

Russell County Public Schools

Local Plan for the Education of the Gifted

2013 - 2018

LEA#	Russell County Public Schools (# 083)		
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Local School Board Chairperson	Mr. Carl Jackson		
Date Approved by School Board	March 2012 or April 2012		

Local Plan for the Education of the Gifted

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

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

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

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

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

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General Information regarding the Gifted Program in Russell 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)	K - 12
Specific Academic Aptitude (SAA) [Language Arts, Mathematics, Science, and History/Social Studies]	6 - 12
Career and Technical Aptitude (CTA)	N / A
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	N / A

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)

A. Division Statement of Philosophy for the Education of Gifted Students

We believe that within our schools there are gifted students who have outstanding abilities, talents, and potential that surpass those possessed by the average student. We believe these gifted students need individually differentiated educational services or modifications in the regular educational program, and they should be provided with learning opportunities that are differentiated and extend beyond the regular educational program. We further believe that the curriculum for gifted students should be integrated with the regular curriculum in grades K-12 to best enable them to reach their potential socially, emotionally, and academically. A variety of program options should be used with the gifted students from kindergarten through twelfth grade to enable them to develop their unique abilities.

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 (GIA); and Specific Academic Aptitude (SAA)
[Language Arts, Mathematics, Science, and History/Social Studies] Grades 6-12:**

Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. Intellectual ability is measured by tests of general aptitude with scores in the 95th percentile and above. We also use achievement test data in the core subjects, grades, student work samples as well as parent and teacher rating scales and/or checklists.

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:

- Formalize the screening, the referral and the identification processes.

B. Delivery of Services:

- Train classroom teachers in gifted education for each division school.
- Provide at least one in-school gifted coordinator for each school, K-12.
- Provide training in screening and evaluation for in-school coordinators.
- Increase enrichment opportunities for gifted students.

C. Curriculum and Instruction:

- Continue to develop resources for a differentiated curriculum that is standards-based and attends to the cognitive and changing instructional needs of the gifted students.
- Provide the regular classroom teachers with information on gifted students' learning profile to assist in differentiation in the regular classroom setting.

D. Professional Development:

- Continue to provide professional development to all staff on identification procedures and the educational needs of gifted and talented students.
- Provide professional development to all staff on differentiation of instruction and student centered learning.

E. Equitable Representation of Students:

- Continue to research best practices for identification of students from underrepresented populations.
- Provide staff development to teachers on the characteristics and needs of students from underrepresented populations.
- Revise current identification procedures, as necessary, based on data and research.

F. Parent and Community Involvement:

- Increase awareness of programs and opportunities for gifted students through e-mail, website, and brochures.
- Provide information on the needs of gifted students through workshops, resource materials and the division website.

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

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

This section describes the process used to create a pool of candidates. It includes the manner as well as when referrals are sought from teachers, parents, and others for each of the areas of giftedness listed in Part I of this document. To the fullest extent possible, screening, identification, and placement instruments are free of cultural and socio-economic bias and no child is excluded from consideration for identification as gifted based on race, ethnic background, or any cultural reason. However, in the case of minority students, students with low-socio-economic status, students with limited English proficiency, twice-exceptional students, and students with handicapping conditions, the School Identification Placement Committee may elect to consider a student's candidacy by case study rather than by procedures outlined in this section.

Screening students for gifted services occurs annually and is completed on an ongoing basis in grades K-12 through the review of student data. Screening will use teacher evaluative criteria of academic and behavioral factors, including functional behavioral assessment techniques, such as the Kingore Observational Inventory. Instruments such as the PALS assessments that have no academic predictive value may not be used for gifted screening. The School Psychologist who routinely assists with the identification of students for Special Education programs may from time to time find students who should be considered for identification as twice-exceptional gifted. This is especially true of physically handicapped students, and sometimes students identified as ADHD. Increased attention will be focused on students who represent traditionally underserved populations, such as minorities, those of low socio-economic status and those receiving services from Special Education. No child is excluded from consideration for identification based on race, ethnic background, or for any other cultural reason. Screening for possible identification for gifted will be conducted continuously at the school level. The principal is responsible for informing parents of the screening process.

