

Scott County Public Schools

Local Plan for the Education of the Gifted

2023-2028

LEA#	084		
Superintendent	Mr. John I Ferguson		
Mailing Address	340 E. Jackson St., Gate City, VA 24251		
Gifted Education Coordinator/ Designee	Brenda Robinette/Supervisor & Sarah Medukas/Coordinator /Teacher	Title Address Telephone E-mail	Supervisor/340 E. Jackson St. Gate City, VA 24251 (276) 386-6118 brenda.robinette@scottschools.com Coordinator/303 Academy Rd., Hilton, VA 24258 (276) 386-7430 sarah.medukas@scottschools.com
Local School Board Chairperson	Mr. David Templeton		
Date Approved by School Board	October 4, 2023		

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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 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 Scott 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.	Insert grades
Career and Technical Aptitude (CTA)	Insert grades

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

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

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

The Gifted Program, Gifted and Talented Education (GATE) of Scott County Public Schools incorporates the district standards and benchmarks at a rate and level commensurate with the student's learning abilities. A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. A gifted/talented student exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. Scott County Public Schools believe in the importance of providing a program for gifted students which allows for differentiated learning experiences to meet the needs of students from all ethnic and socio-economic groups. Some strategies used to assist students in achieving; include, but are not limited to: independent study, classroom adaptations, curriculum compacting, acceleration, and enrichment. GATE provides a learning environment which compliments as well as extends the existing curriculum of the county's schools.

Valid and systematic identification, including multiple selection criteria, are used in identifying gifted students from the K-12 student population. To ensure that a qualitatively differentiated program is provided, gifted education includes curriculum to meet both the cognitive and social/emotional needs of students. Support services, including materials and staff are provided. Services provided through GATE will enable gifted students to demonstrate skills in communication, problem solving, and self-directed learning that reflects individual uniqueness. GATE is designed to assist students in reaching their greatest potential/cognitive needs so that they may develop maximum knowledge, skills, and abilities in becoming lifelong learners and responsible citizens. Curriculum is chosen to provide challenging and unique opportunities in order to maximize learning potential. Scott County Public School's Vision is: "Every Child, Every Opportunity."

GATE strives to meet the needs of each diverse learner by:

- Understanding the needs of each student
- Planning to meet those needs
- Identifying each student's interests
- Challenging each student to reach their fullest potential
- Providing appropriate resources
- Instructing with flexibility
- Adjusting pacing, providing flexible groupings, and allowing for acceleration

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

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reliable teacher checklist or evidence of superior academic performance based on a
norm-referenced assessment of aptitude.

SCPS recognize giftedness as a definable set of learning characteristics found in the student population. Gifted students are those identified as possessing outstanding abilities and are capable of high performance. They require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. These include, but are not limited to, in-class differentiation, advanced curricular offerings, and enrichment. Gifted students in SCPS include those who demonstrated achievement or potential in General Intellectual Ability as well as the following measures:

- Teacher Assessment Rating Scale
- Academic Performance
- VALLS Assessment
- SAGES
- Otis-Lennon Ability Test
- Woodcock Johnson Achievement Test
- Interview (Student)
- Non-verbal test of intelligence

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:

Goal:

Formalize GATE screening, referral, and identification process for SCPS. Students will be identified for eligibility through a process utilizing a multi-criteria approach, yearly.

Objectives:

Further develop and formalize screening and referral procedure. To provide an on-going screening process of selection of students who perform or show potential for performance at high levels of accomplishment. Continue refinement of evaluation procedure to include student profiles/interviews into the selection process as a means of identifying gifted students. Pursue evaluation of underserved populations.

B. Delivery of Services:

Goal:

To review and reinforce the efforts of classroom teachers to provide appropriate differentiated instruction with the classroom on a weekly basis.

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Objectives:

Focus on strategies that are research-based and proven effective for gifted learners.

Provide opportunities for gifted students to interact both academically and socially beyond the regular school day.

C. Curriculum and Instruction:

Goal:

Develop resources for a differentiated curriculum for GATE in SCPS, on-going.

Objectives:

Continue to develop resources for a differentiated curriculum according to changing needs, which is standards-based and appropriate for the instructional needs of gifted.

Promote use of out-of-classroom resources, such as Holton Governor's School, dual enrollment, SVETN, and distance learning.

Goal:

Curriculum and instruction for gifted students in SCPS will provide small group and individual learning opportunities, resources, and experiences that meet the needs and promote the talents of gifted students in grades K-12, weekly.

Objectives:

Students identified as gifted will have appropriately differentiated curriculum and instruction in the regular classroom.

All students identified as gifted will have access to honors and/or advanced level courses including dual enrollment and Advanced Placement (AP) courses at the secondary level.

D. Professional Development:

Goal:

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 and continue to be active in the Region VII Gifted Consortium and the annual Speaking for Gifted Conference .

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Objective: Inform staff of professional development to build understanding of gifted learners and their needs.

E. Equitable Representation of Students:

Goal:

Implement strategies to ensure equitable representation of diverse student populations in the gifted program.

Continue to research best practices for identification of students from underrepresented populations, such as socio-economic, handicapped, language needs, and ethnic groups. Utilize results from special education evaluations when appropriate in the identification process.

Objectives:

Utilize multi-criteria approach for identification of gifted, to include: student performance, observations, rating scales, individual or group assessments, record of previous accomplishments such as honors/awards/grades.

Utilize non-verbal test of intelligence.

F. Parent and Community Involvement:

Goal:

Enhance communication regarding the gifted program to parents, students, and community members. (survey, flyer, advisory committee meetings, website)

Objectives:

Raise the community's awareness of the specific needs of gifted learners through a website.

Involve the Gifted Advisory Committee (GATE Committee) in soliciting ideas of communication of information about gifted education to the community.

Inviting community members to lead various learning activities with gifted students, example: STEM Day.

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

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assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

For clarification, SCPS employs a Gifted Education Coordinator/Teacher (referred to as the GATE Coordinator throughout this document) at the school level to teach and oversee the requirements of the program. SCPS also has a Gifted Education Supervisor at the Division Level as the liaison between the VDOE and the School Board Office and collaborating directly with the GATE Coordinator/Teacher.

