

Dickenson County Public Schools

Gifted Education Plan

2012-2018

LEA#	026		
Superintendent	Haydee L. Robinson		
Mailing Address	PO Box 1127, 309 Volunteer Ave., Clintwood, VA 24228		
Gifted Education Coordinator/ Designee	Debra S. Colley	Title Address Telephone E-mail	Dir. of Instruction PO Box 1127, 309 Volunteer Ave., Clintwood, VA 24228 276-926-4643 dcolley@dickenson.k12.va.us
Local School Board Chairperson	Susan B. Mullins		
Date Approved by School Board	12-14-2011 Revised: 02-26-2014		

Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Dickenson County

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12

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

Dickenson County Public Schools (DCPS) believes that all students have dignity, worth, and value, and high expectations are critical to the success of every student. These beliefs are the basis of our philosophy for the education of our gifted students. The gifted education program in our division will allow opportunities for each student to discover and reach his/her full learning potential. It is in keeping with this philosophy that we provide a gifted program that is an integral component of our commitment to providing alternatives for individual students. DCPS believes that gifted students possess talents and abilities that differ from those of their age-level peers to such a degree that appropriately differentiated curriculum and instruction shall be provided to nurture their growth and development.

B. Division Operational Definition of Giftedness

DCPS defines giftedness to include students from kindergarten through twelfth grade (K-12) in General Intellectual Aptitude and in areas of Specific Academic Aptitude - English and Mathematics. The DCPS operational definitions of these two areas of giftedness are:

General Intellectual Aptitude: 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.

Specific Academic Aptitude: 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 especially in English or Mathematics beyond their age-level peers.

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

This section includes goals and objectives for the DCPS gifted education program.

Dickenson County Public Schools Gifted Education Plan

A. Identification:

Goal: All Dickenson County schools will uniformly implement the process established by DCPS for referring, screening, and identifying giftedness in the area of General Intellectual Aptitude, Specific Academic Aptitude – English, and Specific Academic Aptitude – Mathematics for students in grades K-12.

Objectives

- a. Each school's gifted coordinator, guidance counselor(s), and/or principal will insure that teachers and parents/guardians are informed of the process of referral of students to the gifted program.
- b. Each school's gifted coordinator or guidance counselor will oversee the faithful implementation of the referral, screening, and identification of students referred for the gifted education in a professional and timely manner as established by this Plan.
- c. Guidance counselors will appropriately document students identified as gifted through the established process.

B. Delivery of Services:

Goal: All Dickenson County Schools will provide appropriate services to all students identified as gifted.

Objectives:

- a. Teachers at all grade levels (K-12) will provide appropriate differentiation during core instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength.
- b. Teachers in gifted, general, and special education programs, as well as those in specialized areas, will collaboratively plan, develop, and implement services for gifted learners.
- c. All students identified as gifted will have opportunities to access additional enrichment opportunities appropriate to their interests and areas of giftedness.
- d. Student outcomes are monitored and assessed and reported to parents/guardians.

C. Curriculum and Instruction:

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

Objectives:

- a. All students identified as gifted will have appropriately differentiated curriculum and instruction in the regular classroom.
- b. All students identified as gifted will have access to honors and/or advanced level courses including dual enrollment and Advanced Placement (AP) courses at the secondary level.

Dickenson County Public Schools Gifted Education Plan

- c. All students identified as gifted will have access to secondary-level specialized programs including academic year Governor’s School and summer residential Governor’s Schools.
- d. All students identified as gifted in K-8 will have access to locally provided summer enrichment programs.

D. Professional Development:

Goal: DCPS will provide opportunities for professional development in gifted education at the school, division and/or regional levels.

Objectives:

- a. Each school’s gifted coordinator/principal/guidance counselor will provide training for teachers on the referral, identification, and placement process to insure fidelity of implementation of these processes.
- b. DCPS teachers will participate in professional development activities regarding best practices for instruction of gifted learners in the regular classroom, including but not limited to differentiation, classroom environment, and assessment.

E. Equitable Representation of Students:

Goal: Acting on our belief that all students have dignity, worth, and value, DCPS will insure equity of representation in its gifted programs.

Objectives:

- a. DCPS will annually review and assess referral, identification, and placement of students in the gifted program to determine the extent to which we are appropriately serving students in subgroups including students that are economically disadvantaged, have limited English proficiency, or have a disability.
- b. If disparities are revealed in the annual review the DCPS gifted coordinator will convene a committee to include school gifted coordinators and parents to identify and recommend to the School Board specific changes to the Plan for Gifted Education prior to the beginning of the next school year so as to insure equity of representation in its gifted programs.

F. Parent and Community Involvement:

Goal: DCPS will continue to actively seek ways for parents and community members to be involved in gifted education at the school and division levels.

Objectives:

- a. Each school will provide parents and other community members with opportunities to learn about and participate in the gifted program at their child’s school, including but not limited to guest speakers, mentorships, etc.
- b. Parents/guardians will be informed of the referral, identification, and placement procedures for gifted education through appropriate and available

channels of communications at each school, including but not limited to the school's website, PTO/PTA, and newsletters.

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

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures 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.

General Intellectual Aptitude

Referral of students for the gifted program may be made at any time, but ~~early~~ each year between February 1 and April 1, with guidance from the school's gifted coordinator, teachers will conduct an annual review of current assessment data and other sources of information for each of their students (kindergarten through twelfth grade) to create a pool of potential candidates for further assessment. Based on this data and using the DCPS Screening Data for Referral (p. 38) tool, teachers will refer students to the gifted program who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment.

Specific Academic Aptitude - English and Specific Academic Aptitude - Mathematics

Referral of students for the gifted program may be made at any time, but each year between February 1 and April 1, with guidance from the school's gifted coordinator, teachers will conduct an annual review of current assessment data and other sources of information for each of their students (kindergarten through twelfth grade) to create a pool of potential candidates for further assessment. Based on this data and using the DCPS Screening Data for Referral (p. 38) tool, teachers will refer students to the gifted program who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment specifically in English or Mathematics.

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 permit referrals from parent/guardians, teachers, professionals, students, peers, self, or others. These procedures 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.

The principal, guidance counselor, or gifted coordinator at each school will annually provide to teachers information regarding characteristics of giftedness, DCPS referral procedures, copies of forms, timelines, and other information to facilitate the

Dickenson County Public Schools Gifted Education Plan

identification of students gifted in the area of GIA or SAA. This information will also be made available to parents and others by publication on the school's website and in the Student Handbook.

Referral of a student for the DCPS Gifted Education Program may be made at any time during the school year, although SIPC consideration of referrals made after April 1 will be deferred until the following school year as long as the 90-day timeline for determination of eligibility is maintained.

General Intellectual Aptitude

Referral by School Personnel:

After teachers have completed the required annual review of relevant data to create a pool of possible candidates, teachers will make referrals to the School Identification and Placement Committee (SIPC) by submitting the *Referral Form & Checklist* and *Screening Data for Referral* before April 1.

