

Northumberland County Public Schools

Local Plan for the Education of the Gifted

2020-2025

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Date Approved by School Board		

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate time frame of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable time frame 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

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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 the drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

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

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

General Information regarding the Gifted Program in Northumberland 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.

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Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12th
Specific Academic Aptitude (SAA)	N/A
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	3rd-12 th

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 Northumberland County Public School (NCPS) is committed to an educational program that provides the best possible education for each student. It recognizes that each child is a unique human being who possesses individual needs and abilities. NCPS believes it is the responsibility of the school division to identify these needs and abilities and to provide each child with the opportunity to develop these capacities. Individualization occurs as NCPS provides programming to align with the talents of the identified students. Additionally, each student is afforded the opportunity to proceed at different rates.

The philosophy of Northumberland County Public Schools is to identify gifted students and provide opportunities for challenging and motivating curricula that meet the abilities of these students. These unique opportunities allow gifted students to develop their skills to analyze and solve real-world problems while developing empathy for their fellow citizens.

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.

“Gifted students means, those students . . . who demonstrate high levels of accomplishment or show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students are identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes . . . in one or more of the following areas: General intellectual aptitude, specific intellectual aptitude, career and technical aptitude, and visual or performing arts aptitude” (Attachment A, Regulation Governing Educational Services for Gifted Students, definitions, p. 2). Gifted students may exhibit asynchronous development. Asynchronous is the term used to describe the mismatch between cognitive, emotional, and physical development of gifted individuals. Twice exceptional students are those who have an identified disability, qualify for special education or 504 services, and are gifted in one or more academic disciplines.

The identification process in Northumberland County Public Schools begins with a referral from a student self-referral, teacher, administrator, or parent and includes demographics, a brief description of the possible academic or visual arts talents or giftedness and teacher checklist. Once referred, the student is assessed with multiple criteria including achievement testing, ability testing, teacher rating scales, and grade point average.

A student must receive a rating of Above Average or Superior (with at least one rating in the superior range on the ability or achievement testing) on two out of four components.

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: To improve the identification of gifted students in grades K-12

Objectives	Activities	Position Responsible	Due Date	Expected Results
Work to develop teacher awareness of the differences among enrichment, extension, and acceleration	<p>Conduct workshops in cooperation with school faculty meetings</p> <p>Provide online training through Safe Schools on Gifted Education</p>	<p>Gifted Coordinator</p> <p>School Psychologist</p> <p>Administration</p>	Annually	Teachers will understand the differences in activities designed to enrich, extend, or accelerate learning and will work within their classrooms to include these activities and enhance differentiation
Work to develop increased awareness of gifted characteristics	Conduct workshops in cooperation with school faculty meetings and professional	<p>Gifted Coordinator</p> <p>School Psychologist</p> <p>Administration</p>	Annually	Teachers will be familiar with the variety of gifted characteristics and how to

	development Provide online training through Safe Schools on Gifted Education			identify these characteristics
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B. Delivery of Services:

Goal: Increase the opportunities for the gifted coordinator to work directly with students and general educators from Kindergarten through 12th grade.

Objective	Activities	Position Responsible	Due Date	Expected Results
<p>The division level gifted coordinator will work directly with students K-8th to provide them with activities based in appropriately differentiated curriculum.</p> <p>Students in grades 9-12 will be provided with field trip experiences, dual enrollment and A.P. opportunities, and are eligible to apply for the Chesapeake Bay Governor's School and</p>	<p>In grades K-8th, the gifted coordinator will deliver services to students through pull-out and push-in programs and assist the general education teachers with meeting students' needs.</p> <p>For profoundly gifted students and exceptionally qualified students look for opportunities for</p>	Gifted Coordinator	On-going	Division Gifted Coordinator will be able to work directly with gifted students and general education teachers.

Independent Study Opportunities.	Independent Study and a plan of constructed curricula to meet their needs.			
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C. Curriculum and Instruction:

Goal: To develop opportunities for the gifted coordinator to work collaboratively with the general education teacher, within the classroom, to enhance students learning by providing opportunities for students to participate in higher order thinking activities.

Objective	Activities	Position Responsible	Due Date	Expected Results
Provide frequent opportunities for general education teachers and gifted coordinator to engage in examination, discussion, and development of activities for enrichment, extension, and acceleration of the Standards of Learning.	Incorporate time during the grade level team meetings for discussions with the gifted coordinator to discuss activities that will enrich, enhance, and accelerate the Standards of Learning. Utilizing, collaborating and consulting with Math and Reading Specialists	Gifted Coordinator Math Specialists and Reading Specialists	On-going	These activities should promote collegial discussion of the importance of understanding the curriculum and the varied ways in which it can be presented through instruction.

D. Professional Development:

Goal: To provide the general education staff with opportunities to increase their knowledge, skills, and expertise with identifying and working with gifted students.

Objective	Activities	Position Responsible	Due Date	Expected Results
The gifted coordinator will work directly with teachers in locating resources to be utilized for instruction with their gifted students.	Participate in one-on-one meetings with general education staff upon request Select classroom teachers to attend gifted conferences with the Gifted Coordinator	General education teachers Gifted Coordinator	On-going	General education teachers will request assistance from the gifted coordinator to locate resources to meet the unique needs of the gifted students
The Gifted Coordinator will Provide opportunities for staff to participate in activities that enhance their ability to differentiate content for gifted students	The Gifted Coordinator will meet upon request with the general educator to differentiate materials, lesson plans and assessments.	Gifted Coordinator	On-going	Staff will participate in activities that will increase their ability to differentiate content for students.

E. Equitable Representation of Students:

Goal: to improve, through staff training, observations, and formal testing using universal nonverbal screeners to increase the number of students from a variety of cultural and ethnic backgrounds.

Objective	Activities	Position Responsible	Due Date	Expected Results
Work to develop increased awareness of gifted characteristics in minority and low-socioeconomic gifted populations	<p>Conduct workshops in cooperation with professional development</p> <p>Shared team drives available from materials produced by larger populated counties who have a more diverse population of gifted students from other ethnicities</p>	<p>Gifted Coordinator</p> <p>ELL Coordinator</p> <p>School Psychologist</p> <p>Director of Instruction</p>	Annually	Teachers and administrators will be familiar with a variety of gifted characteristics and how to identify these characteristics in students from other cultural and ethnic backgrounds.
The division leaders will continue to research assessments which may be helpful in increasing the pool of gifted students with diversity	Continued communication and dialogue among division leaders	<p>Gifted Coordinator</p> <p>ELL Coordinator</p> <p>School Psychologist</p>	Annually	The leadership team will revisit the current assessments used and continue to monitor appropriate test selections which identify students from diverse populations

F. Parent and Community Involvement:

Goal: Through the development of a gifted advisory committee, parents and community members may be involved in the ongoing development and programming in the servicing of the gifted.