The search for and identification of gifted students is an on-going process. This process is conducted by the school principal, the school librarian, the GATE Coordinator and the classroom teacher. All transfer students, previously identified, are also placed in the screening pool. Particular attention is paid to special populations, including students from low socio-economic backgrounds, culturally diverse, handicapped or Limited English Proficient groups. Upon completion of a referral form, teachers submit students' names to the building principal or GATE Coordinator who presents them to the Gifted Team at the respective school.

Information is collected on the nominated students during the screening phase. Assessment in the areas of general intellectual ability and specific academic ability are completed based on the area for which the student is nominated. Data collected through both objective and subjective assessments is measured against the criteria SCPS uses to determine individual eligibility for the GATE Program. Assessment tools include: achievement tests, cognitive, measures, parent rating scales, teacher rating scales, observations, student interview, and student performance assessments. Developmentally appropriate quantitative and qualitative identification measures include:

Quantitative measure:

- Verbal
- Standardized achievement measures in the appropriate academic areas

Qualitative measures:

- Teacher completion of behavioral rating scale
- Student performance samples in the appropriate academic content areas
- Parent information and completion of behavioral rating scales
- Observations
- Student interview

The initial screening criteria are used to create the pool of candidates. The criteria include but is not limited to, the following:

- K-3 VALLSS Assessment, Assess Test, Teacher Assessment Rating Scale, Overall Academic Performance, SAGES-2
- 4-8 Teacher Assessment Rating Scale, Overall Academic Performance, SAGES-2, State SOL Assessment
- 9-12 When given a referral for 9-12 Teacher Assessment Rating Scale, Overall Academic Performance, Woodcock Johnson Achievement Test
III, State SOL Assessment (score 500 or above)
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The screening process will be completed within 90 calendar days of the parent signing the consent for assessment and returning to the GATE Coordinator. The School Psychologist, who routinely assist with the identification of students with disabilities, may find students who should be considered for identification as twice-exceptional gifted. These students may be potential candidates for the gifted program.

In SCPS this is especially true for Speech and Language Impaired students, Autistic Students, and Other Health Impaired students.

Nomination procedures and forms for assessment of gifted and talented students are communicated in a form and language that the families can understand. If necessary, depending on student need, an interpreter may be required to assist with forms and/or meetings. GATE program awareness and overview of the assessment procedures and services are disseminated to families and faculties prior to the screening and nomination process. No child is excluded from consideration for identification.

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for General Intellectual Aptitude

Referral Procedures

Each year, students are reviewed for possible GATE identification as they show evidence of consistent need for differentiation of content and process above and beyond that provided by the regular school curriculum.

The GATE Coordinator solicits referrals of students to the GATE Program from the classroom teachers. With the assistance of the school librarians, parents are informed of the referral process through school announcements, faculty meetings, PTO meetings, and websites. The GATE Coordinator makes all of the appropriate forms available to parents and classroom teachers. These include, but are not limited to, Parent Permission to Test, Parent Nomination, and Professional Staff Nomination. Completed forms should be returned to the GATE Coordinator, the School Librarian or the Building Principal. Though referrals are accepted any time, direct nominations of students are solicited once a year by the individual school's GATE Coordinator. Direct referrals may be made by anyone. To initiate a referral, the individual must contact the school's principal, Gate Coordinator, or the student's teacher. The referee must complete a referral form and return the form to the school's principal or GATE Coordinator.

Once a referral is made, the GATE Coordinator contacts the parent(s) and seeks permission for an evaluation and data collection. Once permission is received, the GATE Coordinator begins a file, reviews

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data collected, and records information relevant to the identification process and records the data on an identification profile.

Data is collected on the referred student and includes scores on standardized ability and/or achievement tests, student achievement within the curriculum, student grades within specific academic areas, and other information as appropriate. The referral information (including parent permission, test scores, and any other data) is presented to the respective Gifted Team for review. The students screened, including direct referrals and transfer students, may advance to formal assessment after all referral information is verified and reviewed. All data is kept confidential. Multiple criteria are gathered for students demonstrating remarkable ability in a subject(s). Students showing only one to a few criteria are monitored for further need. Students are identified who demonstrate an active need for differentiation. Multiple criteria may include the following:

- Classroom performance
- Student work samples
- Consistent high scores on achievement measure
- Grades from classwork
- Anecdotal records of student motivation and achievement
- Competitions, contests and awards
- Extracurricular activities

Students entering SCPS who were placed in a gifted program will be referred and tested for placement in SCPS' GATE Program and will be placed if the student meets the criteria established by SCPS. This process will be completed within nine weeks of the student entering SCPS.

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

KEY:

K-3 - ^

4th 8th - #

9th-12th - *

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

Specify: S.O.L. Test Results, VALLSS Assessment, ASSESS Test

2. Additional identification information for General Intellectual Aptitude

The Gifted Team (GT) at each school meets to review the initial data collected on students in the identification process. The GATE Coordinator begins the identification file. A student profile is developed using all data collected on each student. This profile is evaluated by the GT to determine if the student is eligible for GATE services. This committee includes: classroom teacher, librarian, administrator, and the school GATE Coordinator. This process is completed within ninety instructional days of receipt of parental permission to evaluate.

Identification in the area of General Intellectual Aptitude is conducted to find and serve the students whose intellectual functioning is extremely high in one or more areas/disciplines and evaluated according to age norms. SCPS selects and uses evaluative instruments that do not have racial or cultural bias, are valid and reliable measures, and are administered by personnel who have been trained in their use.

SCPS does not discriminate in its identification, assessment, and program offerings on the basis of sex, race, gender, culture, language, disability, religion, or citizenship. Multi-criteria are used for identification, assessment, and placement in the gifted education program.

Both informal and formal formats are used. Formal testing includes the appropriate standardized ability tests such as the Otis-Lennon Ability Test, and achievement tests such as SAGES and the Woodcock Johnson Achievement Test. Informal assessment consists of student work files, in-class performance, special activities, and observation by teacher. The GT analyzes the information compiled on a student before final placement decisions are made. The determination of eligibility for gifted services is always a committee decision.

