shows. An adjudicating panel and the gifted resource teachers will review these recommendations.
- d. Special consideration may be given to students who are socio-economically disadvantaged, have language barriers, a disability, or of a special populations group. This will be addressed on an individual basis.

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e. Student portfolio is reviewed by the instructor is reviewed by the gifted resource teachers.

f. Students in the top 5% of best in show, local and regional art exhibits.

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.

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

- 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: Specialists in corresponding area of music.

b. Type of Identification/Placement Committee

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

x School-level

Division-level

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

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

General Intellectual Aptitude

General Intellectual Aptitude and Specific Academic Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
OLSAT	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
SAGES-2	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Interview	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
MAP: Measure of Academic Progress Assessment	Building Testing Coordinator	Northwest Evaluation Association	Gifted Resource teacher
Observation	Classroom teacher or Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Portfolio	Teacher	Teacher	Gifted Resource Teacher
Other: SCALE	Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher
Performance Data/Work Samples	Specialty Teacher	Specialty Teacher	Gifted Resource Teacher
Audition/Adjudication	Adjudication Panel	Adjudicating Panel	Gifted Resource Teacher
Student Products	Student	Teacher or artisan	Gifted Resource Teacher

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

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

General Intellectual Aptitude

After documentation of permission to participate has been received from parents, the gifted resource teacher informs the classroom teachers to begin differentiating the curriculum of the student within the classroom. For General Intellectual Aptitude, this will include all subjects. K-5 students receive one hour per week of instruction with a gifted resource teacher, focusing on specific units of study. Cluster grouping will occur when possible at all grade levels. Conferences with parents, teachers, and gifted coordinators will provide input as to the individual needs of the child. Teachers of these offer further opportunities for additional enrichment through summer programs, advanced classes, or long-term independent study. Gifted students are further encouraged to participate in activities such as Science Fair, National Geographic Bee, Math Counts, Scripps, Spelling Bee, and other academic competitions. Middle school students are offered advanced math, pre-Algebra, Algebra I, Foreign Languages, Keyboarding, Independent Living, Art, and Band. Most of these are offered for high school credit. Cluster grouping will also occur when possible. Secondary students are counseled to take a well-rounded curriculum of challenging classes. Some choices for these students include Governor's School, AP classes, honor classes, dual enrollment classes, mentorships, after school classes, and independent studies. These students are encouraged to participate in numerous activities and competitions such as Science Fair, History Day, and a host of other competitions that are available.

Specific Academic Aptitude

After documentation of permission to participate has been received from the parents, the gifted resource teacher informs classroom teachers to begin differentiation for the student in the areas of strengths as documented on the student profile sheet. Students in grades K-5 will also receive one hour of instruction per week with a gifted resource teacher. Advanced classes are offered at the middle school level. These include advanced math, pre-Algebra, Algebra I, foreign languages, Keyboarding, Independent Living, art, and band. Most of these are offered for high school credit. Cluster grouping will occur when possible. Teachers of these students offer further opportunities for additional enrichment through summer programs, advanced classes, or long-term independent study. These students are encouraged to participate in competitions and activities that relate to their area of identification. Examples include Science Fair, National Geographic Bee, Math Counts, Scripps Spelling Bee, and other academic competitions. Secondary students are counseled to take a well-rounded curriculum of challenging classes. Some choices for these students include Governor's School, AP classes, honor classes, dual enrollment classes, mentorships, after school classes, and independent studies. These students are encouraged to participate in numerous activities and competitions such as Science Fair, History Day, and a host of other competitions that are available.

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Career and Technical Aptitude

Gifted students with talent in Career and Technical Arts will develop career awareness and planning, employability skills, and foundation knowledge necessary for success in the workplace. Career and technical education programs can establish necessary pathways for secondary, vocational-technical education programs, entering the world of work, continuing education such as college, post-secondary, vocational education, specialized certification, and/or registered apprenticeships, and lifelong learning. Opportunities include but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experienced, vocational student organizations, paid employment, and volunteer activities.