Objective	Activities	Position Responsible	Due Date	Expected Results
<p>To maintain strong parent involvement in the Gifted Advisory Committee</p> <p>Student recognitions and products are showcased at school board meetings and community events involving the parents.</p> <p>Communication is sent through email and handouts outlining upcoming events and activities.</p>	<p>Work with building principals, the gifted coordinator, and school counselors to obtain interested teachers and parents to serve on the NCPS Gifted Advisory</p>	<p>Gifted Coordinator Administration</p>	<p>On-going</p>	<p>Parents and community members who are concerned with high quality gifted identification, programs, and services will participate on the advisory committee.</p>

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures for General Intellectual Aptitude (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 to identify a pool of candidates for further evaluation for gifted services is conducted annually. A universal nonverbal screener is used for all 2nd and 5th graders in the county. The NNAT3 (Naglieri) is administered once per year to all current 2nd and 5th grade students. All students who achieve at the 88th percentile on this computer based assessment will be referred for further evaluation.

The School Psychologist, Special Education teachers and the EL teacher are ever aware of the need for identification of twice exceptional and English Language learners in the gifted program. Referrals come from these sources within the division.

Screening to identify a pool of candidates for further evaluation for gifted services is conducted three times a year. The MAP (Measurable Academic Progress) nationally normed assessment is administered 3 times annually to all grade levels K-8th.

All students who achieve in the 90th percentile on this computer adaptive assessment will be referred for further evaluation.

Students who are referred for further evaluation through a referral process include multiple criteria for evaluation; not limited to teacher recommendation, evidence of superior test assessments, referral by parents or legal guardians, teachers, staff, peers, self, or others community members.

Shared team drives have been developed and are available to general educators from materials produced by larger populated counties. These counties have a more diverse population of gifted students and include charts that will aid in identification of gifted students from the EL, low-socioeconomic, and the students who may be twice-exceptional.

Screening for Visual Arts

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.

Screenings are conducted throughout the school year. Mass art screenings are initiated in the fall of each school year by the art teacher(s) for students who possess interest and show artistic ability. All grade level referrals are accepted on an ongoing basis from teachers, parents, individual students, peers, mentors, and community members. Referral forms are available from the schools and the central office coordinator. A letter is then mailed to the parent(s) requesting participation in the evaluation process.

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test.

Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references

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

D. Referral procedures for General Intellectual Aptitude and Visual and Performing Arts

Procedures are in place in order to identify high potential/high ability students in all populations including students who are disadvantaged, disabled, culturally diverse, low-socioeconomic populations. The search for and identification of gifted students is an ongoing process with NCPS, which means students may be referred at any point during the calendar year. Independent sources of information are used to create a pool of candidates such as the NNAT3 universal screener, MAP assessment and teacher recommendations. Any one of the following places a student in the screening pool: Referral by parent, student, teacher, or community member. Referral forms are available at each school and from the school board office.

Review of standardized tests of achievement and/or ability with a score at the 88th percentile or above is included in the screening pool on the Measurable Academic Progress (MAP) test or the NNAT3 Naglieri.

Review of student work may be a basis for inclusion in the screening pool.

Transfer students: referral for a formal assessment is automatically initiated for a transfer student who was identified in another school system. A transfer student who has been identified in their previous school system may be provisionally placed until evaluations and eligibility is determined according to NCPS criteria.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes 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.

A. General Intellectual Aptitude

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

2. Record of observation of in-class behavior
 3. Appropriate rating scales, checklists, or questionnaires
 4. Individual interview
 - 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA and/or
 - 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
 6. Records of previous achievements (awards, honors, grades, etc.)
 7. Additional valid and reliable measures or procedures
- Specify: Use off-level test results such as the SAT or ACT to identify gifted students.

B. Additional identification information for VPA - Visual Arts

A committee will conduct an assessment of appropriate student artwork, products, performance, or portfolio. When a student is identified for gifted services in the area of Visual Arts, the school staff communicates with the parent(s) and determines the appropriate activities for the student based on student strengths and available options with the school system. Written consent is required for students to receive gifted services.

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

Services for students who are eligible for gifted program in the area of General Intellectual Aptitude are provided opportunities for challenging work within their general education classrooms with other children who have been identified as gifted in grades K-12. They also have the opportunity to work with the gifted resource teacher in small groups with other gifted students. Acceleration is also utilized as a means to differentiate instruction for our TAG students. Primarily, students are accelerated in Language Arts and Math in elementary and middle schools and are offered accelerated sciences in the form of Dual Enrollment classes, STEM Academy classes, and the Chesapeake Bay Governor's School.

Visual and Performing Arts

Services for students who are eligible for gifted program in the area of Visual

and Performing Arts are provided opportunities for challenging work in after school activities with other children who have been identified as gifted in grades K -12. They also have the opportunity to work with the art teacher in small groups with other gifted students.

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.

Classroom Teacher(s)

Gifted Education Resource
Teacher/Coordinator 1

School Counselor(s) 1

School Psychologist(s) 1

Assessment Specialist(s)

Principal(s) or Designee(s) 1

b. Type of Identification /Placement Committee

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

Both School-level and Division-level

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

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

A Two Step Process for Eligibility will be considered before testing by the School Psychologist.

Step 1-Students who have been referred for screening will be screened using a three step process prior to further testing in Step 2:

Students should score 85% or higher on MAP-Measurable Academic Progress

Students should score in the above average or superior range on the NNAT

Students should have superior ratings on the teacher rating scales

Step 2-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 divisions' receipt of the parents(s) or legal guardian(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>
Naglieri NNAT3	Gifted Coordinator	Computer	Gifted Coordinator
Measurable Academic Progress MAP	Current Classroom Teacher	Computer	Gifted Coordinator
Gifted Rating Scale/Grades	Current Classroom Teacher	Gifted Coordinator	Gifted Coordinator
Wechsler Intelligence Scale for Children WISC-V	School Psychologist	School Psychologist	School Psychologist/ Gifted Coordinator

Referrals are accepted on a continuing rolling time frame throughout the calendar school year. The initial referral is sent to the Gifted Coordinator. A letter is mailed to the parent requesting consent for further evaluation. Once permission is obtained the time frame for eligibility begins. All assessments and the meeting to determine eligibility is held within 90 school days from the date of consent.

A two-step identification process is now in place to pre-screen students who are referred for eligibility. Step 1 must be met before testing by the school psychologist is conducted. Step 2 will be testing by the school psychologist. Step 1 requirements are as follows-

- Students must have a 50 or better on the teacher recommendation scale which falls in the Above Average/Superior
- Students must have an 85% or better on their achievement test MAP Measureable Aptitude Testing in Reading and/or Mathematics

-Students must have an Above Average/ Superior Score on the Naglieri (NNAT

Step 3) The gifted coordinator (or designee) assigns tasks to various members of the committee, including the meeting date for eligibility. The school psychologist completes testing and the current or most recent general education teacher that is familiar with the student completes rating scales. The school counselor, grades and additional checklists for underrepresented populations, collects other data. The committee meets on the assigned date and determines if the student meets the NCPS criteria for entrance to the gifted program. A student must receive ratings of above average or superior (with at least one rating in the superior range) on two of the five areas assessed. The committee reserves the right to consider special circumstances such as ethnicity, economically disadvantaged, cultural diversity, disability, and/or linguistic diversity in their decision making. Once determination had been completed a letter is sent to the parents with the results of the meeting.