Referral by Parents or Others:

Parents, peers, professionals with related expertise, or the student him/herself may also make referrals for the Gifted Education Program. To insure greater transparency of the referral process, a link to information about the school and/or district program of Gifted Education, including referral options, will be placed on each school's website. Online information shall include (but not be limited to) timelines for referral and identification, characteristics of giftedness, steps in the referral and identification process, and all relevant referral forms.

All required referral forms are also available in hard copy from the school's guidance office, the gifted coordinator, or from the district website. Referral by professionals, peers, or the student him/herself requires submission of a letter addressed to the school's principal or the district gifted coordinator. All other forms from parents and teachers will be required to move to the identification process.

In order to insure identification of all potentially gifted students, the annual review of gifted procedures for teachers will provide research on and emphasize characteristics of giftedness that may be masked by gender, poverty, developmental differences, handicapping conditions, and English as a second language.

Once the SIPC has received a referral, parents/guardians will be notified in writing within 10 school days of receipt of a referral. Written notification to the parent/guardian of a referral by anyone other than a parent/guardian will include the required DCPS forms for Permission to Test and behavior checklist. When the referral is made by a parent/guardian, within 10 instructional days parents will be notified in writing that the completed referral has been received and that an eligibility decision will be made within 90 instructional days.

Specific Academic Aptitude - English and Specific Academic Aptitude - Mathematics

After teachers have completed relevant screenings, referrals will be made to the School Identification and Placement Committee (SIPC) by submitting the *Referral Form & Checklist*, as well as any relevant screening data. The SIPC at each school is appointed by the principal and shall include the principal/designee, the guidance counselor/chairperson, the referring teacher, and two additional teachers/committee members. Students in kindergarten through grade 12 may be referred for specific academic aptitude in English and Mathematics.

The principal, guidance counselor, or gifted coordinator at each school will annually provide to all teachers information regarding characteristics of giftedness, DCPS referral procedures (for teacher, parent, or student's self referral), sample forms, timelines for required teacher review of relevant data, and other information to facilitate the identification of students gifted in the specific academic area of English or math.

It is important to note that, while an annual review is required, referrals for identification in English or math may be made at any time during the school year by school personnel, parents/guardians, others determined to be of related expertise, peers, or self-referrals. Parent or self referrals may be made at any time during the school year, although SIPC consideration of referrals made after March 15 may be deferred until the following school year. Each school will provide information regarding the parent or self referral process by posting it on the school's website. To insure greater visibility to parents, teachers will place links to information about the school and/or district program of Gifted Education, including parent referral, on class web pages. Online information shall include (but not be limited to) timelines for referral and identification, characteristics of giftedness, steps in the identification process, examples of services, and downloadable copies of all relevant parent referral forms.

Referral forms and required checklists are available from the school's guidance office, the gifted coordinator, or may be downloaded from the district website.

In order to insure identification of all potentially gifted students, the annual review of gifted procedures for teachers will provide research on and emphasize characteristics of giftedness that may be masked by gender, poverty, developmental differences, handicapping conditions, and English as a second language.

Once the SIPC has received a referral, parents/guardians will be notified in writing within 10 school days of receipt of a referral. Written notification to the parent/guardian of a referral by anyone other than a parent/guardian will include a request for completion of the required DCPS forms for Permission to Test and behavior checklist. When the referral is made by a parent/guardian, within 10 instructional days parents will be notified in writing that the completed referral has been received and that an eligibility decision will be made within 90 instructional days.

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.

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

This section includes the criteria that are used by DCPS to develop a profile or composite for each student being considered. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility.

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
- 4a. Individual or group-administered, nationally norm-referenced aptitude test(s) and/or
- 4b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 5. Record of previous achievements (awards, honors, grades, etc.)

Specific Academic Aptitude - English and Specific Academic Aptitude - Mathematics

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

For both GIA and SAA eligibility, SIPC uses data from

- Behaviors Checklists from both teacher and parent (based on Kingore Observation Inventory); if referral is made by someone other than a teacher, teacher Behaviors Checklists will be required from at least one teacher currently teaching the referred student;
- Screening Data Form, which includes current screening data (PALS, SRI, SMI, etc.), norm-referenced aptitude tests (OLSAT, SAGES), and norm-referenced achievement tests (PSAT, SAT, ACT, etc.), academic assessments including SOL; and

- Other available assessment data as provided by the referring teacher or in student's records.

Using the DCPS Holistic Scoring Rubric (based on Kingore Observation Inventory) prior to the eligibility meeting, each member of the SIPC will individually review and rank the student [average (1), above average (2), superior (3) or exceptional (4)] based on information in the checklists and data report. No single criterion will carry more weight than another, but rather the committee will review the data as a whole to reach a ranking as reflected by available data. Collectively, the SIPC will analyze all information, discuss, and reach consensus on a ranking and recommendation for appropriate level of services as indicated on the Holistic Rubric.

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)

- This section includes the **number** of persons comprising the School Identification/Placement Committee (SIPC) by category.

General Intellectual Aptitude, Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

- 1 Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- Division Gifted Education Coordinator
- 2 Other(s) Specify: Referring Teacher/Classroom Teacher; School Gifted Coordinator

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

- School-level
- Division-level

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

This section includes a chart detailing all criteria that shall be considered in the identification process for a specific area of giftedness. A description of the eligibility process used by the committee to make decisions regarding eligibility for services follows the chart.

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Otis-Lennon School Ability Test (OLSAT 8)	Guidance Counselor	Guidance Counselor	School Gifted Coordinator
Teacher(s) Rating	Classroom Teacher(s)	School Gifted Coordinator	School Gifted Coordinator
Behaviors Checklist	Parent/Guardian	School Gifted Coordinator	School Gifted Coordinator
Behaviors Checklist	Classroom Teacher(s)	Guidance Counselor/ School Psychologist	School Gifted Coordinator

The identification and placement committee (SIPC) shall determine the eligibility status of each student referred for General Intellectual Ability (GIA) the DCPS gifted education program and notify the parent/guardian of its decision. The SIPC may make the following placement decisions:

- a. Gifted in General Intellectual Ability
- b. Defer final eligibility decision for one (1) year
- c. Not eligible for services
- d. Exit the DCPS Gifted Education Program

Procedures for identification and placement in the DCPS gifted education program begin with a formal referral of a student for consideration for services. A referral may be initiated by the parent/guardian, teacher, principal, community member, or student. The parent/guardian is notified of the referral of the child for gifted services and is requested to provide written permission to gather data and assess eligibility for gifted services (i.e., consent for assessment). Once a referral is made and consent for assessment is received, the school’s gifted coordinator initiates the identification and placement process including the collection of all eligibility information about the referred student.