Performing and Visual Arts

Gifted students with talent in the arts demonstrate special talents in visual art, instrumental, choral, or other related studies. The student originates, performs, produces, or responds at extraordinarily high levels in areas as instrumental music, choral, and visual arts.

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

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

General Intellectual Aptitude and Specific Academic Aptitude

1. **Gifted Announcements:** The gifted supervisor sends e-mails to school principals which are to be forwarded to staff members, stating the gifted resource teachers are soliciting referrals for the gifted program. Announcements are also made at faculty/staff development meetings and gifted advisory meetings. Literature is sometimes distributed.
2. **Permission for Evaluation:** Once a student has been referred for formal assessment through the general screening process, as a transfer or directly by a parent, teacher, or other person, the referral is recorded by the school gifted resource teacher. If screening shows strengths for testing, a letter is sent to parents/guardians, notifying them that their child has been referred for gifted evaluation. A permission to test and attribute checklist is included. Parents sign and complete the forms and return the forms to the gifted resource teacher. The gifted referral process will be completed within 90 instructional days of the signed parental consent for testing is received.
3. **Permission for Placement:** After the eligibility meeting, parents/guardians of the students who have been found eligible are provided written notification about identification with a permission to participate form. The form must be returned before services can begin. Parents are also given the opportunity to schedule a conference with the gifted teacher. The person making the referral is also notified.
4. **Files:** After the eligibility meeting and all letters and forms have been completed, all original documentation is placed in the student's file. This file is placed in the student's cumulative record, located in a secure cabinet in the school office. All records are maintained in compliance with state and federal privacy regulations.
5. **Notification of Right to Appeal:** After the eligibility meeting, parents/guardians receive a letter stating the gifted committee found their child ineligible for the gifted program. They have the right to appeal the decision within ten instructional days of the letter's date.
6. **Appeals:** If a parent or guardian is not in agreement with the decision of the school Identification/Placement Committee, the parent has the right to appeal within ten instructional days of notification of the decisions. The following guidelines are to be followed in the appeals process:

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- a.** The gifted resource teacher must be contacted in writing within ten instructional days of the date of the letter of notification and reasons must be stated for the appeal.
- b.** The school gifted resource teacher may schedule a conference with parents to review the student's evaluation data, prior to the scheduled appeals committee meeting.
- c.** Upon receipt of the appeal, the gifted supervisor will schedule an appeals meeting. The appeals committee will be provided with the original eligibility documents for review. The committee may uphold the original decision or request additional information or data. That information may include further testing at the school level.
- d.** Parents may present in writing any additional information they would like the appeals committee to consider, including data from outside the school system.
- e.** Once the gifted resource teacher receives a written request for appeal, the coordinator is responsible for scheduling the appeals committee meeting within ten instructional days, unless the parents withdraw the request.
- f.** The committee shall consist of the gifted supervisor, a principal or designee, gifted resource teacher, guidance counselor, and the student's referring teacher.
- g.** The appeals committee's decision will be sent in writing to parents within five instructional days of the committee decision by the gifted supervisor.

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

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

General Intellectual Aptitude and Specific Academic Aptitude

1. Parents/guardians receive written notification for the following:

- a. Letter stating their child has been referred for gifted evaluation
- b. Permission request for gifted evaluation
- c. Attribute checklist to complete
- d. Committee decision: eligible and area of giftedness
- e. Committee decision: eligible by special consideration (inclusion of learning disabled and culturally disadvantaged students and special populations)
- f. Committee decision: ineligible and the right to appeal
- g. Request for permission to participate in the gifted program (if eligible)
- h. Letter of unsatisfactory performance and a need for a meeting
- i. Letter of Exit status for students in academic difficulty or choosing not to participate in the gifted program

2. Placement: No changes will be made in placement after students are identified and parents have signed permission unless parents/guardians are notified.

- a. Changes in placement may be recommended by teachers who work directly with the student, a principal, or by the parents/guardians
- b. Meeting: A meeting will be scheduled by the gifted resource teacher, with staff who work directly with the student, a principal, and possibly parents, to discuss the need for a change in service options and alternative methods that might meet the student's needs in a better way.
- c. Changes in placement will be documented in the student's gifted file by the gifted resource teacher and an exit form will be completed and filed for those students who exit the program.