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Entrance to and exit from the GATE Program is flexible and can be considered at any time during the school year. Discussion about best possible placement options are reviewed and communicated among all committee members. It is the responsibility of the GATE Coordinator to notify parents of the results of the process. If identified, parents receive notice about the identification assessment and placement of their child. The GATE Coordinator is responsible for providing the Division Coordinator and the Building Principal with a list of students that have been identified for inclusion in the GATE Program.

Confidentiality procedures in all SCPS are adhered to. Gifted students' records and data are kept five years after dropping from the program, transferring to another school outside of SCPS' jurisdiction, or after graduation with a Standard or Advanced Studies Diploma.

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: Librarian and Reading Specialist

b. Type of Identification/Placement Committee

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

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School-level



Division-level

Based on a review of information gathered during the assessment process, the GT recommends placement for students whose data reflect that the GATE Program placement is the most appropriate educational setting. It is the function of the selection committee to review and evaluate each student's profile. The committee may recommend additional information, as needed, either formal or informal, on a student to assist in determining eligibility for services in the GATE Program. Provisions are made to assure fair screening and assessment of students with disabilities, culturally diverse students, and the economically disadvantaged.

Parents are notified in writing of the results of the assessment within ninety-days following the signing of the consent for assessment. The district gets written permission of the parents before a student is placed in SCPS' GATE Program.

Once parent permission is signed, documentation verifying selection and placement, and eligibility determination is kept in the student's permanent record. A parent(s) has the right to refuse placement of their child in the GATE Program. If the parent fails to sign the permission for placement, the student will not be placed in the GATE Program.

Students who do not meet the criteria for placement may be nominated and reassessed after one full calendar year. Once the student is identified as gifted, that identification will remain through graduation. A parent may request at any time that their child be removed from the program. They will be required to complete an exit form to be placed in the student's cumulative record.

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
VALLS Assessment	Classroom Teacher/ Reading Specialist	Classroom Teacher/ Reading Specialist	Classroom Teacher
Teacher Assessment Rating Scale	Classroom Teacher	School Gifted Coordinator/Teacher	School Gifted Coordinator
Academic Performance	Classroom Teacher	Classroom Teacher	Classroom Teacher

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SAGES	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher
Otis-Lennon Ability Test	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher	School Gifted Coordinator/Teacher
Woodcock Johnson Achievement Test	Reading Specialist	Reading Specialist	Reading Specialist/School Gifted Coordinator/Teacher

After the screening procedure is completed and all data is collected the gifted coordinator/teacher proceeds with the eligibility process of identification. All criteria for placement is listed on the permission to evaluate form. The division does not allow any one single criterion to deny access to gifted program services. The Gifted Team at the respective school reviews the collected data. An identification profile is completed for each student. The profile documents eligibility and the area of giftedness. All procedures included in the identification and placement process are completed within a 90-day working period.

The results of the cognitive test scores (OLSAT), achievement test scores (SAGES Woodcock Johnson), Teacher Assessment Rating, SOL State Assessment (Grades 4-12), and Overall Academic Performance are assigned a point value. Points are tabulated from the preceding data and determines whether or not the child enters the program. Based upon this information available, Gifted Team makes the following recommendation:

- The student is eligible
- The student is not eligible
- Further consideration is needed before a decision may be reached

If the student is found to be eligible, the parent/guardian is notified by letter and requested to sign permission to participate. If a student is found ineligible, the parent/guardian is advised that they may appeal the committee's decision and request a copy of the appeals procedure. This must be initiated within 15 school days.

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

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

General Intellectual Aptitude

The Gifted Team determines eligibility. Placement of gifted students in grades K-12 is determined by scores achieved from criteria listed on the appropriate matrix, and/or other specific guideline requirements. Program options provided for each individual gifted student is

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determined by a summarization of the individual student's profile. Each program is carefully selected to coincide with the general intellectual ability of each student. With all members of the Gifted Team in agreement, placement of gifted students in grades K-12 is determined by scores achieved from criteria listed on the appropriate matrix, and/or other specific guideline requirements.

Program options are provided for each student that qualifies for the gifted program. In grades K7, a comprehensive program of challenging and intellectual tasks are implemented in order to enhance and enrich a student's superior ability and performance. In grades 8-12, program options are based on specific criteria, intellectual ability and/or interest of the identified student.

Gifted students (9-12) wanting to participate in the Residential Governor's School Program and Dual Enrollment classes must meet specified guidelines of the program before participation is permitted. Service options are as follows:

- The student demonstrates aptitude and performance potential to the extent that differentiated learning options are necessary to meet his/her needs.
- The student does not, at this time, exhibit ability and performance to the degree that services beyond those provided by the general curriculum are necessary to meet his/her needs.

Parents will be notified by letter of the appropriate services and of their right to and the process of appeal.

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

Once a student has been referred for formal assessment through the general screening process, as a transfer or directly by a parent or other person, the referral is recorded at the school. A letter that provides information about the division's gifted programs is sent to the parent, explaining the formal assessment and identification process, and requests written permission for testing and data collection. No action is taken until permission has been received. If there is no response, at least two additional attempts to obtain permission (by letter and phone) will be made. Documentation of attempts to contact the parent will be maintained. The process between

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nomination and the eligibility decision is completed within a 90-day working period. After the Gifted Team has made a determination, a second letter is sent to the parent noting the decision of the committee and requesting permission for placement in the program. If a student is declared eligible, services available are listed on the Permission to Participate Form. Parents must sign the permission to participate form before services may begin. If a student is found not eligible, included in the identification notification is the indication that the parent/guardian has the right to appeal the identification decision.

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

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

General Intellectual Aptitude

Students who fail to maintain academic and social responsibilities will be placed on probation from GATE sponsored activities for a nine-week period. Parents are notified of the probationary status. After the nine-week period, the student's performance will be re-evaluated by the Gifted Team to determine if a change of placement or initiation of the exit procedure is appropriate and permission to proceed is required. If exit is recommended, parents are notified of the decision and the appeals process. Parent/Guardian, teachers, and/or students may request a change in placement at any time. A Change in Placement Form may be obtained from the County's Gifted Coordinator. Any Change in Placement will be kept in the student's cumulative record.

Students who exit the program must complete the initial screening process and meet all criteria for eligibility in order to re-enter the program. When the student exits the gifted program, they are ineligible to receive services provided through the gifted program.