The school’s gifted coordinator enters all appropriate information to be examined by the SIPC, which considers the data collected for each student then reviews and discusses the profile of the child’s multiple criteria (see chart above) holistically in order to determine need for services. Students do not need to score at a prescribed level on any single measure to be eligible for services; however, a trend of consistently demonstrated academic strength is expected. DCPS does not allow any one single criterion to deny or guarantee access to gifted services. If the evidence in total is inconclusive and the committee feels it would be appropriate, SIPC may recommend that a student be reevaluated for services in the next school year.

Within 90 instructional days, beginning with the receipt of consent for assessment from the parent/guardian, the School Identification and Placement Committee (SIPC) determines the eligibility status of each student referred for the DCPS gifted education program and notifies the parent/guardian of its decision. If a student is identified as gifted and eligible for services, the SIPC shall determine the service option that most effectively meets the learning needs of the student.

Specific Academic Aptitude - English and Specific Academic Aptitude - Mathematics

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Otis-Lennon School Ability Test (OLSAT)	Guidance Counselor	Guidance Counselor	School Gifted Coordinator
Teacher(s) Rating	Classroom Teacher(s)	School Gifted Coordinator	School Gifted Coordinator
Parent Rating	Parent/Guardian	School Gifted Coordinator	School Gifted Coordinator
Behaviors Checklist	Classroom Teacher(s)	Guidance Counselor/ School Psychologist	School Gifted Coordinator
SAGES-2 Reasoning Subtests (K-8 only)	Guidance Counselor	Guidance Counselor	School Gifted Coordinator
PSAT/SAT/ACT (achievement tests) (9-12 only)	Guidance Counselor (or other approved achievement tests)	Appropriate external organization	School Gifted Coordinator

The identification and placement committee (SIPC) shall determine the eligibility status of each student referred for the DCPS gifted education program and notify the parent or guardian of its decision. The SIPC may make the following placement decisions:

- a. Gifted in English
- b. Gifted in Mathematics
- c. Defer final eligibility decision for one (1) year
- d. Not eligible for services
- e. Exit the DCPS Gifted Education Program

Procedures for identification and placement in the DCPS gifted education program begin with a formal referral of a student for consideration for services. A referral may be initiated by the parent/guardian, teacher, principal, community member, or student. The parent/guardian is notified of the referral of the child for gifted services and is requested to provide written permission to gather data and assess eligibility for gifted services (i.e., consent for assessment). Once a referral is made and consent for assessment is received, the school's gifted coordinator initiates the identification and placement process including the collection of all eligibility information about the referred student.

The school's gifted coordinator enters all appropriate information to be examined by the SIPC, which considers the data collected for each student then reviews and discusses the

Dickenson County Public Schools Gifted Education Plan

profile of the child's multiple criteria holistically in order to determine need for services. Students do not need to score at a prescribed level on any single measure to be eligible for services; however, a trend of consistently demonstrated academic strength in the relevant area of Specific Academic Ability is expected. DCPS does not allow any one single criterion to deny or guarantee access to gifted services. If the evidence in total is inconclusive and SIPC feels it would be appropriate, the committee may recommend that a student be reevaluated for services in the next school year.

Within 90 instructional days, beginning with the receipt of consent for assessment from the parent/guardian, the School Identification and Placement Committee (SIPC) determines the eligibility status of each student referred for a Specific Academic Ability to the DCPS gifted education program and notifies the parent/guardian of its decision. If a student is identified as gifted and eligible for services in a Specific Academic Ability area, the SIPC shall determine the service option that most effectively meets the learning needs of the student.

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

This section describes the process of determining appropriate educational services for identified K-12 students in both GIA and SAA.

General Intellectual Aptitude, Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

- Gifted services are provided through school-based and division-wide activities which comply with school board and state objectives. Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration opportunities, and other extension activities. Specific provisions are made to provide services for the gifted population within the core instructional classroom setting and as an integral part of the school day.
- School-based services are based on division-wide objectives for gifted education and unique community resources for the gifted. School-based services are delivered in the following ways:
 - In the general education classroom setting, identified students may be cluster-grouped with other gifted or high achieving age-level peers. When appropriate, students are instructed individually or in small, flexible groups based on readiness, interest, and/or learning style (K-5).
 - K-5 Students identified for gifted services are provided with appropriate enrichment opportunities during the daily I/E block.
 - At the secondary level, certain courses are designed specifically for gifted and high achieving students. These courses include Honors, Advanced Placement, Dual Enrollment courses, and academic year Governor's School courses.
 - At the secondary level, gifted and high achieving students may participate in extracurricular activities including Academic Teams and forensic and drama competitions.

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, Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

When a child is referred for consideration for gifted services, the gifted coordinator at the child's school sends a letter to parents/guardians notifying them of the referral and requesting consent for assessment, that is, permission to conduct any testing or to collect additional information necessary to the evaluation/identification process. This action constitutes the beginning of the identification process. No further action is required until the parent/guardian gives written consent for assessment, thus beginning the evaluation/identification process. After the SIPC reaches an eligibility decision, parents/guardians are notified in writing of the final decision. If the decision is for the child to receive gifted services, parents/guardians are requested to grant permission for the student to begin receiving appropriate services.

If the SIPC decision is '*not eligible for services*' or '*defer services for one year*', an explanation of the parents'/guardians' right to appeal the decision is included in the letter. If the parents/guardians opt to appeal the decision, the appeals process goes into effect. The process includes an opportunity for parent/guardian to meet with an administrator to discuss the decision and the appeals process. The appeals process is handled by an Re-evaluation/Exit Committee, the majority of whose members did not serve on the SIPC. This 5-member committee, assembled on a case-by-case basis, includes the division's gifted coordinator and the school's principal. Requests filed by parents/guardians to appeal any action of the SIPC must be filed within 10 instructional days of receipt of notification of the action.

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

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

General Intellectual Aptitude, Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

Parents/Guardians who wish to discuss removal of a student from services may contact the building administrator or the division's gifted coordinator to discuss concerns and alternative services at any time. The parent/guardian of an identified student may request an exit from the DCPS gifted education program or a change of instructional services if they feel their child's instructional needs are not being met. The request to exit or for a change services must be made in writing. Parents/guardians who wish to exit students from gifted services must make a written request to the building principal or the division gifted coordinator indicating that they are refusing services for their student. Parents/guardians may appeal any action to change the student's identification for, placement in, or exit from the DCPS gifted education program; appeals must be made in writing within 10 days of receiving notification of the decision.

Parents/guardians will be provided a written explanation of their right to appeal any decision of SIPC regarding their child's placement in or exit from the DCPS gifted education program. The appeals process is handled by the Re-evaluation/Exit Committee, a 5-member committee assembled on a case-by-case basis. The majority of the members of this committee must not have served on the committee whose decision is being appealed and will include the division gifted coordinator and the principal. The decision of the Re-evaluation/Exit Committee will be made within 30 days of receipt of the written appeal from a student's parent/guardian.