3. Exit policy:

1. Parents who wish to exit students from the gifted program must send a letter to the gifted resource teacher requesting their child be exited from the program and they are refusing gifted services. An exit form will be completed by committee members.
2. The child's gifted folder will remain in the cumulative record with an exit letter in the front.
3. A child who exits the program will not participate in any gifted activities. If a student exits the program, reinstatement may occur within two years of the exit letter date, but only if the identification committee reviews the reasons for re-entry, reviews current data, and recommends the reinstatement. After two years, the student would be reevaluated according to the identification process for gifted education.

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.

1. General Intellectual Aptitude

- a. In-class differentiation in all core areas (K-12)
- b. Cluster grouping when possible (K-12). This allows teachers to differentiate and accelerate instruction daily for these intellectual peers in their areas of strength.
- c. Weekly pull-out gifted classes for grades K-5 provides time for students to work with their intellectual peers.
- d. Time with age level peers daily in core or non-core classes or electives and all day in the K-5 classroom.
- e. Independent learning opportunities and research opportunities available (on-going) in both the regular classroom and within the pull-out program.
- f. Advanced reading/language classes daily at the elementary level.
- g. Advanced classes are available at the middle school in math, pre-Algebra, Algebra I, art, independent living, band, keyboarding, and foreign languages. Most of these are for high school credit. The middle school offers opportunities for independent research, as well.
- h. The high school includes honors English, dual enrollment, governor's school, AP classes, mentorships, independent studies, and after school activities.
- i. All grade-level gifted students are encouraged to participate in academic competitions, contests, and activities that involve their focus of identification. Some of these include the Scholastic Bowl, Mountain Academic Competition Conference (MACC), Brain Games, National Geographic Bee, Science Fair, Model General Assembly, and Scripps Spelling Bee.

2. Specific Academic Aptitude

- a. In-class differentiation in all core areas (K-12)
- b. Cluster grouping when possible (K-12). This allows teachers to differentiate and accelerate instruction daily for these intellectual peers in their areas of strength.
- c. Weekly pull-out gifted classes for grades K-5 provides time for students to work with their intellectual peers.
- d. Time with age level peers daily in core or non-core classes or electives and all day in the K-5 classroom.
- e. Independent learning opportunities and research opportunities available (on-going) in both the regular classroom and within the pull-out program.
- f. Advanced reading/language classes daily at the elementary level.
- g. Advanced classes are available at the middle school in math, pre-Algebra, Algebra I, art, independent living, band, keyboarding, and foreign languages. Most of these are for high school credit. The middle school offers opportunities for independent research, as well.
- h. The high school includes honors English, dual enrollment, governor's school, AP classes, mentorships, independent studies, and after school activities.
- i. All grade-level gifted students are encouraged to participate in academic competitions, contests, and activities that involve their focus of identification. Some of these include the Scholastic Bowl, Mountain Academic Competition Conference (MACC), Brain Games, National Geographic Bee, Science Fair, Model General Assembly, and Scripps Spelling Bee.

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

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

General Intellectual Aptitude and Specific Academic Aptitude

1. Time with age-level peers
 - a. Students at the K-5 level spend the majority of their time in heterogeneous groups with students of their own age group. Their instruction is differentiated in the regular classroom setting along with pull-out gifted classes.
 - b. At the middle and high school level, students are grouped to accommodate their course selections, i.e. science, algebra, language. However, elective classes are heterogeneously grouped.

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.

Areas of Giftedness: General Intellectual Aptitude and Specific Academic Aptitude

1. Time with Intellectual and Academic Peers

- a. Efforts are made to cluster group identified gifted students at the elementary and middle school level, giving the students time to work with their academic peers.
- b. In grades K-5, students participate in a gifted pull-out program once a week. In addition, planned activities and classes specifically for the gifted provide those students additional time with their academic peers.
- c. At the middle school level, identified students have the opportunity to work with their academic peers during advanced classes such as keyboarding, pre-Algebra, Algebra, Band, Art, Independent Living, and other challenging course selections. After school academic activities provide additional time for interaction.
- d. At the high school level, students are counseled to enroll in higher level classes such as AP classes, dual enrollment, honors classes, and in independent study and research opportunities. In addition, these students have academic interaction in after-school activities.