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:

The in-school gifted coordinator solicits referrals of students to the gifted program from the classroom teachers. It is the principal's responsibility to inform parents (or guardians) of the referral process. The in-school gifted coordinator and the principal make all of the appropriate forms available to parents and classroom teachers. These include, but are not limited to Parent Permission to Test, Parent Nomination Form, and Professional Staff Nomination Form. Completed forms are returned to the in-school coordinator of gifted or to the principal. Students enrolling in Russell County Schools from out-of-district, both in state and out-of-state, who have been served by gifted services in their previous district, will be referred for evaluation following their enrollment. This will follow the timeline set in this plan.

Upon receipt of a referral, the in-school gifted coordinator sends the parent (or legal guardian) a letter informing them of the referral and requesting permission for evaluation and data collection including a parental rating scale. Once permission is received from the parent, the in-school coordinator begins a file, reviews collected data, records information relevant to the identification process, and then records the data on an identification profile.

The determination of eligibility for gifted services is always a committee decision. The identification committee is school-based and may include the principal or designee, the guidance counselor, the referring teacher, and others as requested by the in-school gifted coordinator or the principal.

When screening, referral, and eligibility decisions have been made, it is the responsibility of the in-school coordinator and the principal to notify parents of the results of the process. If the student is identified and parental permission for inclusion is granted, the student will become part of the gifted population for that school. The principal and the in-school gifted coordinator are responsible for providing the division coordinator of gifted with a list of students that have been identified for inclusion in programs for the gifted.

[Continue Part III, B]

General Intellectual Aptitude

Screening: By teacher observation, classroom performance, administration and review of test scores

Referrals: Teachers and professional staff, parents, peers and self

Identification: Use of multiple criteria; psychological test results, standardized test results, out-of-level testing, products, observation, checklists, and performance screening and identification in the area of General Intellectual Aptitude are conducted to find and serve the students whose intellectual functioning is high or superior (95% or higher) in more than one discipline or area, evaluated according to age norms.

Specific Academic Aptitude (Grades 6 - 12)

Beginning in the sixth grade, screening, referral, and identification are focused at finding students whose intellectual functioning in a specific area of aptitude or discipline is excellent or superior. During the middle school years, classroom performance and course selection by a student may be indicators that a student may have specific academic aptitude.

Screening: By teacher observation, classroom performance, review of test scores

Referrals: Teachers and professional staff, parents, self, peers

Identification: Use of multiple criteria; tests, psychological and standardized test results, products, observations, checklists, and performance screening and identification in the area of Specific Academic Aptitude are conducted to find and serve the students whose intellectual functioning is extremely high (95% or higher) in the specific area(s).

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 criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria 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: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) (OLSAT8 and/or SAGES 2)
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s) [for the Specific Academic Aptitude] (OLSAT 8 and/or SAGES-2)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for: Specific Academic Aptitude

Specify: Out of grade testing in the specific area(s).

General Intellectual Aptitude

The Identification / Placement Committee meets to review the initial data collected on students in the identification process. The Identification/Placement Committee begins an identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the Identification / Placement Committee to determine if the student is eligible for program services.

This process will be completed within sixty instructional days of receipt of parental permission to evaluate.

Specific Academic Aptitude (Grades 6 – 12)

The Identification / Placement Committee meets to review the initial data collected on students in the identification process. The Identification/Placement Committee begins an identification file. A student profile is developed using all data collected on each student. The student profile is evaluated by the Identification / Placement Committee to determine if the student is eligible for program services.

This process will be completed within sixty instructional days of receipt of parental permission to evaluate.