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/guardians shall receive assessment of each gifted student's academic growth.

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

The unique characteristics of individual students should determine the type and level of support services the student receives. Some gifted students will require more intensive services than others. The DCPS gifted program for students identified in GIA receive a sequential, continuous, and comprehensive plan of differentiated instruction from K-12, designed to incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content. Teachers working with gifted students K-12 regularly use enrichment

options to extend and deepen learning opportunities within and outside of the school setting.

Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

From the time they are identified and continuing through grade 12, students identified as gifted with Specific Academic Aptitude will be provided with opportunities for enrichment and extension within their classes as well as opportunities for acceleration when appropriate. Teachers will design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with specific academic ability in English or Mathematics.

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 Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

Students in K-8 identified as gifted in GIA and SAA are cluster grouped within a classroom of grade-level peers for all core subjects to allow for appropriate differentiation, enrichment and extension during class time. Cluster grouping also allows teachers to match each student's developmental level and to allow student to interact with individuals of various gifts, talents, abilities, and strengths. K-5 students are also grouped with other gifted and high achieving students during their daily Enrichment period when they are provided with opportunities to explore areas of academic interest. Students in 9-12 self-select courses according to their areas of interest and strength including honors, advanced, AP, and dual enrollment providing them with opportunities to interact with age-level 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.

General Intellectual Aptitude

Students in K-8 have opportunities to interact with intellectual and academic peers through cluster grouping within core subjects as well as through participation in enrichment activities outside the school day, including participation in academically oriented competitions (e.g., Spelling Bee, Destination Imagination). For students in grades 9-12, there are a variety of interscholastic competitions at the state and regional level including Academic Team.

Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

Students in K-8 have opportunities to interact with intellectual and academic peers through cluster grouping with core subjects. SAA gifted students in K-8 are cluster grouped within a classroom of grade-level peers for all core subjects to allow for appropriate differentiation, enrichment and extension during class time.

Gifted students in grades 9-12 choose from a variety of course choices that accelerate and enrich the content in English or Mathematics including advanced level, honors, AP, and Dual Enrollment course options.

Each summer DCPS offers gifted students in K-8 the opportunity to participate in a Summer Enrichment Program. This program seeks to offer students an opportunity to explore an integrated approach in a challenging setting with intellectual and academic peers.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude; Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

Individual instruction along with flexible groupings and in-class instruction extend and enrich the curriculum and encourage self-understanding, self-direction, and critical/creative thinking skills for all students. They will also have opportunities for individualized learning options such as mentorships, online courses, and independent study. Technology is used to enrich and extend the curriculum in order to challenge gifted students as they work independently. Students may participate in independent work in areas of student choice, interest, and academic aptitude after school or during the enrichment block for grades K-8.

Each summer DCPS offers gifted students in K-8 the opportunity to participate in a Summer Enrichment Program. This program seeks to offer students an opportunity to explore individual gifts in an integrated approach offered in a challenging setting.

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; Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

In the DCPS gifted education program differentiation of instruction occurs using a variety of methods including, but not limited to, pre-assessment; tiered assignments/centers/products; problem-based learning; differentiated reading and text content; independent study; advanced content; flexible grouping; compacting curriculum; and student choice.

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude; Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

DCPS bases assessment of academic growth for gifted learners on the same best practices as for all students, holding high expectations that encourage and support achievement of their full academic potential. Among the best practices, as identified by NAGC, teachers “use multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth” (NAGC 2.5.2). Teachers also “use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each [gifted student] to plan appropriate intervention” (NAGC 2.4.4) and enrichment.

Parents of gifted students receive reports of academic progress through universal screenings in both reading and math 3 times per year. The reports from these screenings provide students’ reading level (Lexile) with a list of reading materials of interest to the student at a Lexile level that will challenge him/her. The universal screening for math provides a nationally normed score (Quantile) that indicates the student’s level of readiness for higher levels of math. Parents also receive progress reports generated from the activities in which students participate during the daily enrichment period. These quarterly reports include goals students set for themselves and progress toward those goals.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

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; Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

The guiding principles of differentiation for both GIA- and SAA-identified students followed by Dickenson County Public Schools are from the work of Carol Ann Tomlinson as presented in her books: *Differentiation for Gifted and Talented Students*, 2004; *The Differentiated School*, 2008; and *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*, 2003. The guiding principles are the use of ongoing assessment and adjustment, appropriately challenging tasks, and flexible grouping. Teachers differentiate by content, process, product, and learning environment according to the student’s readiness, interests, and learning profile. A wide range of classroom management and instructional strategies are employed by the teacher in order to meet each learner at his present level of understanding and move him to the

next level of complexity and understanding toward his full academic potential. The curriculum offers continuous and sequential support for achievement of student outcomes and offers many elements that have been designed to differentiate instruction and learning experiences for gifted students whose learning needs differ significantly from those of their age-level peers. Teachers' daily lesson plans include identification of specific ways in which instruction in core content is substantively different for gifted students, focusing on cognitive level for both guided and independent practice as well as assessment. Lesson openings activate prior knowledge and provide teachers with information regarding the gifted student's existing knowledge. This information allows the teacher to provide the student with opportunities to broaden and deepen existing knowledge with activities on appropriately challenging cognitive levels for the gifted student. Assessment of learning, while addressing the content requirements, will reflect gifted students' need for cognitive challenge by including generation of products, problem finding as well as solving and original research with integration of multiple areas of study through connecting themes/ideas/issues.

In grades K-8, in addition to differentiated instruction within the core curriculum, each gifted student is provided a daily enrichment period. During this time students identified as gifted participate in varied activities targeting their interests and abilities supported by instructional staff. Activities are often collaborative but also allow students opportunities to work independently. These activities focus on original research, finding and solving problems, generation of products, and integration of multiple areas of study by focusing on issues/themes/ideas according to students' interests.

All teachers are provided opportunities for professional development focused on effective differentiation to meet the learning needs of the gifted student. Each teacher's daily lesson plan must note the ways in which gifted students are challenged.

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

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

General Intellectual Aptitude; Specific Academic Aptitude - English, and Specific Academic Aptitude - Mathematics

Each school is encouraged to develop programs at all grade levels that reflect the interests and needs of its gifted students; these programs often reflect available community and school resources.

Beginning in the middle school years, gifted students are presented with opportunities to accelerate through the choice of honors and advanced level courses specifically in English and Mathematics. Gifted students are encouraged to enroll in the Early College Scholars (ECS) program in grade 9; ECS recognizes students that complete at least 15

hours of college credit by the time they graduate through either AP or Dual Enrollment credits.

The DCPS Program of Studies for grades 9-12 also provides a sample program for attaining Advanced Studies to guide the students to select courses that reflect their academic and career goals. These programs of study indicate honors, advanced level, AP, and Dual Enrollment courses that students may access. Each of these courses is described in the Program of Studies so that students can see if it is appropriate for their needs.