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.

Areas of Giftedness: General Intellectual Aptitude and Specific Academic Aptitude

1. Students identified as gifted will have regular opportunities to work independently in the regular classroom with differentiated curriculum.
2. Opportunities for research and independent study within and outside the classroom will be available at all levels.
3. Gifted resource teachers will assign research and independent study options for the elementary gifted students.

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.

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General Intellectual Aptitude

Delivery of Service:

Grades K-5

- 2 Acceleration based on individual needs
- 2a Content area
- 2b Grade level
- 8 Guidance
- 8b Small group sessions
- 8c Career fairs
- 9 In-class differentiation
- 9a Cluster grouped
- 9b Heterogeneously grouped
- 13 Resource teacher
- 13a Pull out
- 18 Talent pool

Grades 6-8

- 2 Acceleration based on individual needs
- 2a Content area
- 2b Grade level
- 8 Guidance
- 8b Counseling-small group session
- 8c Career fairs
- 9 In-class differentiation
- 9a Cluster grouped
- 9b Heterogeneously grouped
- 9c Homogeneously grouped
- 10 Independent study
- 10b Independent study, non-credit
- 13 Resource teacher
- 13a Pull out

Grades 9-12

- 1 Academic year Governor's School
- 2 Acceleration based on individual needs
- 2a Content area
- 2b Grade level
- 3a Honors English
- 3c Honors Mathematics
- 3d Honors Science
- 4 Advanced Placement
- 4a English
- 4b Foreign language
- 4c Math
- 4d science
- 4e social studies

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- 7 Dual enrollment
- 8 Guidance
- 8a College/career counseling
- 8c Career fairs
- 9 In-class differentiation
- 9a Cluster grouped
- 9b Heterogeneously grouped
- 9c Homogeneously grouped
- 10 Independent study
- 10a For credit
- 12 Mentorship program
- 16 Summer Residential Governor's School
- 17 Summer Regional Governor's School

Specific Academic Aptitudes:

Grades K-5

- 2 Acceleration based on individual needs
- 2a Content area
- 2b Grade level
- 8 Guidance
- 8b Small group sessions
- 8c Career fairs
- 9 In-class differentiation
- 9a Cluster grouped
- 9b Heterogeneously grouped
- 13 Resource teacher
- 13a Pull out
- 18 Talent pool

Grades 6-8

- 2 Acceleration based on individual needs
- 2a Content area
- 2b Grade level
- 8 Guidance
- 8a College career counseling
- 8b Counseling-small group session
- 8c Career fairs
- 9 In-class differentiation
- 9a Cluster grouped
- 9b Heterogeneously grouped
- 9c Homogeneously grouped
- 10 Independent study
- 10b Independent study, non-credit
- 13 Resource teacher
- 13a Pull out

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Grades 9-12

- 1 Academic year Governor's School
- 2 Acceleration based on individual needs
 - 2a Content area
 - 2b Grade level
 - 3a Honors English
 - 3c Honors Mathematics
 - 3d Honors Science
- 4 Advanced Placement
 - 4a English
 - 4b Foreign language
 - 4c Math
 - 4d Science
 - 4e Social Studies
- 7 Dual enrollment
- 8 Guidance
 - 8a College/career counseling
 - 8c Career fairs
- 9 In-class differentiation
 - 9a Cluster grouped
 - 9b Heterogeneously grouped
 - 9c Homogeneously grouped
 - 9d Multi-age grouped
- 10 Independent study
 - 10a For credit
- 12 Mentorship program
- 13 Resource teacher
- 16 Summer Residential Governor's School
- 17 Summer Regional Governor's School

CODES (Delivery of Service)

