

Smyth County

Local Plan for the Education of the Gifted

2018-2023

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Date Approved by School Board			

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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 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.

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

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General Information regarding the Gifted Program in Smyth County

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K - 12
Specific Academic Aptitude (SAA)	K - 12
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA)	

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

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

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

The Smyth County School Board believes that the school system should be an effective student centered organization which operates to encourage and enable all employees, parents, and community members to make positive contributions to the system, while promoting learning by all students. The School Board believes that Smyth County's most important investment is providing all students an appropriate education based upon individual learning needs.

The School Board's vision of education maintains that every student can learn, and that each student has unique talents which schools must identify and develop. The mission of the School Board is to ensure all students in Smyth County an education that enables them to become informed and productive citizens, prepared to succeed in the global community and economy of the 21st Century.

The School Board works to implement the goals set by the Virginia Board of Education. The goals of public education in Virginia are based on the concept that educational excellence and equity are promoted by establishing a program that specifies rigorous standards for each student.

The Smyth County School System's philosophy states, "The purpose of the school is to provide opportunities and experiences which develop the full potential of each child enrolled." Gifted students are those whose abilities and potential for accomplishment are so outstanding that they require special services. Programs for gifted students provide appropriate learning experiences and environments which meet the academic, creative, and social-emotional needs of the gifted child.

Smyth County's Gifted Program is designed to provide additional methods of quality education appropriate to the unique abilities, talents, and aptitudes which are innate within each child.

The regular classroom teacher is key in educating the gifted student. The Gifted Program builds upon and enhances regular classroom instruction.

Recognizing that within any group of superior learners, there are differences in interests, backgrounds, abilities, and motivations, the Smyth County Gifted Program is designed to provide individualized and diverse approaches which are appropriate for each student.

The goal of the Gifted Program is to provide an appropriate, intellectual, academic, creative, and a socially engaging learning environment which allows gifted children to develop and strive to their full potential.

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Differentiation is provided through the modification of content, processes, strategies, evaluation, and learning environments. It is critical in nurturing the characteristics of gifted students.

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 are those whose abilities and potential for accomplishment are so outstanding that they require special services. Programs for gifted students provide appropriate learning experiences and environments which meet the academic, creative, and social-emotional needs of the gifted child.

The Gifted Program in Smyth County Schools is designed to provide an additional method of ensuring quality education appropriate to the unique abilities, talents, and aptitudes that are innate within each child.

Gifted learners exhibit varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings. Smyth County Schools provide appropriately differentiated curriculum and instruction, learning experiences and environments that meet students' academic, creative, and social- emotional needs.

Students identified as being gifted in the area of general intellectual aptitude 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.

Students identified as being gifted in the area of specific academic aptitude 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. Specific academic areas include English, history and social science, mathematics, and or science.

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Smyth County follows uniform procedures which include multiple criteria such as:

- *Review of current assessment data on each kindergarten through twelfth grade student
- *Norm referenced aptitude test data
- *Teacher Checklists
- *Parent Inventories
- *Student Interviews
- *Student Inventories
- *Student Awards

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:** To identify students with advanced aptitude or conceptualization beyond their age peers
- B. **Delivery of Services:** To build upon and enhance regular classroom instruction
- C. **Curriculum and Instruction:** To provide individualization of instruction with diversified approaches
- D. **Professional Development:** To provide training for teachers, administrators, and support staff emphasizing principles and practices related to the appropriate education of the gifted
- E. **Equitable Representation of Students:** To ensure the identification of gifted students in Kindergarten through twelfth grade. Procedures are constructed to identify high potential or aptitude in all students including those whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability
- F. **Parent and Community Involvement:** Establish a forum for continuous communication of information about gifted education to the community. Develop ways to include parents and community members in meeting the instructional needs of gifted students.

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

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

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Smyth County selects and administers testing and evaluative materials that (1) are neither culturally nor racially discriminatory; (2) are sensitive to language differences; (3) have been validated for the specific purpose for which they are used; and (4) are administered and interpreted by qualified school personnel in conformance with instructions by their producer.

At the beginning of each year, teachers are provided with lists of gifted characteristics. Throughout the school year, enrichment teachers review testing data, classroom performance, and teacher observations for all students in order to create a pool of potential candidates for further assessment. The students from special populations are given specific attention by involving teacher specialists from their specific area of need. Collaboration of special education, guidance, ESL and gifted teachers ensures that twice exceptional gifted learners are being identified and served.

In the spring, teachers are asked to refer potential candidates for testing evaluation. Data is collected throughout the first semester of the following school year, and determination for testing is be made. Parents are notified and asked to give writing permission for testing.