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.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

- 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: Child Advocate will be the School Counselor unless otherwise requested

- b. Type of Identification/Placement Committee

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

- 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.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Otis Lennon School Ability Test (8) or [OLSAT8]</i>	School Gifted Education Coordinator / Guidance Counselor	School Gifted Education Coordinator / Guidance Counselor	School Gifted Education Coordinator
<i>SAGES-2 (Screening Assessment for Gifted Elementary and Middle School Students)</i>	School Gifted Education Coordinator / Guidance Counselor	School Gifted Education Coordinator / Guidance Counselor	School Gifted Education Coordinator
<i>Kingore Observation Inventory (student form)</i>	Classroom Teachers Grades K-3 / School Gifted Education Coordinator	School Gifted Education Coordinator	School Gifted Education Coordinator
<i>Kingore Observation Inventory (student form)</i>	Classroom Teachers Grades 4-8 / School Gifted Education Coordinator	School Gifted Ed Coordinator	School Gifted Education Coordinator
<i>Gifted Ed “Checklist of Behaviors” (student form)</i>	Classroom Teachers Grades 9 – 12 / School Gifted Education Coordinator	School Gifted Education Coordinator	School Gifted Education Coordinator
<i>Parent / Guardian Nomination Form</i>	Parents or Guardian	School Gifted Education Coordinator	School Gifted Education Coordinator
<i>Teacher / Principal Nomination Form</i>	School Personnel	School Gifted Education Coordinator	School Gifted Education Coordinator

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Comparable Standardized Tests	RCPS Psychologist	RCPS Psychologist	School Gifted Education Coordinator
Portfolio	Teacher	Teacher	School Gifted Education Coordinator
Grade Averages	Current Classroom /Subject Area Teacher	School Gifted Education Coordinator	School Gifted Education Coordinator
List of Awards / Honors, Student Work Samples, etc.	Current Classroom / Subject Area Teacher	Teachers / Professionals	School Gifted Education Coordinator
Narrative Recommendation	Current Teacher	Teachers / Professionals	School Gifted Education Coordinator

Permission for evaluation and testing are sent by the School Gifted Education Coordinator to the parent when a referral is initiated. The School Gifted Education Coordinator is responsible for collecting data for each referred student once permission is received.

The School Identification/Placement Committee meeting will be scheduled by the School Gifted Education Coordinator once all required data is collected and will be held at the school.

The School Identification/Placement Committee members will review all the required data through the use of a profile or in the case of cultural diversity, low socio-economic environment and/or handicapping conditions, the Committee members may elect to consider a student's candidacy by "case study" rather than by procedures outlined on the profile.

To be identified students must score at least four (4) of the seven (7) listed measures in *the high or superior range* on the profile; however the School Committee may use the "case study approach" to add points to the student's score for special populations and extenuating circumstances. This committee determines if the student is eligible or ineligible for gifted education program services within 90 instructional days of receipt of the referral by the School Gifted Education Coordinator.

The School Identification/Placement Committee will send written notification to the parents with fifteen (15) instructional days after the determination. In the case of ineligibility for services, the parents are also given written notification of their right to appeal the decision.

Referral for formal assessment is automatically initiated for transfer students who were identified as gifted in another school system. A transfer student who had been identified

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as gifted in another school division may be provisionally placed until the time that assessment data can be gathered. Eligibility for continued identification shall be determined by the School Identification / Placement Committee utilizing the criteria for identification used by Russell County Public Schools.

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

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

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

Once students have been identified and determined eligible to participate in the gifted education program and the school has received appropriate documentation from the parent for students to participate, the School Identification/Placement Committee determines the appropriate placements / service options. Individual student services are matched to the student's identified area(s) of strength. The School Gifted Education Coordinator or classroom teacher will explain these services to the parents / student.