- 1. Academic Year Governor's School
- 2. Acceleration based on individual needs
 - 2a. Content area
 - 2b Grade level
 - 3 Advanced/Honors classes in specific content areas
 - 3a English
 - 3b Foreign language
 - 3c Mathematics
 - 3d Science
 - 3e Social Studies
 - 4 Advanced Placement
 - 4a English
 - 4b Foreign language
 - 4c Mathematics

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- 4d Science
- 4e Social Studies
- 5 Cambridge
- 5a English
- 5b Foreign Language
- 5c Mathematics
- 5d Science
- 5e Social Studies
- 6 Center-based program
- 6a Bi-weekly
- 6b Full time
- 6c Weekly
- 7 Dual enrollment
- 8 Guidance
- 8a College/career counseling
- 8b Small group sessions
- 8c Other/career fairs
- 9 In-class differentiation
- 9a Cluster grouped
- 9b Heterogeneously grouped
- 9c Homogeneously grouped
- 9d Multi-age grouped
- 10 Independent study
- 10a for credit
- 10b not for credit
- 11 International Baccalaureate
- 12 Mentorship program
- 13 Resource teacher
- 13a Pull-out program
- 13b Within regular classroom
- 14 Special consideration
- 14a For credit
- 14b Not for credit
- 15 Saturday or Summer services (may not be used as the division's single delivery of service)
- 16 Summer residential Governor's School
- 17 Summer regional Governor's School
- 18 Talent pool, grades K-2

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.

Areas of Giftedness: General Intellectual Aptitude and Specific Academic Aptitude

Quantitative assessments

1. The Measurement of Academic Progress (MAP) is administered three times per year to all Tazewell County students in grades K-5. This continuous growth assessment allows students, parents, teachers, and administrators a longitudinal measure of growth for both the verbal and non-verbal areas. Gifted students are monitored and are expected to show growth and be significantly above the grade level mean. Pre and post assessments may also be used at all grade levels.
2. At each academic grading period at the elementary level and each semester at the middle and high school level, the gifted teacher will provide teachers with differentiation sheets to report the differentiation for each gifted student. This will include a statement of progress. The report will document what the gifted student completed as differentiated from the regular curriculum for that grading period. These will be placed in the gifted file of each gifted student.
3. Standard assessment tools at all grade levels, such as tests, portfolios, projects, reports, and presentations will be implemented by classroom teachers, gifted resource teachers, students themselves, peers, and in the case of academic competition, by outside judges or evaluators. In many areas, rubrics will be used.

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.

Areas of Giftedness: General Intellectual and Specific Academic Aptitude

Blooms Taxonomy serves as the differentiated curriculum framework and the curriculum is based upon the work of such educational theorists and leaders as Sandra Kaplan, Benjamin Bloom, Joseph Renzulli, Howard Gardner, Carole Tomlinson, and others.

1. The framework of the curriculum for gifted emphasizes originality of thought and production, fluency of ideas, intellectual curiosity, independence of thought, and conceptual elaboration.
2. The curriculum for gifted is designed to be different from the general educational program in Tazewell County Schools. While it rests primarily within the regular curriculum, there are weekly pull-out classes for grades K-5, which are modified to be responsive to students' needs and interests. Themes are emphasized, and curriculum is focused to provide not "more of the same" activities, but qualitatively different learning opportunities.
3. The educational experiences offered are intended to help gifted students develop their potential through introduction of advanced content, higher level thinking, open-ended tasks, flexible pacing, student choice, self-directed products that use new techniques and challenge existing ideas and produce new ideas are encouraged.
4. The content focuses on broad-based subjects, themes, or problems and allows for in-depth investigations and research of a self-selected topic within the area of study and presents reinforcing experiences. Independent study is encouraged, and the use of technology is vital.
5. The curriculum is developed to challenge the student's mental age and incorporates continuous activities for student goals and grade level academic goals, in the student's area of identification. These learning activities emphasize problem solving, academic rigor, complexity, abstract and multifaceted concepts through integrated content experiences.