Appeals

If a parent or guardian is not in agreement with the decision of the Gifted Team, then that parent/guardian has the right to appeal the decision within fifteen (15) working days after receiving written notification of the decision. The following must be followed in the appeals process:

1. The county gifted coordinator must be contacted by the parent/guardian within fifteen (15) working days after they receive a written notification of the decision.
2. After the school gifted coordinator has been contacted, the parent/guardian will be given an Appeal of Placement Decision Form which includes a written statement of the reason for the appeal.
3. Once the gifted coordinator has received the completed Appeal of Placement Decision Form, it is the coordinator's responsibility to schedule a hearing within fifteen (15) working days.

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4. The Appeals Committee shall consist of the Superintendent or his designee, the School Gifted Coordinator, and the Supervisor of Elementary and/or Secondary Education (depending on the level of appeal), a majority of who shall not have served on the Gifted Team.
5. The Appeals Committee may request that other individuals attend a hearing. Information is made available pertaining to the case, including any valid information from outside the school system.
6. It will be the responsibility of the parent/guardian and/or student to attend the hearing and to present the appeal and any supporting information concerning the appeal.
7. The Appeals Committee's decision must be made within fifteen (15) working days of the hearing. This decision will be forwarded to the school's Gifted Team, who will notify the parent/guardian in writing of the decision.
8. A parent/guardian, who is not in agreement with the decision, has the final right of appeal to the Scott County School Board through the Superintendent of schools.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

SCPS offers services to gifted students in grades K-12. when a student is identified as eligible for services under General Intellectual Aptitude, pull-out enrichment activities, acceleration, and in class differentiation are the main tools used in grades K-7 to meet the student's intellectual needs. Beginning at the 8th grade level and continuing through to the 12th the Summer Governor's School programs, academic team, and year-long Governor's school opportunities become available. Should a student be identified as requiring services for a specific academic aptitude, honors and advanced placement courses, dual enrollment, and independent study supplement the services offered to support the student's identified needs. The Profile of a Graduate, SCPS offers Career Readiness and Mentorship Programs to GATE students.

Double Click on this Sentence to Insert School Division Name

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

Enrichment activities are provided to gifted students and to age-level peers each day/week by their classroom teachers. Gifted students are encouraged to interact with age-appropriate peers during class presentations, games, and group activities. Differentiation of instruction is paramount to the learning and success of all students. Teachers provide learning opportunities that support the intellectual, social, and personal development of each learner. Teacher support and interaction is essential in promoting positive perceptions. When challenged, encouraged, and supported, gifted children will respond as their peers and develop a strong self-concept and take pride in their work. At different times during the week, students may be selected to work with peers who have multiple ability levels so that each student can appreciate the strengths of one another as well as their weaknesses. Gifted students may at times take the lead but at other times must learn to take a "back seat", so to speak, and support their peers when they are chosen to lead. The development of leadership and teamwork skills are critical to the development of each student. SCPS goal for all students is: "Every Child, Every Opportunity".

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

Scott County's Plan for Gifted Education is based on the recognition of differences in all students, including the diversity within the gifted learner. The curriculum framework for the identified gifted student will be differentiated in content, process (teaching/learning methods), and product.

Emphasis of the curriculum is placed on academic rigor, complexity and abstractedness. This multi-faceted approach enhances the study of problems, issues, and themes of interest to the student. Much of the curriculum framework is derived from the works of Joseph S. Renzulli (1978) and Benjamin Bloom's Taxonomy of Basic Skills (1984). The flexibility of these models allows for the ever-changing needs of gifted learners.

Content and strategies of the curriculum allow for creative thinking, task management, critical reasoning, and problem solving skills. The gifted curriculum provides learning experiences that replace, supplement, complement, and enhance that of the general population.

Local Plan for the Education of the Gifted

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The framework will result in the following products:

- A strong foundation in the knowledge of basic skills, research and technological skills to provide a continuous avenue for learning and Appreciation
- Thinking skills to problem solve in every concrete or abstract areas of productivity
- Communication skills in a variety of means and forms that will enhance the continuity of all learning

Students in K-7 have opportunities to interact with intellectual and academic peers through cluster grouping within core subjects as well as through participation in enrichment activities outside the school day, including participation in academically oriented competitions (e.g., Spelling Bee, STEAM Day, Field Trips). Students in K-7 also participate in weekly pull out enrichment activities with their intellectual peers. For students in grades 8-12, there are a variety of interscholastic competitions at the state and regional level including Academic Team. They also are with intellectual peers in honors class/governor school programs.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

In order to accommodate the needs of the gifted student in Scott County Schools, various methods of differentiation are utilized. The instructional strategies used have improved student achievement, as well as increased critical thinking, problem solving abilities, and creativity. The framework for a differentiated curriculum includes, but is not limited to:

- Modeling thinking strategies, such as logical thinking, decision making, and evaluation
- Using thematic and interdisciplinary approaches to focus on SOL themes, issues, and real life problems
- Homogeneous and heterogeneous groups will experience small group problem-solving opportunities
- Encourage independent study in order to develop skills and knowledge in areas of personal interest
- Provide a selection of courses with rigorous academic content
- Provide students with opportunities to analyze, synthesize, evaluate and engage in divergent thinking
- Provide students with an array of technological instruments for exploratory research-based projects
- Posing open-ended questions that require higher-level thinking

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E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

Services for students who are eligible for the gifted program in the area of General Intellectual Aptitude and Specific Academic Aptitude are provided in K12 general education classrooms in the form of differentiated instruction and challenging work. Activities involving critical thinking and higher-level processing skills are encouraged through differentiated instruction. Instruction may include small group or individual work. In addition, advanced materials related to Virginia Standards of Learning may be provided to enhance instruction.