Delivery of Service from Gifted Program Reports (VDOE) (See Codes on following pages)

General Intellectual Ability:

Grades: K - 2

- 2a, [Content area]
- 2b, [Grade level]
- 8b, [Guidance – Small group sessions]
- 9a, [In-class differentiation by regular classroom teacher –cluster model]
- 17, [Talent Pool]

Grades: 3 - 5

- 2a, [Content area]
- 2b, [Grade level]
- 8a, [College/Career Counseling]
- 9a, [In-class differentiation by regular classroom teacher – cluster model]

Grades 6-8

- 2a, [Content area]
- 2b, [Grade level]
- 3a, [English]
- 3c, [Mathematics]

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- 3d, [Science]
- 3d, [Social studies]
- 8a, [College/Career Counseling]
- 9a, [Heterogeneously grouped]
- 9b, [Homogeneously grouped]
- 8c, [Multi-age group]
- 13, [Resource teacher]
- 15, [Summer services]

Grades 9-12

- 1, [Academic Year Governor's School]
- 2a, [Content area]
- 2b, [Grade level]
- 3a, Honors [English]
- 3b, Honors [Foreign Language]
- 3c, Honors [Mathematics]
- 3d, Honors [Science]
- 3e, Honors [Social Studies]
- 4a, AP [English]
- 4c, AP [Mathematics]
- 4e, AP [Social Studies]
- 7, [Dual enrollment]
- 8a, [College/Career Counseling]
- 8c, [Other] Career Fairs
- 14, [Special Seminars] 14a, credit; 14b, non-credit
- 15, [Saturday or summer services]
- 16, [Summer Residential Governor's School]
- 17, [Summer Regional Governor's School]

Specific Academic Aptitude:

Grades K - 5

N/A

Grades 6 - 8

- 2a, [Content area]
- 2b, [Grade level]
- 3a, Advanced [English]
- 3c, Advanced [Math]
- 8c, [College/Career counseling]
- 15, [Summer services]

Grades 9-12

- 1, [Academic Year Governor's School]

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- 2a, [Content area]
- 2b, [Grade level]
- 3a, Advanced [English]
- 3b, Advanced [Foreign Language]
- 3c, Advanced [Mathematics]
- 3d, Advanced [Science]
- 3e, Advanced [Social Studies]
- 4a, AP [English]
- 4c, AP [Mathematics]
- 4d, AP [Science]
- 4e, AP [Social Studies]
- 7, [Dual enrollment]
- 8a, [College/Career Counseling]
- 8c, [Other] Career Fairs
- 9b, [Homogeneously Grouped]
- 15, [Saturday or summer services]
- 16, [Summer Residential Governor's School]
- 17, [Summer Regional Governor's School]

CODES (Delivery of Services)

- 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
- 4d. Science
- 4e. Social Studies
- 5. Cambridge
- 5a. English
- 5b. Foreign Language
- 5c. Mathematics
- 5d. Science
- 5e. Social Studies

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6. Center-based program
 - 6a. Biweekly
 - 6b. Full-time
 - 6c. Weekly
7. Dual enrollment
8. Guidance services addressing special needs of the gifted
 - 8a. College/career counseling
 - 8b. Small group sessions
 - 8c. Other / Career Fairs
9. In-class differentiation by regular classroom teacher
 - 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
 - 13b. Within regular classroom
14. Special seminars
 - 14a. For credit
 - 14b. Not for credit
15. Saturday or Summer Services
(May not be used as the division's single delivery of services)
16. Summer Residential Governor's School
17. Summer Regional Governor's School
18. Talent Pool, grades K-2

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.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

Parents / guardians receive written notification for the following:

- Request for permission to evaluate the student for gifted program services.
- Request for permission to test.
- Committee decision regarding student eligibility for program services.
- Request for permission for placement of the student if determined eligible for gifted program services.
- Letter of Unsatisfactory Performance and/or Letter of Inactive or EXIT Status for students in academic difficulty or choosing to not participate in the gifted program.