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6. The curriculum uses assessments that evaluate student outcomes by using appropriate and specific criteria through criterion referenced or standardized instruments or student/teacher evaluations. Pre and post assessments are recommended.
7. At middle school levels, the curriculum offers advanced class choices that can both challenge and stimulate student interest. Such classes include pre-algebra, algebra I, art, band, independent living, foreign languages, and numerous academic competitions. At the high school level, honors and AP English, AP math, AP foreign language, AP science, AP social studies, and dual enrollment offer challenges for gifted students.
8. Students with specific academic aptitude are counseled toward challenging experiences in their area of identification. Teachers accelerate, extend the required tasks, and offer research and independent study, beyond the regular course expectations. Students will be free to develop self-understanding, to recognize personal abilities, and to become self-directed learners, producing individual and group products.

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.

Areas of Giftedness: General Intellectual Aptitude and Specific Academic Aptitude

1. Students at the end of grade six are tested to note if they qualify for pre-algebra for grade seven. Middle school gifted students who have supporting data, including grades may have the option of taking the following high school classes for high school credit: Algebra I, foreign language, independent living, keyboarding, art, chorus, and band.
2. High school gifted students have the option of enrolling in advanced honors English, AP English, AP math, AP foreign language, AP science, and AP social studies. Dual enrollment classes are also available. Students' grades and identification qualify them for these opportunities.
3. Elementary identified gifted students have access once a week to hourly gifted classes and gifted field trip experiences. Based on students' abilities and scores, students may be permitted to participate in a subject with the next grade level with the recommendations of the classroom teacher and the principal.
4. The Measure of Academic Progress test for K-5 students can qualify gifted students for advanced reading and math classes.

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

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

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

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

Professional development in the listed criteria occurs in:

- On-going in-school professional development opportunities (periodic inclusion in faculty meeting programs, with emphasis on identification and differentiation)
- Providing summer regional professional development opportunities (ex. Speaking for Gifted Conference)
- Attendance at state and national gifted conferences is encouraged for staff and parents.
- Access to on-line PD360 courses, pertaining to gifted education
- Division-wide professional development opportunities are offered
- Gifted education courses are available online for teachers
- Parents and community members are presented gifted updates at gifted advisory meetings and are encouraged to regularly check the gifted information on the county and state web sites
- Professionals are trained to work with the gifted program and to evaluate for gifted services. Areas such as gifted characteristics, identification, differentiating instruction, curriculum development, resources, materials, and environments are addressed in the training

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.

Annual Review of Effectiveness

1. Determine the aspect of the current local plan to be evaluated.
2. Using the data from the annual review report, select objectives from the local plan for the area to be reviewed. Identification may be addressed annually.
3. Provide the gifted advisory committee with information for collecting new data. Brainstorm questions and concerns needing to be addressed.
4. Research new information about the component being reviewed.
5. Interview students, teachers, and parents from different schools and conduct surveys.
6. The gifted advisory committee will compile data and make any recommendations to the gifted plan in the spring.
7. Any changes will be presented to the school board in the fall.
8. The school division will review student outcomes and the academic growth of gifted students.

PROPOSED EVALUATION SEQUENCE

Component/Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Identification	X	X	X	X	X
Curriculum and Instruction				X	
Parent and community involvement	X				
Professional development		X			
Program Design			X		
Program Evaluation					X

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

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

Tazewell County Public Schools may appoint individuals to serve on the Local Advisory Committee as follows:

1. Members may be appointed by the Tazewell County School Board with the advice and recommendations of the division superintendent for a two-year term. Terms may be renewed.
2. Members may reflect the ethnic and geographic composition of Tazewell County Public Schools and be composed of parents, school personnel, and student representatives.
3. The gifted advisory committee may plan to accomplish two things:
 - a. Members may review Tazewell County's local gifted plan or a portion of the plan annually and determine the extent to which it was implemented.
 - b. Findings and recommendations of the advisory committee may be submitted annually to the local board and the superintendent.
4. Members may resign upon submission of written notification to the supervisor of gifted programs. When a vacancy occurs, the superintendent or the gifted supervisor may fill the vacancy for the remainder of the unexpired term. The committee may meet as deemed necessary by the committee.

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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

George G. Brown

Printed Name

June 12, 2018

Date