Levels/Grades	General Intellectual Aptitude (GIA)
Primary Grades K-3	<ul style="list-style-type: none"> • Acceleration based on content and student needs • Differentiated Instruction • Individual time in the classroom • Pull Out Group Sessions • STEAM Activities
Elementary Grades 4-5	<ul style="list-style-type: none"> • Acceleration based on content and student needs • Differentiated Instruction • STEAM Activities
	<ul style="list-style-type: none"> <input type="checkbox"/> Individual time in the classroom <input type="checkbox"/> Pull Out Group Sessions <input type="checkbox"/> STEAM Activities
Middle School Grades 6-7	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Pull Out Group Sessions <input type="checkbox"/> Acceleration based on content and student needs <input type="checkbox"/> Individual time in the classroom <input type="checkbox"/> STEAM Activities
High School Grades 8-12	<ul style="list-style-type: none"> <input type="checkbox"/> Honors Courses <input type="checkbox"/> Advanced Placement <input type="checkbox"/> Dual Enrollment

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	<input type="checkbox"/> Governor's School
	<input type="checkbox"/> Guidance Career Counseling
	<input type="checkbox"/> Differentiated Instruction
	<input type="checkbox"/> Summer School College Participation

At the upper intermediate and high school levels, students are counseled and encouraged to take classes with challenging and rigorous curriculum. Such classes include honors, dual enrollment, advance placement, and academic year Governor's School classes (if the student meets the qualifications).

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

General Intellectual Aptitude

Real-time growth reporting for all students is currently provided through access to the district electronic grade book. Grades for coursework as well as teacher comments provide a snapshot of student progress and growth.

Teachers:

- give performance feedback to students before, during and after instruction
- collect sufficient assessment data to support accurate reports of student progress
- provide opportunities for students to assess their own progress and performance
- use assessment of student progress to establish new learning goals

SCPS use multiple procedures to assess the academic growth for gifted learners. SCPS recognize that gifted learners perform at different levels and it is important to monitor student progress. Whether the material is new in terms of depth, difficulty, or originality, the gifted learner is required to build upon prior knowledge. Appropriate objectives are measureable and utilize a wide array of assessments that are valid and reliable.

Examples are:

- Report Cards
- Progress Reports
- Benchmark Testing/Growth Assessments
- SOL
- Accelerated Reading
- VALLSS Testing
- Rubrics
- Student Self-Assessment

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- Peer Evaluations
- Conferences

Evaluation should be an ongoing and continuous process. The following evaluative techniques are used to monitor the curricula success for gifted learners:

- Norm-Referenced Tests
- Authentic Assessments (e.g., portfolios, projects, presentations, writing assessments, exhibitions)
- Standards-Based Assessments (e.g., Virginia Standards of Learning)
- Locally Developed Assessments (e.g., grade level, department, subject area assessments)
- Direct Classroom Observations
- Surveys filled out by students, parents, teachers, administrators, and mentors
- Discussion with students, parents, and teachers
- Academic achievement
- Growth Assessments
- Standardized Test (PSAT, SAT)
- AP Tests/End of Course Tests
- Self-evaluations
- Dual enrollment credits
- Community Service

In addition to the above, Scott County Public Schools uses Student Growth Measures to track the success of gifted students, such as SOL assessments and End-of-Course Assessments. Students are tracked from elementary through high school and charted along the way to show the success of students.

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.

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General Intellectual Aptitude

The curriculum framework is based upon the Principles of Differentiated Curriculum for the Gifted prepared by the National/State Leadership Training Institute on the Gifted. As previously stated, emphasis of the curriculum is placed on academic rigor, complexity and abstractedness. This multi-faceted approach enhances the study of problems, issues, and themes of interest to the student. Much of the curriculum framework is derived from the works of Joseph S. Renzulli (1975) and Benjamin Bloom's Taxonomy of Basic Skills (1984). The flexibility of these models allows for the ever-changing needs of gifted learners.

Content and strategies of the curriculum allow for originality of thought and production, fluency of ideas, intellectual curiosity, independence, creative thinking, task management, critical reasoning, and problem solving skills. The gifted curriculum provides learning experiences that replace, supplement, complement, and enhance that of the general population. The curriculum is designed to be different even though a major part of the responsibilities for gifted education rests with the classroom teacher. The GATE teacher and the classroom teachers work hand-in-hand to expand the educational experiences offered to gifted students in order to develop their potential.

In order to meet the needs of students who are identified as eligible for services under the General Intellectual Abilities category, SCPS expects teachers of the gifted 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. The classroom will be a place where students develop products that challenge existing ideas and produce "new" ideas. Further, 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/her own abilities, and to become self-directed. Student learning accentuates higher order processes incorporating critical and creative thinking skills, problem solving, decision-making, research, reasoning and metacognition. Learning experiences are created to allow for concept development through integrated content and indepth study of major ideas, issues, and problems of interest to students. Specifically, in designing qualitative differentiation for gifted students, teachers plan and carry out varied approaches to content, process, and product at an appropriate level and pace based on student differences in readiness, interest and learning needs. A differentiated classroom may include the following:

Content:

- Extends the prescribed curriculum utilizing advanced skills and concepts
- Presents content related to broad-based issues, problems or themes
- Integrates multiple disciplines into an area of study
- Organizes content to accentuate abstraction, complexity, challenge, depth, ambiguity, and open-endedness

Process:

Local Plan for the Education of the Gifted

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- Promotes in-depth investigation of teacher-selected and student-selected topics to accentuate the development and application of advanced research skills
- Provides opportunities for students to strengthen critical thinking, problem solving, creative thinking and decision making skills
- Fosters ongoing organizational, time management and perseverance skills
- Allows students opportunities to seek, define and solve complex real-world problems

Product:

- Allows students to demonstrate knowledge, skills, and understanding using varied modes of expression
- Encourages product development that challenges existing ideas and produces new solutions
- Establishes specific criteria for a quality product and provides ongoing assessment and feedback during product development

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses
(8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude

The Scott County School Board is committed to providing equal opportunity for every student to achieve maximum intellectual, social, emotional and physical growth and to ensuring that each student be equipped to communicate effectively with other people, to be competent both in the work place and in higher education and to feel confident of the ability to make creative and constructive decisions in his/her life.