Gifted and high achieving students in grades 10-12 may also participate in academically challenging courses provided through the academic year Holton Governor's School, Virtual Virginia's AP options, and Elite Learning's Dual Enrollment course options. These students are also encouraged and supported in seeking admission to summer residential Governor's Schools appropriate to their intellectual aptitude and interests.

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

DCPS provides professional development opportunities for instructional staff in support of our gifted education goals based on the guidelines and recommendations of the National Association for Gifted Children (NAGC) and Virginia regulations. NAGC recommendations that have influence professional development for DCPS staff include but are not limited to professional development that

- addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming;
- models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors associated with giftedness; and
- increases instructional personnel's awareness of organizations and publications relevant to gifted education.

DCPS provides professional development opportunities including but not limited to

- Region VII Gifted Consortium Meetings for administrators;
- Regional summer professional development opportunities, specifically the annual "Speaking for the Gifted Workshop" funded by the Region VII Gifted Consortium;
- Professional resources books for each school's professional library regarding effective practices for gifted education;
- Division-wide professional development activities offered throughout the year;
- Workshops provided by each school's Gifted Coordinator and/or principal; and
- Workshops for all new teachers (years 1 and 2) and their mentors on
 - best practices for differentiation of instruction,
 - classroom environment supporting learner differences,
 - implementation of higher order questioning, and
 - development of formative and summative assessment techniques that support all learners, including gifted.

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 DCPS Advisory Committee for Gifted Education will meet annually in September to review and recommend (if appropriate) any changes to the *DCPS Gifted Education Plan*. The review will include multiple criteria and be based on multiple sources of information including the *Gifted Education Plan* and the end-of-year gifted data submitted annually to the Virginia Department of Education. The report and recommendations of the Advisory Committee will be submitted in writing to the division Superintendent and the School Board for action as appropriate.

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

The DCPS Local Advisory Committee for Gifted Education includes parents, school personnel, and other community members appointed by the School Board. In order to assure equitable representation and reflection of the demographic make-up of each community, each principal is invited to suggest potential members for the Committee from the community they serve. Potential members as recommended by the school principals will be contacted by the division gifted coordinator, and if they are willing to serve on the Committee, their names will be submitted for approval by the School Board. Membership in the Committee is open and new member(s) may be added by the School Board at any time.

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

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

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

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

	Haydee L. Robinson	12-11-11
Division Superintendent’s Signature	Printed Name	Date

APPENDIX

<u>Form</u>	<u>Page</u>
Checklist of Standard Gifted Procedures	24
Teacher Referral Form and Checklist (K-3)	25
Teacher Referral Form and Checklist (4-8)	28
Permission to Test	31
Combined Form for Parent Referral and Permission to Test	32
Parent Checklist (K-3)	33
Parent Checklist (4-8)	36
Screening Data for Referral	39
Holistic Scoring Rubric for Eligibility	40
Placement Recommendation	41
Parent Notification of Placement Decision— Eligible	42
Parent Notification Placement Decision— Not Eligible or Deferred	43

Checklist of Standard Gifted Procedures

Begin this form for each child once a gifted referral has been received. Place this form in the child's folder as the process proceeds to insure the timeliness of all decisions.

Student Information	TEMS#		Grade			
Date Referral Received*						
Referred by	Name:		Role:			
Referred for	GIA	<input type="checkbox"/>	English	<input type="checkbox"/>	Math	<input type="checkbox"/>
Parent Notification <i>(must be sent <u>no more than 10 school days</u> after receipt of referral)</i>	Date Sent:		Date Received:			
Permission to Test	Date Sent:		Date Received:			
Administration of Testing	Date:		Test:			
Parent Behavior Checklist	Date Sent:		Date Received:			
Teacher Behavior Checklist	Date Sent:		Date Received:			
Screening Data Form	Completed by		Date			
SIPC meeting <i>(must be <u>less than 90 school days</u> after receipt of signed Permission to Test)</i>	Date:					
SIPC Decision	Eligible	GIA <input type="checkbox"/>	English <input type="checkbox"/>	Math	<input type="checkbox"/>	
	Not Eligible	<input type="checkbox"/>				
	Deferred	<input type="checkbox"/>				
Parent Notification of Eligibility Decision	Sent:					
Permission for Services	Received:					

*SIPC consideration of referrals received after April 1 may be deferred until beginning of next school year.

Teacher Referral Form and Checklist

Grades K-3

Student _____ Grade _____

Teacher _____ School _____

Teachers have opportunities to observe children in learning situations, which provide a specific perspective on a child's academic potential. This form provides a means of defining and refining your observations of the student's level of development and allows you to identify classroom behaviors that characterize high achievers and students with gifted potentials.

NOTE: By completing this form, you are referring the above named student for the *DCPS Gifted Education Program*. Check the items you have observed and then share some examples in the space provided. Remember that gifted children will not likely display all of these behaviors.

Advanced Language Average Above Average Superior Exceptional

- Unassumingly uses multi-syllable words; descriptive _____
- Re-words his/her own language for younger or less mature children _____
- Expresses similarities and differences _____
- Asks questions about words (in print and oral language) _____
- Uses similes, metaphors, or analogies to express insights; uses rich imagery _____
- Uses specific language of a discipline _____

Examples from the list above of things the student said: _____

Analytical Thinking Average Above Average Superior Exceptional

- Demonstrates complex or abstract thinking _____
- Analyzes classroom tasks and instructional techniques _____
- Is attentive to details about surroundings _____
- Takes apart and reassembles things or ideas with skill _____
- Analyzes cause and effect, consequences, or alternatives _____
- Makes up songs, stories, or riddles about experiences _____
- Organizes collections of things uniquely _____

Examples from the list above of things the student did or said: _____

Meaning MotivationAverage Above Average Superior Exceptional

- Is philosophical; pursues issues atypical of age peers _____
- Asks surprisingly intellectual questions; needs to understand _____
- Is curious; experiments _____
- Demonstrates an unexpected depth of knowledge in one or more areas _____
- Exhibits intense task commitment and energy when pursuing interests _____
- Remembers; shows an extraordinary ability to process and retain information _____
- Is independent _____
- Synthesizes meaning through words, graphics, structures, or movement _____

Examples from the list above of things the student said or did: _____

PerspectiveAverage Above Average Superior Exceptional

- Interprets another's point of view insightfully _____
- Shows dimension, angle or perspective in art, writing, math solutions or problem solving _____
- Creates complex shapes, patterns or graphics _____
- Interprets past, present, and future ramifications _____
- Is attuned to the aesthetic characteristics of things _____

Examples from the list above of things the student said or did: _____

Sense of HumorAverage Above Average Superior Exceptional

- Says or does something indicating a sense of humor beyond age expectation _____
- Catches an adult's subtle humor _____
- Understands and uses puns and riddles _____
- "Plays" with language, uses puns and figurative language for humorous effect _____
- Develops humorous ideas to an extreme; "flights of fancy" or absurd humor _____