Timeline:

Initial referrals may be completed anytime during the school year for General Intellectual Aptitude. Once permission is obtained the timeline for determination begins (90 school days).

The art teacher will collect all data including an art portfolio (containing three art products) and a classroom performance rating scale. The committee meets on the assigned date and determines if the student meets the NCPS criteria for entrance to the visual performance gifted program. A student must receive a rating of 200 or above (see Art Product Evaluation Form) the committee reserves the right to consider special circumstances such as ethnicity, economically disadvantaged, cultural diversity, disability, and/or linguistic diversity in their decision-making. Once determination has been completed a letter is sent to the parents with the results of the meeting.

Initial referrals may be completed anytime during the school year. The art teacher receives the initial referral and a letter is mailed to the parent explaining the referral and process to be considered for the talented and Gifted Visual Arts Program.

Once permission is obtained the timeline for determination begins (90 school days). The art teacher will collect all data including an art portfolio

(containing three art products) and a classroom performance rating scale. The committee meets on the assigned date and determines if the student meets the NCPS criteria for entrance to the visual performance gifted program. A student must receive a rating of 200 or above (see Art Product Evaluation Form) the committee reserves the right to consider special circumstances such as ethnicity, economically disadvantaged, cultural diversity, disability, and/or linguistic diversity in their decision-making. Once determination has been completed a letter is sent to the parents with the results of the meeting.

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

When a student is identified for gifted services in this area, the school staff communicates with the parent(s) and determines the appropriate differentiated educational services/activities for the student based on student strengths and available options with the school system. Written consent is required for students to receive gifted services that may include differentiation, acceleration, pullout, dual-enrollment, Chesapeake Bay Governor's School (if student qualifies)

VPA - Visual Arts

When a student is identified for gifted services in the area of Visual Arts, the school staff communicates with the parent(s) and determines the appropriate activities for the student based on student strengths and available options with the school system. Written consent is required for students to receive gifted services.

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

When a student has been referred a letter is sent to the parent(s) requesting consent for evaluations/assessments to be conducted, including collecting any additional information that may assist in determining eligibility for gifted programs within the NCPS.

Once the committee has determined that a student meets the criteria for entrance to general intellectual aptitude gifted program, a letter is sent to the parent(s) notifying them of this decision as well as requesting consent for their child to be placed in the gifted program. Parents of students determined ineligible for the gifted program are notified of the decision by letter and are provided information about the appeal process.

Visual and Performing Arts

When a student has been referred for the Visual Arts, a letter is mailed to the parent explaining the referral and the process to be considered for the Talented and Gifted Visual Arts Program.

Once the committee has determined that a student meets the criteria for entrance to the NCPS visual and performing arts gifted program, a letter is sent to the parent(s) notifying them of this decision as well as requesting consent for their child to be placed in the gifted program. Parents of students determined ineligible for the gifted program are notified of the decision by letter and are provided information about the appeal process.

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

Placement of students into the NCPS gifted program for General Intellectual Aptitude may be subject to periodic review and evaluation. The student, parent, resource teacher, general education teachers, or other appropriate

staff may identify a change in services. A conference will be held with the parent to discuss service options. A review of services may result in a continuation or change in services. A change in program services is recommended when it is determined that the student's needs are no longer being met. If there is a recommendation for a change in services parents are notified and a meeting is scheduled.

A parent may remove their child from the gifted program by submitting a written request to the division level gifted coordinator. Once this written request is received a student will be placed on inactive status. A petition will need to be submitted requesting the student's reinstatement into the program.

Visual and Performing Arts

Placement of students into the NCPS gifted program for Visual and Performing Arts shall be subject to periodic review and evaluation. The student, parent, resource teacher, general education teachers, or other appropriate staff may identify a change in services. A conference will be held with the parent to discuss service options. A review of services may result in a continuation or change in services. A change in program services is recommended when it is determined the student's needs are no longer being met. If there is a recommendation for a change in services parents are notified and a meeting is scheduled.

A parent may remove their child from the gifted program by submitting a written request to the division level gifted coordinator. Once this written request is received a student will be placed on inactive status. A petition will need to be submitted requesting the student's reinstatement into the program.

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.

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.

General Intellectual Aptitude

Services for students who are eligible for the gifted program in the area of General Intellectual Aptitude are provided opportunities for challenging work within their general education classrooms and through differentiated curriculum in grades K-12. In K-5 a pullout program is available in which students are challenged with special projects that involve critical thinking skills as well as advanced material related to the Standards of Learning. This pullout program allows the students to work with the gifted resource teacher as well as other gifted students in small groups. At the upper middle school and high levels students are counseled and encouraged to take classes with rigorous and challenging curriculum. Such classes include advanced placement, honors, dual enrollment, and governor's school classes (if they meet the qualifications).

In summary the following are offered at each school:

Northumberland Elementary: Grades K-5

Pullout enrichment program for Talented and Gifted students two days a week

After school TAG programs in Robotics and STEM

Future Problem/Community Problem Solving-5th Grade

Earth Day with the Chesapeake Bay Governor's School Differentiation and Acceleration in content areas Gifted Art Program

Northumberland Middle: Grades 6-8

Differentiation and Acceleration in content areas

Co-teaching units of study with the Gifted Resource Teacher Future Problem Solving teams

Future Problem Solvers Scenario Writing individuals

Accelerated classes (Algebra I, Geometry, and Foreign Language)

After school TAG programs in Robotics and STEM

PSATs early

Junior Beta Club

Northumberland High School: Grades 9-12

Future Problem Solving

AP Government, AP English, AP Statistics, Virtual Virginia, Dual Enrollment

Calculus, Dual enrollment Pre-calculus, Dual Enrollment Statistics, Chesapeake Bay Governor's School (for those who qualify) 10th, 11th, 12th

Beta Club

Academic Team

Summer Residential Governor's School / Foreign Language Academies

STEM Program 10th -11th

Visual and Performing Arts

Services for students who are eligible for the gifted program in the area of Visual and Performing Arts are provided opportunities for challenging work in grades K-12 through after school activities where they work with the art teacher in small groups.

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

Services for students who are eligible for the gifted program in the area of General Intellectual Aptitude are provided opportunities for challenging work within their general education classrooms through differentiated curriculum in grades K-12. Children are in classrooms with same-age peers.

Acceleration is also utilized as a means to differentiate instruction for our TAG students. Primarily, students are accelerated in Language Arts and Math in elementary and middle schools and are offered accelerated sciences in the form of Dual Enrollment classes, STEM Academy classes, and the Chesapeake Bay Governor's School.

Visual and Performing Arts

Services for students who are eligible for gifted programs, in the area of Visual and Performing Arts are provided opportunities for challenging work in after-school activities in grades K-12. Children are in classrooms with same-age peers.

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.