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.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

Placement of students for gifted services is subject to periodic review. The student, parent, guardian, counselor, classroom teacher or a member of the gifted program staff may initiate a request for a change in service. A change in instructional services can take place at any time with the approval of the parent; however, the student himself/herself can complete the appropriate documents to begin this process. Other personnel that may initiate a change in instructional services include the guidance counselor, School Gifted Education Coordinator, or other school personnel if the student shows evidence of not meeting the requirements for their program for one school year. The change in instructional services can be renewed the following school year if the student shows evidence that he/she is performing accordingly.

The School Identification/Placement Committee will meet to determine the status of the student's progress and inform the parent of the decision. The parent will be given fifteen (15) instructional days to appeal the process if they are not in agreement with the decision.

Students who were receiving Gifted Education Services who move out of the division and return to the division within one school year may continue to be eligible to receive gifted education services. Students returning to the division after more than a year will be treated as new referrals.

Although the division decides to place the student in an "inactive" status after an initial placement in the program, the parents have the option to exit their child from the program.

Appeals:

If a parent/guardian is not in agreement with the decision of the School Identification / Placement Committee, the parent/guardian has the right to appeal the decision within fifteen (15) instructional days after receiving written notification of the decision. The following procedures are to be followed in the appeals process.

1. The School Gifted Education Coordinator must be contacted in writing by the parent / guardian within fifteen (15) instructional days after they receive a written notification of the decision.
2. After the School Gifted Education Coordinator has been contacted, the parent / guardian will receive an Appeal of Placement Decision Form, which must be completed by the parent and returned within another fifteen (15) instructional days.
3. Once the School Gifted Education Coordinator has received the completed Appeal of Placement Decision Form, it is his / her responsibility to schedule a meeting within twenty (20) instructional days.
4. Parents may present in writing any additional information they would like the Appeals Committee to consider, including data from outside the division.
5. The Appeals Committee shall consist of the Division Gifted Education Administrator, Building Principal or Assistant Principal, School Gifted Education Coordinator, School Guidance Counselor, and the Supervisor of Elementary or Secondary 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.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

When possible, identified students are cluster grouped in the elementary schools. Classroom teachers plan instructional strategies that highlight acceleration and in-class differentiation as the main tools for the instructional program to meet the intellectual needs of their students.

At the middle school level, identified students participate in classes in all four core areas for General Intellectual Aptitude. Should a student be identified as requiring services for the Specific Academic Aptitude area, honors and advanced courses and independent study supplement the services offered to support the students’ identified needs. Differentiation and specific instruction are provided by the subject area teachers who collaborate and share ways to differentiate and accelerate instruction for the middle school gifted students.

Beginning in the ninth grade and continuing through the twelfth grade, students may participate in honors classes, advanced placement classes, and dual enrollment classes. Differentiation is provided in each of the honors, advanced placement and/or the dual enrollment classes by the subject area teachers. Qualified students can participate in the associate’s degree program through Southwest Virginia Community College that allows them to obtain their Associate’s Degree when they finish high school if they have met all the requirements. In the spring of each year, gifted students may apply to attend the regional governor’s school program or the residential governor’s school if they are rising juniors or seniors.

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.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

Students at the elementary level spend the majority of their time in heterogeneous groups. Their instruction is differentiated in the regular classroom setting. At the middle school level, students are grouped into classes that accommodate their course selections (i.e. honors or accelerated courses such as Algebra I or World Geography), however all elective classes are heterogeneously grouped. At the high school level, students are grouped heterogeneously in elective courses.

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**
- **Specific Academic Aptitude (Grades 6 – 12)**

Identified gifted students are generally cluster grouped at the elementary level, giving the students opportunities to work with academic peers. In addition, planned activities and classes specifically for the gifted students also provide gifted students with the opportunity to interact with other gifted students. At the middle school level, identified students have the opportunity to work with their academic peers during their ‘course selection classes’ in each core area. After-school enrichment is an option provided for identified students that allows for additional time for the students to work with their academic peers. At the high school, participation in honors, dual enrollment courses, and/or governor’s school provides students with additional time with their intellectual and academic peers.