Examples from the list above of things the student said or did: _____

Sensitivity Average Above Average Superior Exceptional

- Exhibits intense concern for human issues _____
- Shows nonverbal awareness of others' needs and feelings _____
- Acts spontaneously to help someone in need _____
- Expresses empathy through words or art _____
- Senses discord or dissatisfaction _____
- Displays a strong sense of fairness and justice _____
- Expresses high expectations of self and others; high strung _____
- Overreacts at times _____

Examples from the list above of things the student said or did: _____

Accelerated Learning Average Above Average Superior Exceptional

- Learns new things quickly with minimum repetition _____
- Creates or interprets symbolic representations _____
- Reads and interprets passages at an advanced, fluent level _____
- Offers complex interpretations beyond age-expected knowledge _____
- Demonstrates an unexpected mastery of complex math and science concepts _____
- Applies mathematical operations with sophisticated mastery _____
- Accesses data from a variety of resources with ease _____
- Creates products which seem advanced for age-level expectations _____
- Categorizes by multiple, often less-obvious attributes _____
- Increases rate of learning after introduction and exposure _____

Examples from the list above of things the student said or did: _____

Recommended for General Intellectual AbilityRecommended for Specific Academic Aptitude in the area(s) of
 English/Language Arts Mathematics Not recommended for gifted education at this time._____
Teacher Signature_____
Date

Teacher Referral Form and Checklist

Grades 4-8

Student _____ Grade _____

Teacher _____ School _____

Teachers have opportunities to observe children in learning situations, which provide a specific perspective on a child's academic potential. This form provides a means of defining and refining your observations of the student's level of development and allows you to identify classroom behaviors that characterize high achievers and students with gifted potentials.

By completing this form, you are referring the above named student for the *DCPS Gifted Education Program*. Check the items you have observed and then share some examples in the space provided. Remember that gifted children will not likely display all of these behaviors, but the information you provide here will help us to best meet the child's learning needs.

Advanced Language

- Unassumingly uses multi-syllable words and has a large vocabulary for age level _____
- Re-words his/her own language for younger or less mature children _____
- Explains how unrelated things are similar _____
- Uses rich imagery; unusually descriptive _____
- Uses similes, metaphors, or analogies to express insights _____
- Uses precise language of a discipline _____

Examples from the list above of things the student said: _____

Analytical Thinking

- Demonstrates complex or abstract thinking _____
- Analyzes household or school tasks _____
- Notices a surprising depth of details about surroundings _____
- Takes apart and reassembles things or ideas with skill _____
- Expresses relationships between past and present experiences _____
- Makes up songs, stories, or riddles about experiences _____
- Organizes collections of things uniquely; likes to plan or arrange things _____

Examples from the list above of things the student did or said: _____

Meaning Motivation

- Is philosophical; pursues issues atypical of age peers _____
- Asks surprisingly intellectual questions _____
- Is curious; experiments _____
- Demonstrates an unexpected depth of knowledge in one or more areas _____
- Exhibits intense task commitment and energy when pursuing interests _____
- Remembers; shows an extraordinary ability to process and retain information _____
- Is independent _____

Examples from the list above of things the student said or did: _____

Perspective

- Interprets another's point of view insightfully _____
- Shows dimension, angle or perspective in art, writing, math solutions or problem solving _____
- Creates complex shapes, patterns or graphics _____
- Interprets past, present, and future ramifications _____
- Is attuned to the aesthetic characteristics of things _____

Examples from the list above of things the student said or did: _____

Sense of Humor

- Says or does something indicating a sense of humor beyond age expectation _____
- Catches an adult's subtle humor _____
- Uses humor to gain approval or ease tension _____
- "Plays" with language, uses puns and figurative language for humorous effect _____
- Develops humorous ideas to an extreme; "flights of fancy" or absurd humor _____

Examples from the list above of things the student said or did: _____

Sensitivity

- Cares deeply but may mask sensitivity; _____
- Exhibits intense concern for human issues; seeks resolution of moral dilemmas _____
- Is intuitive and insightful of others' feelings _____
- Bases friendships on similarity of interest rather than age _____
- Expresses strong statements through words or art _____
- Explains others' feelings _____
- Displays a strong sense of fairness _____
- Expresses high expectations of self and others; high strung _____
- Overreacts at times _____

Examples from the list above of things the student said or did: _____

Accelerated Learning

- Learns new things quickly with minimum repetition _____
- Creates or interprets symbolic representations _____
- Reads passages at an advanced, fluent level for the age-level expectations _____
- Offers complex interpretations beyond age-expected knowledge _____
- Demonstrates an unexpected mastery of advanced ideas, concepts, or implications _____
- Accesses a variety of resources for data or to gain advanced information _____
- Creates products which seem advanced for age-level expectations _____

Examples from the list above of things the student said or did: _____

Recommended for General Intellectual Aptitude

Specific Academic Aptitude in the area(s) of

Recommended for

English/Language Arts Mathematics

Not recommended for gifted education at this time.

Teacher Signature

Date

Permission to Test
for DCPS GIFTED EDUCATION PROGRAM

Student Name _____

School Name _____

Dear Parent/Guardian:

Your daughter/son has been referred as a possible candidate for the *Dickenson County Public Schools Gifted Education Program*. We request your consent to proceed with the assessments necessary to complete the screening and identification process. Please read the statement below then sign and return this form as soon as possible.

We also require that you complete the *Parent Checklist* included with this letter and return it with this form. This checklist will provide our School Identification and Placement Committee (SIPC) with additional information to inform placement and services decisions to meet your child's needs.

Principal

Date

Gifted Education Coordinator

Date

I give permission for _____ to be evaluated by the School Identification and Placement Committee for services through the *DCPS Gifted Education Program*. I understand the evaluation will include the administration of assessments/tests regarding his/her aptitudes, achievements, and learning behaviors and that additional information may be requested from my son/daughter, myself, and his/her teachers.

I further understand that I have the right to appeal decisions made by the School Identification and Placement Committee regarding my child's placement in the *Gifted Education Program*.

Parent/Guardian Signature

Date

Print Parent/Guardian Name

Street Address

City/State/Zip

Telephone Number

Email (no confidential information will be sent electronically)

COMBINED FORM for
Parent Referral Form and Permission to Test
for DCPS GIFTED EDUCATION PROGRAM

Student Name _____

School Name _____

I wish to have my daughter/son considered as a possible candidate for the *Dickenson County Public Schools Gifted Education Program*. I request that you proceed with the assessments necessary to complete the screening and identification process.

I have completed the *Parent Checklist* and included it with this form. This checklist provides the School Identification and Placement Committee (SIPC) with additional information to inform placement and services decisions to meet my child's needs.