At the elementary and lower middle school levels teachers differentiate by providing alternative assignments that accelerate or enrich the concept being taught. The teachers provide materials of the appropriate level and complexity. At the upper middle school and high levels students are counseled and encouraged to take classes with rigorous and challenging curriculum. Such classes include advanced placement, honors, dual enrollment, and governor's school classes (if they meet the qualifications). Differentiation may

include the differentiation of questions, providing activities that stimulate higher level thinking, creative thinking, problem-solving and open-ended questions and 21st Century products.

Visual and Performing Arts

Students identified as Gifted in the areas of visual and performing arts are given opportunities to explore interests and skills that will foster growth in these areas. This is instituted through art activities within the regular school day as well as after school art activities.

C. 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.

At the elementary and lower middle school levels teachers differentiate by providing alternative assignments that accelerate or enrich the concept being taught. The teachers provide materials of the appropriate level and complexity. At the upper middle school and high levels students are counseled and encouraged to take classes with rigorous and challenging curriculum. Such classes include advanced placement, honors, dual enrollment, and governor's school classes (if they meet the qualifications). Differentiation may include the differentiation of questions, providing activities that stimulate higher level thinking, creative thinking, problem-solving and open-ended questions Century products.

Visual and Performing Arts

Students identified as Gifted in the areas of visual and performing arts are given opportunities to explore interests and skills that will foster growth in these areas. This is instituted through art activities within the regular school day as well as after school art activities.

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

At the elementary and lower middle school levels teachers differentiate by providing alternative assignments that accelerate or enrich the concept being taught. The teachers provide materials of the appropriate level and complexity. At the upper middle school and high levels students are counseled and encouraged to take classes with rigorous and challenging curriculum. Such classes include advanced placement, honors, dual enrollment, and governor's school classes (if they meet the qualifications). Differentiation may include the differentiation of questions, providing activities that stimulate higher level thinking, creative thinking, problem-solving and open-ended questions and 21st Century products.

Visual and Performing Arts

Students identified as Gifted in the areas of visual and performing arts are given opportunities to explore interests and skills that will foster growth in these areas. This is instituted through art activities within the regular school day as well as after school art activities.

F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude

Academic growth for students identified as Talented and Gifted are measured by their ability and rate of success in processing and demonstrating the new skills provided by the accelerated and differentiated curriculum. The teacher evaluation system, SOL scores, grades and growth percentiles will assist in providing accountability that these selected students demonstrate growth above and beyond their peers. At the elementary Level MAP (Measurable Academic Progress) testing is utilized to measure student growth from 3rd through 5th grade.

Visual and Performing Arts

Student growth is measured by their increasing ability to demonstrate the following:

- Skillful composition Complexity of ideas
- Sensitive use of color, line, texture, space and perspective Purposeful use of shape Effective use of a variety of media
- Expressiveness

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 the 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.

General Intellectual Aptitude

Differentiation and acceleration is utilized as a means to provide instruction for our TAG students in order to make available more challenging academic curricula. Primarily, students are accelerated in Language Arts and Math in elementary and middle schools and are offered accelerated sciences in the form of Dual Enrollment classes, STEM Academy classes, and the Chesapeake Bay Governor's School once they enter high school.

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.

Northumberland County Public Schools does have a program of studies and advanced course pace and sequence to guide our gifted students. Our students are provided a copy each year as they meet and work with their school counselor to map their academic pathway. We offer Chesapeake Bay Governor's School, Advanced Placement and Dual Enrollment options to meet the learning needs of gifted students.

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

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

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.

2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and

c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).

3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:

a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;

b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;

c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;

d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;

e. The evaluation of data collected from student records such as grades, honors, and awards;

f. The use of case study reports providing information concerning exceptional conditions; and

g. The structure, training, and procedures used by the identification and placement committee.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:

a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;

b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and

c. The development of learning environments that guide students to become self-directed, independent learners.

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

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 school division will look at assessment criteria for identification annually. They will review screening, referral, identification, and equitable

representation of students, student outcomes, and the academic growth of the students based on NNAT3 and MAP data.

On-going School Principals have documentation of differentiation within each teacher's weekly lesson plans. Grade level and department chair personal also review and advise teachers on differentiation of instruction. The gifted coordinator also assists with lesson plan development on as add needed basis.

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

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

All gifted and talented academic and art talented parents are invited to participate in the work of the Northumberland County Gifted and Talented Advisory Committee in the fall of each year. The advisory committee shall meet in the evening quarterly. The advisory will be given an update for the gifted and talented programming and enrichment opportunities happening in all three schools in the division, and then the topic of education will be discussed that is either a social or emotional topic or an educational topic of interest for discussion. Other concerns among parents, teachers, and school leaders can be shared in this setting. These meetings will be held at the local public library as a central county location.

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:

Local Plan for the Education of the Gifted

- 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

Appendix A

Introduction

Northumberland County Public Schools

Talented and Gifted Program Procedures

“Each school division shall establish uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude” (8VAC20-40-40).

In order to fulfill this requirement Northumberland County Public Schools provides for an identification system to determine those students who demonstrate abilities that meet the definition of gifted and talented. The students meeting the eligibility requirement are then afforded opportunities to meet their unique needs.

Northumberland County Public Schools (NUCPS) provides those students identified as talented and gifted with opportunities to advance their knowledge and increase their academic and visual arts abilities. Educational strategies such as differentiation, acceleration, independent work, and pullout programs are provided at the elementary and middle school levels. Advanced courses, honors courses, dual enrollment opportunities, STEM program classes, and the Chesapeake Bay Governor’s School are opportunities for upper middle and high school students.

Gifted students are . . . “those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs” (8VAC-20-40-20).

Referral Process:

A student may be referred by a parent, school staff member, community member, or by the student. The referral forms are available at each school through the guidance department.

Local Plan for the Education of the Gifted

Students who have received a score at the 85 percentile or higher or standardized tests of achievement or ability are referred for further assessment. Students who transfer will automatically be referred to determine if they meet the local qualifications for the gifted and talented program.

In both of the above noted situations forms TAG 1 and TAG 1A are to be completed and returned to the guidance department of the student's school.

Identification/Eligibility

Once a student is referred, the forms are forwarded to the Director of Special Student Services and Gifted at the School Board Office. A letter is sent to the parent(s)/guardian(s) to request consent for further evaluation. Included with the consent form is an explanation of the talented and gifted referral process (forms 2, 2A, and 2B).

Upon receipt of the consent form (TAG 2A) NUCPS will assign the appropriate tasks (rating scales, Student Eligibility Assessment Scale-form TAG 3A, grade point average, and evaluations) to the identified personnel responsible for these components. Within 90 school days of the date of the referral a meeting is scheduled to determine eligibility for the Talented and Gifted Program.

The individuals assigned to the committee (by school) meet to determine eligibility. Each school's committee is comprised of a school administrator or designee, a school psychologist, a gifted resource teacher, and the Director of Special Student Services and Gifted.

Eligibility is determined by a student receiving a rating of above average or superior (with one rating in the superior range on either the ability or achievement assessments) on two of the five components required for determination (form TAG 3).

During the Eligibility meeting form TAG 4 is completed. This form records the following: Recommended for placement in TAG; Not recommended for placement in TAG Recommendation for further evaluation.