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

File: IGBB - PROGRAMS FOR GIFTED STUDENTS

The Scott County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access. The school division has uniform procedures for screening, referring, identifying,

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and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program. The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

File: IGBI - ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Service options available are as follows from the Linwood Holton Governor's School:

- Advanced Multimedia Applications
- Anatomy and Physiology
- Appalachian History
- Astronomy
- Creative Writing
- Engineering Methods and Computer Programming
- Engineering and Robotics
- Environmental Science and Related Problems
- History of Western Civilization
- History of World Civilization
- Principles of Physics
- Probability and Statistics

Other service options available through Virtual Virginia Advanced Placement Courses are:

- Art History
- Biology
- Calculus AB
- Calculus BC

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- Chemistry
- Chinese Language and Culture
- Computer Science A
- English language & Composition
- English literature & Composition
- Environmental Science
- European History
- French Language & Culture
- Government & Politics: US
- Human Geography
- Latin Vergil
- Macro Economics
- Physics B
- Psychology
- Spanish Language
- Statistics
- US History
- World History
- Arabic I, II, III
- Chemistry (Advanced & Honors) **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;

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- b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
- a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
- a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
- a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

Professional Development:

Teachers in Scott County Public Schools participate annually in one or more of the following professional development opportunities related to gifted education:

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- On-going professional development opportunities in curriculum differentiation
- On-going collaborative meetings with teachers
- Summer regional professional development opportunities (Region 7 Gifted Conference)
- Consultation with Division Gifted Coordinator
- Participation in Region 7 Gifted Consortium
- Professional development opportunities provided by Scott County Public Schools

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 Reviews of the SCPS Program for Gifted Education Includes:

Procedures for Equitable Referral and Identification of Students	Review of Student Outcomes	Academic Growth of Gifted Students
Collect and analyze referral and identification data to evaluate the effectiveness of revisions made to the Gifted Education Student Profiles	Collect and analyze student outcome data to evaluate the effectiveness of student performance	Collect and analyze data which measures the academic growth of gifted students

Review also includes the following:

- Review of the Individual school programs to determine effectiveness in providing planned enhancement and enrichment
- Development of Annual in Superintendent Report
- Program for review by the Gifted Advisory Board
- Presentation of report to the School Board
- Receiving School Board approval for the local plan

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-4060B)

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.

Local Plan for the Education of the Gifted

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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.

Local Advisory Committee:

Members of the Gifted Advisory Board include parents, representatives from the schools, central office representative, and the superintendent or designee. Advisory meetings are held two times per year, one each semester. Meetings may be either: sit-down or by e-mail.

A website is available to provide a continuous information resource for parents and community regarding gifted education.

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.

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Division Superintendent's Signature

Printed Name

Date

STUDENT INFORMATION REFERRAL FORM

For General Intellectual Aptitude

School: _____

Date: _____

Student's Full Name: _____

Parent's Name(s): _____

Home Address: _____

Home Phone: _____

Date of Birth: _____

Present Age: _____ Present Grade: _____

Referred By: (Check Below)

____ Teacher ____ Parent ____ Peer ____ Self ____ Other

Signature: _____

Permission to Test

Date _____

Dear Parent/Guardian of _____,
(Child's Name)

Your child has been referred as a candidate for participation in the Gifted and Talented Education Program. We would like to test your child to see if he/she meets the qualifications for the program. Your permission is needed to assess and evaluate your child's educational needs.

Our identification procedure for admission to the program includes the following items of assessment:

- (1) Review of academic progress
- (2) Teacher checklist and assessment of student product performance
- (3) SAGES Screening Assessment for Gifted Students
- (4) Intelligence test (OLSAT)—this is a timed test
- (5) State Standards of Learning Assessment
- (6) VALLSS
- (7) Assess Test
- (8) Woodcock Johnson

Please sign below and return to school by: _____

Sincerely,
Sarah Medukas
Gifted Coordinator
sarah.medukas@scottschools.com
276-386-7430

- ☐ I authorize the Scott County School System to screen my student for placement into the gifted program. I understand that referral is not an assurance of placement.
- ☐ I decline testing of my child at this time.

Parent Name (printed)

Date

Parent Signature

**SCOTT COUNTY PUBLIC SCHOOLS
TEACHER ASSESSMENT RATING SCALE
REFERRAL FOR ACADEMICALLY GIFTED (K-12)***

Student: _____ Date: _____

School: _____ Grade: _____

Relationship to Student: _____ Teacher _____ Parent _____ Peer/Self _____ Other _____

Signature: _____

Parent's Address: _____

Phone: _____

Performance Data: Performance – Overall Average: _____

State SOL and/or PALS/Assess Test _____

Teacher Checklist: Teacher Assessment Teacher: _____

Below is a list of characteristics, which are found, in various combinations, in gifted children. This list is designed to obtain teacher estimates of their observance of these characteristics in students. Please read the statement carefully and place an "X" in the appropriate place according to the following scale of values.	Never	Rarely	Occasionally	Considerable Degree	Always
	1	2	3	4	5
1. Has a keen power of observation					
2. Sees ordinary things in unusual ways					
3. Has interest and knowledge far beyond grade level expectations					
4. Possesses unusual communication skills (verbal and/or written)					
5. Demonstrates a liking for new ways of doing things					
6. Shows interest in creating, inventing, and brainstorming					
7. Shows intense curiosity and desire to learn					
8. Questions accepted practices, concepts and ideas					
9. Can concentrate for long periods of time when interested in a subject					
10. Uses higher level thinking process, like critical reasoning, divergence of thought, and sophisticated analysis of information					
11. Shows a serious attitude toward learning					
12. Demonstrates a breadth of information in advanced areas					
TOTAL					

*Joseph Renzulli (1978)

Parent's signature: _____ Date: _____

Form (GT-3)

SCOTT COUNTY SCHOOL SYSTEM

Date: _____

Dear _____:

As you know, your child has been considered for placement in the Scott County Academically Gifted Program. It is the recommendation of the Pupil Study (Identification/Placement) Committee that _____ is eligible for services as an identified intellectually gifted student.

The following is a brief description by grade levels of the services that are available for your child to receive:

Primary (K-3) – In-class differentiation and a weekly enrichment pull-out class

Middle (4-7) – In-class differentiation and a weekly enrichment pull-out class

Secondary (8-12) – Academically Gifted Education Plan of choice for Advanced Classes, Honors Classes, Dual-Enrollment Classes, Academic Competition Team (9-12), AIM Scholar Program, and/or Technology-Computer Based Challenges, Governor's School.