I give permission for _____ to be evaluated by the School Identification and Placement Committee for services through the *DCPS Gifted Education Program*. I understand the evaluation will include the administration of assessments/tests regarding his/her aptitudes, achievements, and learning behaviors and that additional information may be requested from my son/daughter, myself, and his/her teachers.

I further understand that I have the right to appeal decisions made by the School Identification and Placement Committee (SIPC) regarding my child's placement in the *Gifted Education Program*.

Parent/Guardian Signature

Date

Print Parent/Guardian Name

Street Address

City/State/Zip

Telephone Number

Email (no confidential information will be sent electronically)

*Submission of this combined form without a teacher referral is a **Parent Referral**.*

Parent Checklist

Grades K-3

Student _____ Grade _____

Parent _____ Date _____

Teacher _____ School _____

Because your child has been referred for consideration for the *Dickenson County Public Schools Gifted Education Program*, we would like for you to complete this behaviors Checklist along with the Permission to Test form included in this packet. Parents have opportunities to see their children at play, at work, and in family settings that highlight the child's unique strengths in different ways than school settings. Your child's teacher will complete a similar checklist for the same seven areas of giftedness. Check the items you have observed and then share some examples in the space provided. Remember that gifted children will not likely display all of these behaviors, but the information you provide here will help us to best meet your child's learning needs.

Advanced Language

- Unassumingly uses multi-syllable words and has a large vocabulary for age level _____
- Re-words his/her own language for younger or less mature children _____
- Explains how unrelated things are similar _____
- Uses similes, metaphors, or analogies; "A __ is really like a __ because __" _____
- Asks questions about words he/she sees or hears (in print or in oral language) _____

Examples from the list above of things my child said: _____

Analytical Thinking

- Demonstrates complex or abstract thinking _____
- Analyzes household or school tasks _____
- Notices a surprising depth of details about surroundings _____
- Takes apart and reassembles things or ideas with skill _____
- Expresses relationships between past and present experiences _____
- Makes up songs, stories, or riddles about experiences _____
- Organizes collections of things uniquely; likes to plan or arrange things _____

Examples from the list above of things my child did or said: _____

Meaning Motivation

- Is philosophical _____
- Asks surprisingly intellectual questions _____
- Is curious; experiments _____
- Demonstrates an unexpected depth of knowledge in one or more areas _____
- Exhibits intense task commitment and energy when pursuing interests _____
- Remembers! _____
- Is independent _____

Examples from the list above of things my child said or did: _____

Perspective

- Explains another's point of view _____
- Shows dimension, angle or perspective in art, writing, math solutions or problem solving _____
- Creates complex shapes, patterns or graphics _____
- Applies left and right without prompting _____
- Adds interesting details to enhance products _____

Examples from the list above of things my child said or did: _____

Sense of Humor

- Says or does something indicating an unexpected, sophisticated sense of humor _____
- Catches an adult's subtle humor _____
- Understands and uses puns and riddles _____
- "Plays" with language _____
- Develops humorous ideas to an extreme _____

Examples from the list above of things my child said or did: _____

Sensitivity

- Cares deeply; intense concern for human issues _____
- Tries to take action to help someone in need _____
- Expresses feelings through words or art _____
- Explains others' feelings _____
- Displays a strong sense of fairness _____
- Expresses high expectations of self and others _____
- Seems to overreact at times _____

Examples from the list above of things my child said or did: _____

Accelerated Learning

- Learns new things quickly with minimum practice _____
- Uses multiple characteristics when discussing items _____
- Reads passages at an advance, fluent level for the age-level expectations _____
- Explains the meaning of what has been read _____
- Demonstrates an unexpected mastery of math or science concepts _____
- Uses a dictionary, encyclopedia, map, atlas or computer to gain advanced information _____
- Creates product which seem advanced for the age-level expectations _____

Examples from the list above of things my child said or did: _____

Other information I would like you to know about my child: _____

****Please return this Checklist along with the Permission to Test form to the Gifted Education Coordinator or principal at your child's school as soon as possible. This form must also accompany the combined Parent Referral/Permission to Test form.****

Parent Checklist

Grades 4-8

Student _____ Grade _____

Parent _____ Date _____

Teacher _____ School _____

Because your child has been referred* for consideration for the *Dickenson County Public Schools Gifted Education Program*, we would like for you to complete this behaviors checklist along with the *Permission to Test* form included in this packet. Parents have opportunities to see their children at play, at work, and in family settings that highlight the child's unique strengths in different ways than school settings. Your child's teacher will complete a similar checklist for the same seven areas of giftedness. Check the items you have observed and then share some examples in the space provided. Remember that gifted children will not likely display all of these behaviors, but the information you provide here will help us to best meet your child's learning needs.

Advanced Language

- Uses a large vocabulary and more precise language than expected for age level _____
- Is unusually descriptive in conversations or writings _____
- Expresses similes, metaphors, or analogies; "A __ is really like a __ because __." _____
- Modifies language for less experienced listeners _____
- Able to explain complex concepts to others _____
- Uses verbal skills to handle conflicts or influence others _____

Examples from the list above of things my child said: _____

Analytical Thinking

- Able to abstract and generalize information _____
- Notices a surprising depth of details about surroundings _____
- Thinks logically; presents arguments logically _____
- Thinks critically; may lead to skepticism _____
- Recognizes relationships or patterns between ideas or experiences _____
- Enjoys analyzing and solving difficult problems _____
- Enjoys planning and organizing _____

Examples from the list above of things my child did or said: _____

Meaning Motivation

- Is philosophical _____
- Has a questioning attitude; asks intellectual questions about complex topics _____
- Generates multiple new ideas and solutions to problems; ingenious _____
- Demonstrates in depth information in areas beyond age expectations _____
- Remembers! (May retell an experience, story or video almost verbatim) _____
- Displays high levels of task commitment and energy when pursuing interests _____
- Eager to do things differently; independent _____

Examples from the list above of things my child said or did: _____

Perspective

- Explains another's point of view _____
- Approaches problems from an unusual perspective in oral discussions, art, writing and math solutions or problems solving _____
- Expresses past, present and future aspects of an issue _____
- Develops advanced or unique graphic products and patterns _____
- Appreciates the beauty and value of things _____

Examples from the list above of things my child said: _____

Sense of Humor

- Says or does something indicating a sense of humor beyond the age-level expectations _____
- Uses humor to gain approval of others _____
- Catches an adult's subtle humor _____
- Uses figurative language and puns for humorous effect _____
- Uses humor that may be absurd or far-out _____

Examples from the list above of things my child said or did: _____

Sensitivity

- Exhibits intense concern for human issues _____
- Intuitive and insightful of others' needs and feelings _____
- Expresses feelings through words or art _____
- Cares deeply but may mask sensitivity _____
- Bases friendships on similarity of interests rather than age _____
- Displays a strong sense of justice; demands fairness and consistency _____
- Demonstrates high expectations of self and others _____
- Prefers to be a loner part of the time _____
- Overreacts at times _____

Examples from the list above of things my child said or did: _____

Accelerated Learning

- Demonstrates knowledge beyond age-level expectations _____
- Comprehends and uses symbols with an unexpected ability _____
- Reads fluently, more like an adult; comprehends with an advanced understanding _____
- Understands and uses advanced ideas, concepts or implications _____
- Learns easily with minimum practice _____
- Creates products that are advanced for the age-level expectations _____
- Access data with ease using an unexpected variety of tools _____

Examples from the list above of things my child said or did: _____

Other information I would like you to know about my child: (You may wish to include activities, honors, awards, etc. that you feel illustrate your child's giftedness in general or specific areas of aptitude.)