D. Service Options Provide Instructional Time to Work Independently

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

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

Gifted students throughout the division are given the opportunity to work independently in the regular classroom with differentiated curricula, during resource class periods, as part of after school enrichment programs, and/or during their honors, advanced placement or dual enrollment classes.

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.

Areas of Giftedness:

- **General Intellectual Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

The curriculum for gifted students will be differentiated in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Thinking Skills emphasizing application, analysis, synthesis, and evaluation strategies. Differentiated instruction is characterized by the introduction of advanced content, open-ended tasks, flexible pacing, student choice, and self-directed learning. Opportunities for acceleration are also available at each grade level.

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**
- **Specific Academic Aptitude (Grades 6 – 12)**

The Gifted Education Plan (GEP) will be in place and implemented by the classroom teacher(s). At each regular academic grading period, the teacher(s) will include a statement of progress in implementing the GEP. *The GEP Progress Report will document how and what the gifted student completed that is differentiated from the regular curriculum for that grading period.*

A Gifted Education Plan (GEP) will be developed by the teacher and maintained for each identified student. These GEP plans will be developed by the teacher with the cooperative efforts of the classroom teacher, the in-school gifted coordinator, and the principal. Within the GEP, specific strategies will be delineated to provide for acceleration and enhancement in breadth and depth of content and complexity. Available techniques that teachers will use include (but are not limited to) curriculum compacting, tiered assignments, flexible grouping, leveled texts, etc.

Pre-assessments and post-assessments will also be used to document growth of gifted students. For gifted students, measuring student growth means going beyond ‘test scores’ to include nontraditional assessment tools such as rubrics, portfolios, and performance based assessments. Such nontraditional assessments tools will be utilized to help document student growth for the gifted students and a pattern of achievement will be recorded and monitored for each student.

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 Aptitude**
- **Specific Academic Aptitude (Grades 6 – 12)**

The curriculum framework is based upon the Principles of Differentiated Curriculum for the Gifted/Talented prepared by the National and State Leadership Training Institute on the Gifted and Talented. The framework is based upon the work of such educational theorists and leaders as Sarah Kaplan, Benjamin Bloom, Joseph Renzulli, Howard Gardner, Carole Tomlinson, and others. The framework of the curriculum for the gifted students emphasizes originality of thought and production, fluency of ideas, intellectual curiosity, independence of thought, and conceptual elaboration.

The curriculum for the gifted students is designed to be different from the general educational program in Russell County Public Schools and will be differentiated in content and process through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation. While it rests within the regular curriculum, it is focused to provide no "more of the same" activities, but qualitatively different learning opportunities. The educational experiences offered are intended to help gifted students develop their potential through introduction of advanced content, open-ended tasks, flexible pacing, student choice, self-directed learning and opportunities for acceleration when appropriate.

General Intellectual Aptitude:

In order to meet the needs of students who are identified as eligible for services under the General Intellectual Aptitude category of gifted services, the school division expects the teachers of the gifted students to integrate multiple disciplines in a given area of study. The teacher is expected to present comprehensive, related, and mutually reinforcing experiences within an area of study.

Teachers are encouraged to focus their assignments so that students can learn using open-ended tasks. Concept development strategies will introduce students to overarching themes and encourage abstract thinking. The classroom will be a place where students develop products that challenge existing ideas and produce “new” ideas utilizing differentiation of assignments and student choice woven throughout the curriculum. The classroom will provide an environment where new techniques, materials, and forms can be explored. In such a classroom, students will be free to develop self-understanding, to recognize his or her own abilities, and to become self-directed learners.