Please sign below (and return the form to school) giving or denying permission for your child's participation in the placement as described above. We would appreciate your completing the attached parent inventory and returning it to school.

This gifted program is another example of the dedication of the Scott County Public Schools meeting the individual needs of all students. We hope your child will find the gifted program both enjoyable and beneficial.

Sincerely,

School Coordinator _____

PERMISSION TO PARTICIPATE

_____ I give permission for my child's participation in the gifted program.

_____ I do not give my permission for my child's participation in the gifted program.

(Parent's Signature)

(Date)

SCOTT COUNTY PUBLIC SCHOOLS

GIFTED PROGRAMPARENT INVENTORY

The information requested on this inventory will be helpful in providing appropriate educational experiences for your child. Your help in providing the information is appreciated. Please feel free to attach additional sheets or to call to provide information.

Pupil's Name _____ Date _____
 School _____ Birthdate ____/____/____ Grade _____

1. What do you feel are your child's strongest talents or skills? _____

2. What problems or weaknesses does your child have? _____

3. Please indicate any significant conditions or stresses your child is undergoing which might influence school performance. _____

4. What (if you are aware of any) are your child's educational and vocational aspirations? _____

5. What activities occupy your child's time after school and weekends? (Hobbies, special lessons, etc.) _____

6. How would you describe your child's attitudes toward school? (Activities enjoyed or disliked, enthusiasm, criticisms, relations with adults, etc.) _____

7. What kinds of skills or characteristics would you like to see your child develop through this program? _____

8. What suggestions do you have for meeting your child's needs in this program? _____

Name: _____ Relationship to child: _____

SCOTT COUNTY SCHOOL SYSTEM

DATE: _____

Dear _____:

As you know, your child has been (A) considered for placement in the Scott County Academically Gifted Program or (B) for re-evaluation. After reviewing your child's assessment results, the Pupil Study (Identification/Placement) Committee has determined that _____ is not eligible for placement or continued services in the Gifted Program. In accordance with state guidelines, it is necessary to establish rigorous criteria for determining program eligibility. Although your child possesses high abilities, based on our established criteria, the committee feels that program placement or continued service is not in your child's best interest at this time.

If you have any questions, please feel free to call or to come by the school. If you are not in agreement with the committee's decision, you have a right to appeal to a division-wide appeals committee. Forms of Appeal may be obtained at the School Board Office, from the Gifted Resource Teacher, or School Coordinator. Please contact the County's Coordinator of Gifted Education at 276.386.6118 within fifteen (15) days following receipt of this written notification, if you wish to initiate appeal proceedings.

Your child may be re-referred and re-evaluated for the Scott County Gifted Program during the next school year, if you so desire. Scott County Public Schools will continue to educate your child according to his/her needs and abilities.

Sincerely,

Gifted Coordinator

SCOTT COUNTY SCHOOLS GIFTED PROGRAM – STUDENT PROFILE

IDENTIFICATION MATRIX GRADES K-3	
SCHOOL: _____	
DATE: _____	
STUDENT'S FULL NAME: _____	
PARENT'S NAME: _____	
HOME ADDRESS: _____	
HOME PHONE: _____ DATE OF BIRTH: ____/____/____	
PRESENT AGE: _____ PRESENT GRADE: _____	

ASSESSMENT CRITERIA	Please circle appropriate block in each area for scoring						
ASSESSMENT AREAS (Points)	7	6	5	4	3	2	1
ABILITY TEST (Otis Lennon-DIQ)	140	139- 135	134- 130	129- 125	124- 120	119- 115	114- 110
OBSERVATION Teacher Assessment (Points)					3 60-50	2 49-40	1 39-30
SAGES – 2 Test-Math/Science (Screening Assessment)					99-95	94-90	89-84
SAGES – 2 Test-Language Arts/Social Studies (Screening Assessment)					99-95	94-90	89-84
PERFORMANCE Overall Grade Average					100- 95	94-86	85-78
Eligibility Requirements K-3 = 13 Points							
(Revised Nov. 2005)				TOTAL			
POINTS: _____							

PLACEMENT COMMITTEE REPORT*

____ ELIGIBLE FOR PLACEMENT

____ INELIGIBLE FOR PLACEMENT

 COMMENTS: _____

 DATE: _____

SIGNATURE

POSITION

**SCREENING COMMITTEE REPORT
GENERAL INTELLECTUAL APTITUDE
GRADES K-3**

STUDENT'S FULL NAME: _____ **DATE:** ____/____/____

GRADE: _____

CRITERIA	3 OUTSTANDING	2 ABOVE AVERAGE	1 AVERAGE
ASSESSMENT PERFORMANCE			
TEACHER CHECKLIST			
SAGES-2 SCREENING ASSESSMENT			
PALS/ASSESS TEST			

_____ **RECOMMENDED FOR COMPLETE ASSESSMENT**

_____ **NOT RECOMMENDED FOR COMPLETE ASSMENT**

SIGNATURE

POSITION

SCOTT COUNTY SCHOOLS GIFTED PROGRAM – STUDENT PROFILE

IDENTIFICATION MATRIX GRADES 4-8	
SCHOOL: _____	
DATE: _____	
STUDENT'S FULL NAME: _____	
PARENT'S NAME: _____	
HOME ADDRESS: _____	
HOME PHONE: _____	DATE OF BIRTH: ____/____/____
PRESENT AGE: _____	PRESENT GRADE: _____

ASSESSMENT CRITERIA		Please circle appropriate block in each area for scoring						
ASSESSMENT AREAS (Points)		7	6	5	4	3	2	1
ABILITY TEST (Otis Lennon-DIQ)		140	139-135	134-130	129-125	124-120	119-115	114-110
OBSERVATION Teacher Assessment (Points)						3 60-50	2 49-40	1 39-30
SAGES – 2 Test-Math/Science (Screening Assessment)						99-95	94-90	89-84
SAGES – 2 Test-Language Arts/Social Studies (Screening Assessment)						99-95	94-90	89-84
SOL (State)	ENGLISH							
1 point for advanced	MATH							
PERFORMANCE Overall Grade Average						100-95	94-86	85-78
Eligibility Requirements 4 – 8 = 16 points								
(Revised Nov. 2005)						TOTAL		
POINTS: _____								