Notification of Results

Once a determination has been made, parent(s)/letter of the results notifies guardian(s). If the student has been determined to be eligible forms TAG 5 and TAG 5A are sent to the parent(s)/guardian(s) with a request for consent of

placement in the Talented and Gifted Program. If a child is found to be not eligible Form 5B is sent to the parent(s)/guardian(s).

Appeal

The parent(s)/guardian(s) of a student who has been referred and determined not to be eligible may appeal the committee's decision. This appeal (as stated in form TAG 5B) must be made in writing within ten days of the sending of the letter stating that the student was not eligible for the Talented and Gifted Program. Written appeals should be addressed to the Director of Special Student Services and Gifted located at Northumberland County Public Schools School Board Office. Once a request for an appeal is made, forms TAG 6 and TAG 6A are mailed to the parent(s)/guardian(s). This letter acknowledges the request for appeal and requires consent for further evaluation.

Upon receipt of this consent the additional component(s) are assigned to the appropriate personnel and the committee will reconvene within 45 business days. Form TAG 4 will again be used to record the committee's decision. A letter will follow to the parents stating the results of this meeting (form TAG B or TAG C) If a student is again found to not meet the division's qualifications for the Talented and Gifted program the parent(s)/guardian(s) have an option to refer their child again the next school year.

Appendix B Forms

Explanation of the Talented and Gifted (TAG) Program Referral (Formerly Academically Talented and Gifted (ATAG) Program)

The process for identifying children for the Talented and Gifted (TAG) program is a lengthy one. In order to insure that our students receive the educational experiences they need to make use of their potentials and abilities, it is necessary to take care in the identification of those who may need special programming.

The overall goal of our TAG program is to provide differentiated instructional experiences that meet students' learning needs and styles.

The identification process may take up to 90 business days. The supportive data for identification and placement must be gathered from a variety of sources in order to accurately assess a student's abilities and strengths.

The following is an explanation of the steps involved in the identification process:

1. A child is referred by a teacher, parent, community member, or another member of school personnel
2. Support data is collected. The following data is accumulated for a screening pool of students:
 - Student Eligibility Assessment Scale (completed by a teacher or team of teachers)
 - Standardized achievement and ability test scores
 - Grade point average
3. Once the support data is collected, a second level ability or achievement test may be administered. It is at this time that parents are informed of the screening process and asked to give permission for testing.
4. A county Identification/Placement Committee is then scheduled to consider the data on all students who meet the identification criteria. The children who qualify are recommended into the program by this committee.
5. At this time, students and parents are notified of the process results.

It is evident that this process takes time, the testing and meetings require advance notice and preparation.

If you have any questions or concerns, please contact the TAG teacher or coordinator.

Talented and Gifted (TAG) Program Referral

Student's Name	Date of Birth	School/Grade
Parents/Guardians:		
911 Address: _____ _____		
Mailing Address: (if different from 911 address)		
Home Phone:	Cell Phone:	
Work Phone:	Emergency Phone:	
Referral Source		
Date:	Relationship:	Name:
Signature of Referral Source:		
Description of Factors to be considered:		

Attach: Report Card, Current Assessment Data, Transfer Student Assessment Data

Referring Source: _____ Date: _____

Parent/Guardian: _____ Date: _____

Parent/Guardian: _____ Date: _____

Counselor: _____ Date: _____

Copy Signed by Parent to School Board Office

Copy to Guidance Counselor

Talented and Gifted (TAG) Program Referral

I would like to refer _____
(Student's Name)

Grade: _____ School: _____

for the Talented and Gifted (TAG) Program. I have checked the traits which indicate the he/she should be considered for the program.

___ Learns fast and quite easily

___ Understands a lot of things and asks "why" or "how"

___ Seems to read more than other children his/her age

___ Has a good memory

___ Uses many different words

___ Is independent and does things for himself/herself

___ Asks a lot of questions

___ Can concentrate for a long time on something he/she likes

___ Develops new ideas or thoughts

___ Asks for "reasons" - does not want a simple "yes" or "no"

___ Has the ability to follow and lead comfortably

- ___ Has an advanced sense of humor
- ___ Is motivated to explore and discover

Date: _____

Signature of person making referral: _____

Relationship to student: _____

Dear _____,

Your child, _____, has been identified as a very capable young student and may qualify for special enrichment activities in his /her school.

A part of the determination of eligibility requires an individually administered achievement and ability test. This test diagnosis specific learning achievement and aptitudes.

If you are interested in having your child tested, please check and sign the appropriate spaces indicated and return this form in three days to the Talented and Gifted (TAG) teacher or coordinator.

You will be notified if your child is eligible for enrichment activities which will involve working with his/her intellectual peers.

Please note that the eligibility for your child's inclusion in these activities is determined on the basis of all pertinent information concerning his/her performance.

If you have any questions, please contact the TAG teacher or coordinator.

Sincerely,

Shauna McCranie
Coordinator of Gifted Services

Permission to Test

I do ____ do not ____, give permission for my son/daughter,
_____, to be given an individually administered
achievement and ability test for possible inclusion in the TAG program, in
his/her school.

I understand that the results of these tests are confidential and will only be
used by the appropriate school personnel.

Signed: _____ Date: _____

Talented and Gifted Information Sheet

Student Name: _____

Student Grade: _____

Student Age: _____

Student Contact: _____

Parent(s)/Guardian(s) Contact and Cell Phone Number:

Email: _____

Address: _____

The following information is voluntary; you can answer as much or as little as
you feel appropriate. I am looking for information to get a jump start on
knowing your child as an individual in order to plan lessons to stimulate their
interests.

I need the following information to best design interesting project based
learning to enhance your child's gifted education. Thank you for taking time

to answer a few questions that will prepare me to assist the classroom teacher in providing differentiated instruction to meet your child's individual needs.

Please complete the questions on the back and seal them in an envelope marked: Shauna McCranie, Talented and Gifted Teacher, Northumberland County Public Schools.

You may either send it to school by your child or mail it directly to your child's school. The information you provide will be kept confidential.

Northumberland Elementary School
757 Academic Lane
Heathsville, VA 22473
Attn: Shauna McCranie

Northumberland Middle School
175 Academic Lane
Heathsville, VA 22473
Attn: Shauna McCranie

Northumberland Elementary School
201 Academic Lane
Heathsville, VA 22473
Attn: Shauna McCranie

Thank you for taking the time to do this.

Shauna McCranie
smccranie@nucps.net

What is your child's favorite subject? _____

What is your child's strongest area of academics? _____

Does your child have special interests, hobbies, skills? _____

Are they artistically, musically, or verbally gifted? _____

Do they get along well with peers of the same age and older? _____

Are they excited about returning to school? If not, can you elaborate? _____

Do they function well at school? _____

Do they have any anxiety about school? _____

Are there any special medical, physical, or mental impairment you would like for me to know? _____

Can I publish your child's photo on trips and activities associated with gifted education? Please circle. Yes No

Is your child a natural leader? _____

Are they comfortable working alone or in groups? _____

Do you know how they learn best? Visually/seeing, Auditory/hearing, Kinesthetic/moving, or Tactile/creating/doing? _____

How is your child with homework? _____

How is your child with time management? Do they get right to a task or procrastinate? _____

Are they involved in sports, band, or other extra curricula activities?