Specific Academic Aptitude: (Grades 6 – 12)

The classroom, for the student identified as eligible for services under Specific Academic Aptitude, is expected to be a place that allows for the in-depth learning of selected topics within the area of study utilizing a focus on application of content and critical thinking along with problem solving skills and strategies. Teachers of specifically able students will integrate basic skills and higher level thinking skills into the curriculum. The teacher will present content that is related to broad based issues, themes, or problems where students are expected to learn independent, self-directed study skills. Another important aspect of the classroom for the student identified under Specific Academic Aptitude is that it will also assist the student in developing research skills and methods demonstrating even greater growth for the student. At the high school level, a full range of challenging courses is provided that includes honors courses, advanced placement courses, as well as dual enrollment courses where students have the opportunity to earn college credits while in high school. Academically motivated students may also apply to attend one or more of the regional or residential Governor’s Schools that are available. These programs always offer a rigorous curriculum and opportunities for motivated learners.

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**
- **Specific Academic Aptitude (Grades 6 – 12)**

To provide acceptable programs for the gifted students, educational opportunities appropriate to exceptional abilities must be provided. The responsibility of providing each student with the opportunity to realize his or her potential is recognized by the Russell County School Board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Board of Education. The School Board shall submit an annual report on its Program of Gifted Education to the Virginia Department of Education as prescribed by the Virginia Board of Education.

The School Board actively promotes and develops an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The School Board shall establish a local advisory committee for the gifted education program. Annually, the committee shall review the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the division. The comments and recommendations of the committee shall be provided in writing to the Superintendent and to the members of the Russell County School Board. The program shall be in compliance with the Code of Virginia and the Virginia Board of Education Regulations.

Students are provided with opportunities for class selection based on prior performance and needs. In consultation with faculty, guidance personnel, gifted coordinators and facilitators, student enrollment in appropriate and specific classes is determined by grades and scores, performance and portfolio evaluations, prerequisites, and recommendations.

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.

The Division Gifted Administrator will provide or assist in providing staff development to the faculty of each school on the identification process for gifted education. This professional opportunity will include providing information on the characteristics of gifted students with an emphasis on the underserved populations.

The School Gifted Coordinators will meet with the staff members of the gifted students multiple times each year to review critical aspects of the gifted program, review student work samples, and assess the effectiveness of the identification process and services provided. Gifted education teachers and school gifted coordinators will be encouraged to attend trainings in gifted education from various professional organizations and universities (Virginia Association of the Gifted, Virginia Art Education Association, The College of William and Mary, University of Virginia, Speaking for the Gifted—Regional Conference, etc.). Teachers of the gifted students will meet periodically with regular education teachers to collaborate and share teaching strategies that are effective with gifted students and to discuss their social and emotional needs.

The Central Office staff members will provide staff development each year with a specific focus on student centered instruction. This staff development will include differentiation, acceleration, curriculum compacting, twice-exceptional, project-based learning, and open-ended problem solving techniques which require creative and critical thinking skills. A Professional Development calendar will be shared by all teachers. Teachers of the gifted students will be required to attend a certain number of sessions each year.

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.

The Division Gifted Advisory Committee will assess the effectiveness of the school division's gifted education program through the review of student, parent, and teacher feedback as well as identification and student data. The processes of screening, referrals, identification, and the program procedures will automatically be considered for review or evaluation each year. The Advisory Committee will decide which aspect of the gifted program to evaluate each year and determine the tools that would best provide the information needed for evaluation. The data will be compiled by the Advisory Committee for observations, conclusions, commendations, and recommendations which will be provided to the School Board annually. Any modifications to the Local Plan for each year will be presented to the School Board by their September board meeting.

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

Each school division shall 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.

Members of the Gifted Advisory Committee include parent representatives from the schools, student representatives from the high schools, a school board representative, the division school gifted coordinators, principals from each of our schools, and central office representatives. Nomination of community member(s) shall be initiated by the Division Administrator in consultation with school administration and the gifted program administrator. Parent and student members are selected at the school level by invitation of the principals. The committee will meet a minimum of three times per year with minutes recorded for each session. The two main responsibilities of this committee is to annually review the Local Plan and determine the extent to which was implemented.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

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

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

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

Division Superintendent’s Signature Printed Name Date

*Mr. C. Michael Puckett, Superintendent
Russell County Public Schools*