****Please return this Checklist along with the Permission to Test form to the Gifted Education Coordinator or principal at your child's school as soon as possible. This form must also accompany the combined Parent Referral/Permission to Test form.****

Screening Data for Referral to DCPS Gifted Education Program

Student's Full Legal Name			
TEMS Student Number			
Date of Birth			
Address			
Current School			
Teacher and Grade	Mr. /Mrs. /Ms.	Grade	
Parent/Guardian's Name			
Telephone (home)			
E- Mail (if available)			
Recommended for	<input type="checkbox"/> General Intellectual Aptitude <input type="checkbox"/> Specific Academic Aptitude <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics		
Current Assessment Data	(List most recent applicable score data as indicated below.)		
<i>PALS</i>	<input type="checkbox"/> Fall <input type="checkbox"/> Spring _____ Year _____ Oral instructional reading level		
<i>SRI</i>	Current Lexile Reading Level _____		
<i>SMI</i>	Current Quantile (Math) Level _____		
<i>SOL</i>	Reading _____ Writing _____ Math _____	History/Social Studies _____ Science _____	
<i>Achievement Tests</i>	<input type="checkbox"/> PSAT (Year taken _____) Reading _____ Math _____ <input type="checkbox"/> SAT (Year taken _____) Reading _____ Math _____ Writing _____ <input type="checkbox"/> ACT (Year taken _____) English _____ Math _____ Reading _____		
<i>OLSAT 8 (Required for GIA)</i>			
<i>SAGES-2 (Required for SAA)</i>	Reasoning Subtest _____ Language Arts Subtest _____		
<i>Other Assessment Data (Please specify.)</i>			
1 Average	2 Above Average	3 Superior	4 Exceptional

Holistic Scoring Rubric for Eligibility

DCPS GIFTED EDUCATION PROGRAM

Use the rubric below for analyzing the information collected in the Teacher Checklist, Parent Checklist, and Screening Data form. The Teacher and Parent Rating/Checklist and Holistic Scoring Rubric are based on the Kingore Observation Inventory (2001) and the seven characteristics of giftedness: advanced language, analytical thinking, meaning motivation, perspective, sense of humor, sensitivity, and accelerated learning.

Student Name _____

TEMS
Number _____

Category of Giftedness	Holistic Score			Comments
	Teacher	Parent	Data	
<i>Advanced Language</i>				
<i>Analytical Thinking</i>				
<i>Meaning Motivation</i>				
<i>Perspective</i>				
<i>Sense of Humor</i>				
<i>Sensitivity</i>				
<i>Accelerated Learning</i>				
1 Average	2 Above Average	3 Superior	4 Exceptional	
Typical; does not exceed the grade-level expectations Appropriate responses to the core curriculum standards	Strong, above-average responses on many tasks Occasional sparks of advanced potential Typical performance of high-achieving students	Consistent responses; exceeds standards and grade-level expectations Heightened abilities and insights Positive response to task complexity and challenge	Exceptional responses; substantially exceeds grade-level expectations Remarkable; strengths are clearly outstanding	
Recommendation: Continued enrichment in core differentiation and Enrichment block	Recommendation: Continued observation and challenge in core differentiation and daily Enrichment block	Recommendation: Further assessment of gifted potential	Recommendation: Gifted identification with no reservations	

Recommendation of the School Identification and Placement Committee (SIPC)

Student _____

Referred by _____

Referred for Gifted in General Intellectual Ability Gifted in English Gifted in Mathematics

School _____

Principal _____

The SIPC of _____ School has analyzed and discussed the multiple criteria in the profile of the student named above and holistically considered the data collected in order to determine the need for services in the *DCPS Gifted Education Program*. The SIPC makes the recommendation as indicated below. This signed recommendation will be placed in the student's file.

- Gifted in General Intellectual Ability
- Gifted in English
- Gifted in Mathematics
- Defer final eligibility decision for one (1) year
- Not eligible for services

Members of the SIPC

<u>Name</u>	<u>Title</u>	<u>Date</u>
1. _____		
2. _____		
3. _____		
4. _____		
5. _____	, Guidance Counselor	
6. _____	,Principal	

**PLACEMENT DECISION for
DCPS GIFTED EDUCATION PROGRAM**

Student Name _____

School Name _____

School Address _____

Dear Parent/Guardian:

Your daughter/son was recently evaluated by the School Identification and Placement Committee (SIPC) as a possible candidate for the *Dickenson County Public Schools Gifted Education Program*. During the evaluation process the SIPC considered a wide range of assessment data including Teacher and Parent Checklists of gifted behaviors. As a result of thorough consideration by the SIPC, the placement decision recommendation is indicated below.

Gifted in General Intellectual Ability

Gifted in English

Gifted in Mathematics

At this time _____ School requests your permission to begin gifted education services for your son/daughter. Please indicate your permission for services to begin by signing and dating below and return this form to your child's school. If you have questions, please contact either the principal or Gifted Education Coordinator.

Principal

Date

Gifted Education Coordinator

Date

I give my permission for my child, _____, to begin receiving services through *Dickenson County Public Schools Gifted Education Program*.

Parent/Guardian

Date

**PLACEMENT DECISION for
DCPS GIFTED EDUCATION PROGRAM**

Student Name _____

School Name _____

School Address _____

Dear Parent/Guardian:

Your daughter/son was recently evaluated by the School Identification and Placement Committee (SIPC) as a possible candidate for the *Dickenson County Public Schools Gifted Education Program*. During the evaluation process the SIPC considered a wide range of assessment data including Teacher and Parent Checklists of gifted behaviors. As a result of thorough consideration by the SIPC, the placement decision recommendation is indicated below.

Defer final eligibility decision for one (1) year

Not eligible for services

It is your right as a parent/guardian to appeal this decision if you so choose. If you choose to appeal this decision, your request to appeal any action of the SIPC must be filed within 10 instructional days of receipt of notification of the action. The appeals process includes an opportunity for you to meet with an administrator to discuss the decision and the appeals process. The appeals process will be handled by a Re-evaluation Committee; the majority of the members of this committee will not have served on the SIPC. This 5-member committee, assembled for this case specifically, will include the division's gifted coordinator, Debra Colley, and the school's principal.

Principal

Date

Gifted Education Coordinator

Date