PLACEMENT COMMITTEE REPORT*

____ ELIGIBLE FOR PLACEMENT

____ INELIGIBLE FOR PLACEMENT

 COMMENTS: _____
 DATE: _____

SIGNATURE

POSITION

SCREENING COMMITTEE REPORT
GENERAL INTELLECTUAL APTITUDE
Grades 4 - 8

STUDENT'S FULL NAME: _____ **DATE:** ____/____/____

GRADE: _____

CRITERIA	3 OUTSTANDING	2 ABOVE AVERAGE	1 AVERAGE
ASSESSMENT PERFORMANCE			
TEACHER CHECKLIST			
SAGES-2 SCREENING ASSESSMENT			
SOL STATE			

_____ **RECOMMENDED FOR COMPLETE ASSESSMENT**

_____ **NOT RECOMMENDED FOR COMPLETE ASSMENT**

SIGNATURE

POSITION

SCOTT COUNTY SCHOOLS GIFTED PROGRAM – STUDENT PROFILE

IDENTIFICATION MATRIX GRADES 9-12	
SCHOOL: _____	
DATE: _____	
STUDENT'S FULL NAME: _____	
PARENT'S NAME: _____	
HOME ADDRESS: _____	
HOME PHONE: _____	DATE OF BIRTH: ____/____/____
PRESENT AGE: _____	PRESENT GRADE: _____

ASSESSMENT CRITERIA		Please circle appropriate block in each area for scoring						
ASSESSMENT AREAS (Points)		7	6	5	4	3	2	1
ABILITY TEST (Otis Lennon-DIQ)		140	139- 135	134- 130	129- 125	124- 120	119- 115	114- 110
OBSERVATION						3	2	1
Teacher Assessment (Points)						60-50	49-40	39-30
WOODCOCK JOHNSON						99-95	94-90	89-84
SOL (State)	ENGLISH							
1 pt. for advanced	MATH							
PERFORMANCE								
Overall Grade Average						100- 95	94-86	85-78
Eligibility Requirements 9-12 = 16 points								
(Revised Nov. 2005)					TOTAL			
POINTS: _____								

PLACEMENT COMMITTEE REPORT*

_____ ELIGIBLE FOR PLACEMENT

_____ INELIGIBLE FOR PLACEMENT

COMMENTS: _____

DATE: _____

SIGNATURE

POSITION

SCREENING COMMITTEE REPORT
GENERAL INTELLECTUAL APTITUDE
Grades 9 - 12

STUDENT'S FULL NAME: _____ **DATE:** ____/____/____

GRADE: _____

CRITERIA	3 OUTSTANDING	2 ABOVE AVERAGE	1 AVERAGE
ASSESSMENT PERFORMANCE			
TEACHER CHECKLIST			
WOODCOCK JOHNSON :			
SOL STATE			

_____ **RECOMMENDED FOR COMPLETE ASSESSMENT**

_____ **NOT RECOMMENDED FOR COMPLETE ASSMENT**

SIGNATURE

POSITION

**SCOTT COUNTY PUBLIC SCHOOLS
340 EAST JACKSON STREET
GATE CITY VA 24251**

Dear _____:

Careful consideration is given to determine which children derive the greatest benefit from the Gifted Program. Emphasis has been placed on children who are identified through:

- 1. Responsibility to Task Completion**
- 2. Superior Academic Achievement**

Students in the Gifted Program are continuously evaluated to determine if they are meeting these qualifications.

A review of your child's school performance by the Identification/Placement Committee indicates that he/she is not working up to his/her potential. Therefore, he/she is no longer eligible for special enrichment activities designed for gifted students or has been placed on probationary status for one grading period. If you are not in agreement with the committee's decision, you have the right of appeal to a division-wide appeals committee. Please contact me at 276.386.6118 within fifteen (15) days following receipt of this written notification if you wish to initiate appeal proceedings.

Should your child's future performance show marked improvement, you may request that the school's Child Study Committee for Gifted Students reevaluate him/her in light of the county's present program. Please contact the school for a conference.

We hope that your child will work hard to improve so that he/she may be included in future activities.

Sincerely,

**Brenda P. Robinette
Gifted Coordinator**

**Sarah Medukas
School Gifted Coordinator**

**SCOTT COUNTY PUBLIC SCHOOLS
GATE CITY VA 24251**

PARENTAL/STUDENT REQUEST FOR GIFTED PROGRAM EXIT

FULL NAME OF STUDENT: _____

SCHOOL: _____ **GRADE:** _____

I no longer wish for my child to participate in the Scott County Gifted Program, nor to be considered as an identified general intellectually gifted student. I understand that should my child wish to re-enter the program in the future, it would be necessary that he/she complete the initial identification procedures and requalify under current program criteria.

Signature of Parent

Date

SCOTT COUNTY SCHOOL SYSTEM
APPEAL OF PLACEMENT DECISION

STUDENT'S NAME: _____

SCHOOL: _____ **GRADE:** _____

SCHOOL PRESENTLY ATTENDING: _____

State the reason(s) why you disagree with the Placement Committee's decision.

What do you think would be the appropriate placement for this student?

Parent/Guardian(s) Signature

Date

SCOTT COUNTY PUBLIC SCHOOLS
GATE CITY VA 24251

APPEAL COMMITTEE'S DECISION

STUDENTS NAME: _____

SCHOOL: _____ GRADE: _____

Date of Eligibility/Placement Committee's Decision: _____

Parent/Guardian of Student: _____

Nature of Appeal: _____

Decision of the Appeal Committee: _____

Reason(s) for Decision: _____

Member _____ Position _____ Date _____

Member _____ Position _____ Date _____

Member _____ Position _____ Date _____

Member _____ Position _____ Date _____

Member _____ Position _____ Date _____

Date

To Whom it May Concern:

This is to inform you of the meeting of the Local Advisory Committee of the Scott County Gifted Program.

The meeting will be held on ____/____/____ at 3:00 pm in the Scott County School Board Office conference room.

The agenda will be as follows:

-
-
-
-
-

If you are unable to attend this meeting, please call the School Board Office at 276.386.6118.

Sincerely,

**Brenda P. Robinette
Gifted Coordinator**

**Sarah Medukas
School Gifted Coordinator**