Have they any separation anxieties if we take an overnight trip? Any special food circumstances? _____

Is there anything else you would like to tell me as the TAG teacher?

Talented and Gifted (TAG) Program

Parental Permission Form for Program Placement

I do ____ do not ____ give permission for my son/daughter,
_____, to be placed in the Talented and
Gifted (TAG) Program in the Northumberland County Public Schools.

Parent's Signature: _____

Date: _____



I understand that academic achievement and a willingness to accept responsibility and the commitment to this program is of primary importance in determining my child's future placement.

I further realize that a record of my child's participation and achievement will be included in their permanent record.

Parent's Signature: _____

Date: _____

Please return this form to: Shauna McCranie
Coordinator of Gifted Services
757 Academic Lane
Heathsville, VA 22473

Dear _____ ,

Your child, _____ , has met the identification criteria for placement in the Northumberland County Talented and Gifted (TAG) Program. This process is designed to meet the needs of those students who may be identified through superior intellectual ability and specific academic aptitude.

Academic achievement and a willingness to accept the responsibility of an accelerated and/or enriched program suited to the child's potential will be of primary importance in determination of future placement.

We will keep you informed as special enrichment opportunities are made available during the school year.

We are committed to meeting the needs of your child and look forward to working with you and your child in the future.

If you have any questions concerning this, please do not hesitate to contact me.

Sincerely,

Shauna McCranie
Coordinator for the TAG Program

Talented and Gifted (TAG) Program

TAG Identification/Placement Committee Action

Student's Name (First, Middle, Last)	Date of Birth/CA	School/Grade

Placement Committee: _____ Date: _____
(School)

Committee Recommendation

Student was: ___ Recommended for placement in TAG
 ___ Not recommended for placement in TAG
 ___ Recommended for further reevaluation

Signature: _____ Position: _____

**Talented and Gifted (TAG) Program
Identification/Placement Committee Checklist**

Student's Name (First, Middle, Last)		Date of Birth/CA		School/Grade	
Parents:					
Phone:					
Address:					
Range	Achievement Test* SS/%	Ability Test* SS/%	Gifted Rating Scales	Grade Point Average Sup. 3.8 – 4.0 A Avg. 3.4 – 3.7 Avg. 2.0 – 3.3	Eligibility Assessment Sup. 53 – 65 A Avg. 39- - 52 Avg. 26 – 38
Superior					
Above Average					
Average					
Below Average					

*Range is identified by assessment tool

Students receiving a rating of ABOVE AVERAGE or SUPERIOR (with at least one rating in the SUPERIOR range on either the ability or achievement assessments) on two out of five components may be eligible for the Talented and Gifted (TAG) Program.

The Ability Percentile (%) must be in at least the AVERAGE range. Data sources, as listed above will determine eligibility for TAG program services.

The eligibility committee reserves the right to consider special circumstances such as: ethnicity, economic disadvantaged, cultural diversity, and the presence of a disability.

Signature of the Program Specialist: _____

Date: _____

Talented and Gifted (TAG) Program

Gifted Education Assignment and Evaluation Schedule

CONFIDENTIAL

Results: _____

Date: _____

Student's Name (First, Middle, Last)	Date of Birth/CA	School/Grade
Parents:		
Phone:		
Address:		

Received Date	Consent Letter	90 Days	Eligibility Meeting	Parent Notification

Referred By:

Assignments	Assessments	Assigned	Due Date (Please send in on time)

****SCHEDULED ELIGIBILITY MEETINGS**

Please mark your calendar. If you are unable to attend, please notify me in advance to allow for a designee appointment.

Contact information: smccranie@nucps.net.

All assigned reports due to _____ by _____

Dear _____,

_____ was referred as a possible candidate for the school system’s Talented and Gifted (TAG) Program. Your child is a very capable student, but after careful consideration of the identification criteria, the members of the Identification and Placement Committee have decided that placement in the TAG program is not appropriate at this time.

Placement into the TAG program is determined by cut-off scores on tests, as well as, other academic performance criteria. If your child’s performance in the identification process did not suggest placement at this time, it is possible that he or she will be considered at a later time if you, or a teacher, decided that further consideration is needed.

The children who are referred for this program are all able learners and are quite capable students. If you have any questions, or would like to review the referral process records, please feel free to contact me. If you would like to appeal this decision, please contact me in writing at the above address.

Sincerely,

Shauna McCranie
Coordinator for TAG Program

Talented and Gifted (TAG) Program

Student Eligibility Assessment Scale (TAG)

Student's Name: _____ Date: _____

Teacher(s): _____ School/Grade: _____

Directions: Please rate the performance of the student as you perceive it. Below are listed a number of words or phrases which relate to performance in academic or behavioral areas. Please evaluate each characteristic in terms of its frequency of occurrence in this child's behavior.

5 Exhibited almost all of the time (90%)	4 Usually exhibited (80%)	3 Frequently exhibited (65%)	2 Occasionally exhibited (50%)	1 Rarely exhibited (25%)
--	------------------------------------	---------------------------------------	---	-----------------------------------

Student has unusually advanced vocabulary for age or grade level; can express self well and is usually well understood. _____

Student demonstrates independent reading ability with little encouragement. _____

Student strives for perfection; is self-critical. _____

Student is alert, keenly observant, responds quickly and independently. _____

Student displays a great deal of intellectual curiosity about the "why" and "how" of things. _____

Student is self-confident with children of own age as well as older

children and adults. _____

Student is flexible in thought and action, is not threatened when the normal routine is changed. _____

Student becomes absorbed and truly involved in certain topics and problems; possess a large storehouse of information. _____

Student demonstrates leadership ability; likes to organize. _____

Student shows critical thinking skepticism, evaluates and judges, reasons, seeks knowledge. _____

Student has quick mastery and recall of factual information; has ability to concentrate for long periods of time. _____

Student is creative and inventive; likes new ways of doing things. _____

Total: _____

Gifted and Talented (TAG) Program

Art Product Evaluation Form

Evaluate the student's talent as evidenced in art work on the following scale of 0 - 5 according to the following criteria. Note that a rating of 5 indicates unique, mature ability and should be used with reservation.

1.	Skillful composition	0	1	2	3	4	5
2.	Originality of ideas	0	1	2	3	4	5
3.	Complexity and detail	0	1	2	3	4	5
4.	Sensitive use of line	0	1	2	3	4	5
5.	Sensitive use of color	0	1	2	3	4	5
6.	Appropriate use of texture	0	1	2	3	4	5
7.	Purposeful use of shape	0	1	2	3	4	5
8.	Skillful use of space/perspective	0	1	2	3	4	5
9.	Effective use of media	0	1	2	3	4	5
10.	Expressiveness	0	1	2	3	4	5

Column Total: _____

Weight: _____

OVERALL TOTAL: _____

Talented and Gifted (TAG) Program

Eligibility for Gifted Programs Appeal

I am appealing the decision of the Eligibility Committee for Gifted Programs that met on _____, concerning my child _____.

I am requesting an additional test to be completed within 45 business days. I understand that this information will be considered with the existing information for the possibility of eligibility for the gifted program. I also understand that this is the last step in the appeal process and the decision made at the second eligibility meeting is final for the current school year. I am aware that I may refer my child again during the next school year if I wish.

I, _____, give my consent for an additional assessment to be completed on _____ (Child's Name). I understand that the decision of which assessment to be utilized is determined by the school psychologist.

Signature of Parent

Date

Date received by Director of Special Student Services and Gifted Programs

Signature
Dear _____,

Date

As you are aware your child, _____, was provided with an additional assessment because you appealed the Gifted and Talented Committee's original decision (_____) that your child did not meet the criteria of the division's gifted and talented program. Since our last communication your child was given an additional evaluation. Your child scored in the _____ range on this assessment.

The criteria for the Talented and Gifted Program requires a score in the superior range on at least one assessment in the area of achievement or ability. Therefore, _____ meets the division's criteria at this time.

Sincerely,

Shauna McCranie
Coordinator of Gifted Services

Dear _____,

As you are aware your child, _____, was provided with an additional assessment because you appealed the Gifted and Talented Committee's original decision (_____) that your child did not meet the criteria of the division's gifted and talented program. Since our last communication your child was given an additional evaluation. Your child scored in the _____ range on this assessment.

The criteria for the program is to score in the superior range on at least one assessment. Previous assessment shows scores in the _____ and _____ ranges. Therefore, _____ does not meet the division's criteria at this time.

If you or your child's teachers would like to refer your child again next year, please notify your child's guidance counselor. If you have any questions, please contact me at the above listed number.

Sincerely,

Shauna McCranie
Coordinator of Gifted Services

Re: _____

Dear _____,

I understand that you are appealing the decision of the Eligibility Committee for Gifted Programs that met on _____. In order to meet your request for further consideration, consent for additional testing must be obtained. Please sign the enclosed form and return it in the envelope provided. Your child will be tested again within 45 business days from receipt of the consent. This new information will be considered with the existing information at another meeting. If you have any questions, please give me a call at the number listed above.

Sincerely,

Shauna McCranie
Coordinator of Gifted Services

Appendix C

CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS

8VAC20-40-10.

Applicability.

This chapter shall apply to all local school divisions in the Commonwealth, regarding their gifted education services for students from kindergarten through twelfth grade.

Statutory Authority § 22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 § 1.1, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995; Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R. 2777 July 19, 2010.

8VAC20-40-20.

Definitions.

The words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Appropriately differentiated curriculum and instruction" means 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 the support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.

"Eligible student" means a student who has been identified as gifted by the identification

and placement committee for the school division's gifted education program.

"Gifted students" means those students in public elementary, middle, and

secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

1. General intellectual aptitude. 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.

2. Specific academic aptitude. 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 beyond their age-level peers in selected academic areas that include English, history and social science, mathematics, or science.

3. Career and technical aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent technical curiosity; advanced use of technical language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in career and technical fields.

4. Visual or performing arts aptitude. Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual or performing arts. "Identification" means the multi-staged process of finding students who are eligible for service options offered through the division's gifted education program. The identification process begins with a division wide screening component that is followed by a referral component, and that concludes with the determination of eligibility by the school division's identification and placement committee or committees. The

identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program. "Identification and placement committee" means the building-level or division-level committee that shall determine a student's eligibility for the division's gifted education program, based on the student's assessed aptitude and learning needs. The identification and placement committee shall determine which of the school division's service options are appropriate for meeting the learning needs of the eligible student. "Learning needs of gifted students" means gifted students' needs for advanced and complex content that is paced and sequenced to respond to their persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

"Placement" means the determination of the appropriate educational options for each eligible student.

"Referral" means the formal and direct process that parents or legal guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services.

"Screening" means the annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for the formal identification process. "Service options" means the instructional approaches, settings, and staffing selected for the delivery of appropriate service or services provided to eligible students based on their assessed needs in their areas of strength.

"Student outcomes" means the advanced achievement and performance expectations established for each gifted student, through the review of the student's assessed learning needs and the goals of the program of study, that are reviewed and reported to parents or legal guardians.

Statutory Authority § 22.1-16 of the Code of Virginia.

Local Plan for the Education of the Gifted

Historical Notes

Derived from VR270-01-0002 § 1.2, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995; Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R. 2777 July 19, 2010.

8VAC20-40-30. (Repealed.)

Historical Notes

Derived from VR270-01-0002 § 2.1, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995; repealed, Virginia Register Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R. 2777 July 19, 2010.

8VAC20-40-40.

Screening, referral, identification, and service.

A. Each school division shall establish uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. If the school division elects to identify students in general intellectual aptitude, it shall provide service options from kindergarten through twelfth grade.

Identification in a specific academic aptitude area may occur, as assessment instruments exist to support identification. If the school division elects to identify students in one or more selected

academic aptitude areas, it shall provide service options through twelfth grade. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion.

B. These uniform procedures shall include a screening process that requires instructional personnel to review, at a minimum, current assessment data on each kindergarten through twelfth-grade students annually. Some data used in the screening process may be incorporated into multiple criteria reviewed by the designated identification and placement committee to determine eligibility, but those data shall not replace norm-referenced aptitude test data.

C. These uniform procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. Such referrals shall be accepted for kindergarten through twelfth-grade students.

D. An identification and placement committee shall review pertinent information, records, and other performance evidence for referred students.

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The committee shall consider input from a professional who knows the child. The committee shall include classroom teachers, assessment specialists, gifted program staff, school administrators, or others with credentials or experience in gifted education. The committee shall (i) review data from multiple sources selected and used consistently within the division to assess students' aptitudes in the areas of giftedness the school division serves, (ii) determine whether a student is eligible for the division's services, and (iii) determine which of the school division's service options match the learning needs of the eligible student. The committee may review valid and reliable data administered by another division for a transfer student who has been identified previously.

1. Identification of students for the gifted education program shall be based on multiple criteria established by the school division and designed to seek out those students with superior aptitudes, including students for whom accurate identification may be affected because they are economically disadvantaged, have limited English proficiency, or have a disability. Data shall include scores from valid and reliable instruments that assess students' potential for advanced achievement, as well as instruments that assess demonstrated advanced skills, conceptual knowledge, and problem-solving aptitudes.

2. Valid and reliable data for each referred student shall be examined by the building-level or division-level identification and placement committee. The committee shall determine the eligibility of each referred student for the school division's gifted education services. Students who are found eligible by the identification and placement committee shall be offered service options with appropriately differentiated curriculum and instruction by the school division.

3. The identification process used by each school division must ensure that no single criterion is used to determine a student's eligibility. The identification process shall include at least three measures from the following categories:

a. Assessment of appropriate student products, performance, or portfolio

b. Record of observation of in-classroom behavior;

c. Appropriate rating scales, checklists, or questionnaires;

d. Individual interview;

- e. Individually administered or group-administered, nationally norm-referenced aptitude or achievement tests;
- f. Record of previous accomplishments (such as awards, honors, grades, etc.);
- or g. Additional valid and reliable measures or procedures.

4. If a program is designed to address general intellectual aptitude, an individually administered or group-administered, nationally norm-referenced aptitude test shall be included as one of the three measures used in the school division's identification procedure.

5. If a program is designed to address specific academic aptitude, an individually administered or group-administered, nationally norm-referenced aptitude or achievement test shall be included as one of the three measures used in the school division's identification procedures.

6. If a program is designed to address either the visual or performing arts or career and technical aptitude, a portfolio or other performance assessment measure in the specific aptitude area shall be included as a part of the data reviewed by the identification and placement committee.

Within 90 instructional days, beginning with the receipt of a parent's or legal guardian's consent for assessment, the identification and placement committee shall determine the eligibility status of each student referred for the division's gifted education program and notify the parent or guardian of its decision. If a student is identified as gifted and eligible for services, the identification and placement committee shall determine which service options most effectively meet the assessed learning needs of the student. Identified gifted students shall be offered placement in an instructional setting that provides:

1. Appropriately differentiated curriculum and instruction provided by professional instructional personnel trained to work with gifted students; and
2. Monitored and assessed student outcomes that are reported to the parents and legal guardians.

Statutory Authority § 22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 § 2.2, eff. June 25, 1986; amended, Virginia

Register Volume 11, Issue 9, eff. February 22, 1995; Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R. 2777 July 19, 2010. Revised June 2012

8VAC20-40-50. (Repealed.)

Historical Notes

Derived from VR270-01-0002 § 2.3, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995; repealed, Virginia Register Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R. 2777 July 19, 2010.

8VAC20-40-55.

Parental rights for notification, consent, and appeal.

A. School divisions shall provide written notification to and seek written consent from parents and legal guardians to:

1. Conduct any required assessment to determine a referred student's eligibility for the school division's gifted education program;

2. Announce the decision of the identification and placement committee regarding a referred student's eligibility for and placement in the school division's gifted education program; and

3. Provide services for an identified gifted student in the school division's gifted education program.

B. Each school division shall adopt a review procedure for students whose cases are appealed. This procedure shall involve a committee, the majority of whose members did not serve on the initial identification and placement committee, and shall inform parents or legal guardians, in writing, of the appeal process. Requests filed by parents or legal guardians to appeal any action of the identification and placement committee shall be filed within 10 instructional days of receipt of notification of the action by the division. The process shall include an opportunity to meet with an administrator to discuss the decision.

1. A parent or legal guardian of a student who was referred but not identified by the identification and placement committee as eligible for services in the school division's gifted education program shall be informed, in writing, within 10 instructional days, of the school division's process to appeal the committee's decision.

2. A parent or legal guardian of an identified gifted student may appeal any action taken by the school division to change the student's identification for placement in, or exit from the school division's gifted education program.
3. Following the notification and consent of a parent or legal guardian, the identification and placement committee shall apprise school administrators of each student's eligibility status.

Statutory Authority § 22.1-16 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R. 2777 July 19, 2010.

8VAC20-40-60.

Local plan, local advisory committee, and annual report.

A. 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. The development process for the school division's local plan for the education of the gifted shall include opportunities for public review of the school division's plan. The approved local plan shall be accessible through the school division's website and the school division shall ensure that printed copies of the comprehensive plan are available to citizens who do not have online access. The plan shall include the following components:

1. A statement of philosophy for the gifted education program and the local operational definition of giftedness for the school division;
2. A statement of the school division's gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement;
3. Procedures for the early and on-going screening, referral, identification and placement of gifted students, beginning with kindergarten through twelfth-

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grade in at least a general intellectual or specific academic aptitude program; and, if provided in the school division, procedures for the screening, referral, identification, and placement of gifted students in visual or performing arts or career and technical aptitude programs;

4. A procedure for written notification of parents or legal guardians when additional testing or additional information is required during the identification process and for obtaining permission of parents or legal guardians prior to placement of a gifted student in the appropriate service options;

5. A policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement or exit from the program. Such notice shall include an opportunity for parents or guardians to meet and discuss their concerns with an appropriate administrator and to file an appeal;

6. Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;

7. 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 a trained personnel in conformity with the developer's instructions;

8. Assurances that accommodations or modifications determined by the school division's special education Individualized Education Program (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services;

9. 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;

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10. 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;

11. A description of the school division's program of differentiated curriculum and instruction demonstrating accelerated and advanced content;

12. Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs;

13. Evidence that school divisions provide professional development based on the teacher competencies outlined in 8VAC20-542-310 related to gifted education; and

14. 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. Such review shall be based on multiple criteria and shall include multiple sources of information.

A. 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. The development process for the school division's local plan for the education of the gifted shall include opportunities for public review of the school division's plan. The approved local plan shall be accessible through the school division's website and the school division shall ensure that printed copies of the comprehensive plan are available to citizens who do not have online access. The plan shall include the following components: 1.A statement of philosophy for the gifted education program and the local operational definition of giftedness for

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the school division; 2. A statement of the school division's gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement; 3. Procedures for the early and on-going screening, referral, identification and placement of gifted students, beginning with kindergarten through twelfth-grade in at least a general intellectual or a specific academic aptitude program; and, if provided in the school division, procedures for the screening, referral, identification, and placement of gifted students in visual or performing arts or career and technical aptitude programs; 4. A procedure for written notification of parents or legal guardians when additional testing or additional information is required during the identification process and for obtaining permission of parents or legal guardians prior to placement of a gifted student in the appropriate service options; 5. A policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement or exit from the program. Such notice shall include an opportunity for parents or guardians to meet and discuss their concerns with an appropriate administrator and to file an appeal; 6. Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations; 7. 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 Revised June 2012 Local Plan for the Education of the Gifted 60 Northumberland County Public Schools 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 a trained personnel in conformity with the developer's instructions; 8. Assurances that accommodations or modifications determined by the school division's special education Individualized Education Program (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; 9. 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

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referred student, and to others upon request; 10. 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; 11.A description of the school division's program of differentiated curriculum and instruction demonstrating accelerated and advanced content; 12.Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs; 13. Evidence that school divisions provide professional development based on the teacher competencies outlined in 8VAC20-542-310 related to gifted education; and 14. 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. Such review shall be based on multiple criteria and shall include multiple sources of information.

B. Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This committee shall have two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions, and (ii) to 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 advisory committee shall be submitted annually in writing to the division superintendent and the school board.

C. Each school division shall submit an annual report to the Department of Education in a format prescribed by the department.

Statutory Authority§ 22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 § 2.4, eff. June 25, 1986; amended, Virginia

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Register Volume 11, Issue 9, eff. February 22, 1995; Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R. 2777 July 19, 2010.

8VAC20-40-70. Funding.

Funds designated by the Virginia General Assembly for the education of gifted students shall be used by school divisions in accordance with the provisions of the appropriation act.

Statutory Authority§ 22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 § 2.5, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995; Volume 26, Issue 22, eff. July 21, 2010; Errata, 26:23 VA.R.

2777 July 19, 2010.