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

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

Referral procedures for

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Referral is the process whereby school personnel, parents/legal guardians, other persons of related expertise, peers, or self-referral nominate a student for gifted testing. Referrals are continuous and may be made at any time during the regular academic year. Once the process is initiated, a decision regarding student eligibility will be made within 90 instructional days.

Referrals can be made to school administrators or to the enrichment teacher during the school year. After receipt of a verbal or handwritten referral, a letter is sent to the parent requesting permission for testing. Once permission is received, the resource teacher reviews and records all information available. All data is considered confidential.

The enrichment teachers actively seek referrals. Enrichment teachers are involved with teacher in-service and parent group meetings which provide updated information on topics related to gifted students. Included in the information given are the characteristics of gifted students with an emphasis placed on at risk and twice-exceptional students. Teachers are asked to give the enrichment teachers names of the students who display gifted characteristics.

Smyth County has developed a parallel local program for high ability, non-identified students, including those students who may be determined “at-risk”. The Revolving Door Enrichment Program serves students in one or more of the core academic areas (English, Science, Social Studies, and Mathematics). Identified Gifted students participate in the core areas for which they are identified. Smyth County has an eligibility process for academically high achieving students as set forth in the division’s gifted plan.

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

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

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

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

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. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for

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When school personnel receive a referral (verbal or handwritten), a letter is sent to the parent(s) informing them of the referral. The letter requests permission for testing and data collection. Once permission has been obtained, the resource teacher reviews and records information.

Determination of eligibility is a committee process in which identification decisions are made based upon the review of multiple criteria. Smyth County School Board does not allow any one single criterion to deny or guarantee access to the gifted program. Therefore, committee members review the student profile and rely on committee consensus to determine eligibility.

Once parental permission for testing is received, eligibility decisions are made and parents notified within 90 school days.

One of the following decisions will be made:

- a. The student meets the criteria necessary and is identified as gifted in all academic areas.
- b. The student meets the criteria necessary and is identified as gifted in the specific area(s) listed below:

- c. Additional data and observation is needed in order to make a decision regarding gifted identification.
- d. The student does not meet the criteria necessary for gifted identification.

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

1. Identification/Placement Committee (8VAC 20-40-40D)

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify:

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Measure	Administered by/completed by	Scored by	Provided to the committee by
Student products, performance, portfolio	Classroom teacher	Enrichment teacher	Enrichment teacher
In class behaviors checklist	Classroom teacher	Enrichment teacher	Enrichment teacher
Rating Scales, checklist, questionnaire	Classroom teacher	Enrichment teacher	Enrichment teacher
Aptitude Test <i>Otis Lennon (6th Edition)</i>	Enrichment teacher	Enrichment teacher	Enrichment teacher
Achievement test <i>Stanford 10</i>	Enrichment teacher	Enrichment teacher	Enrichment teacher
Previous Achievement (grades, honors, awards)	Enrichment teacher	Enrichment teacher	Enrichment teacher
Individual Interviews	Enrichment teacher	Enrichment teacher	Enrichment teacher
Additional Measures: (SOL)	Enrichment Teacher	Enrichment teacher	Enrichment teacher

When school personnel receive a referral (verbal or handwritten), a letter is sent to the parent(s) informing them of the referral. The letter requests permission for testing and data collection. Once permission has been obtained, the resource teacher administers the Otis Lennon School Ability Test, gathers data, and records and reviews information.

Once all data is collected an eligibility meeting is scheduled. The Identification Committee

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meets to review the collected data to make a decision regarding for eligibility. Decisions dealing with eligibility will be made within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

Committee members review the student profile and rely on committee majority to determine eligibility.

One of the following decisions will be made:

- a. The student meets the criteria necessary and is identified as gifted in all academic areas.
- b. The student meets the criteria necessary and is identified as gifted in the specific area(s) listed below:

- c. Additional data and observation is needed in order to make a decision regarding gifted identification.
- d. The student does not meet the criteria necessary for gifted identification.

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

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

As part of the identification process, the identification/placement committee reviews the student profile and determines which service options best meet the student’s needs.

The committee makes and records recommendations for differentiation strategies that the student will need in order to be successful in school.

In order to be identified in General Intellectual aptitude the student must score a minimum of 95th percentile on the Otis Lennon Ability Test and show strengths in at least 3 other areas of the multiple criteria used.

Students scoring in the 95th percentile in only one area of the Otis Lennon and show documented strength in the specified area through at least 3 other areas of the multiple criteria used, will be identified under Specific Academic Aptitude.

The Child Study Committee may recommend:

1. Students in grades K-2 identified as gifted (GIA or SAA) - differentiation strategies and suggestions for regular classroom instruction

2. Students in grades 3-7 identified as gifted (GIA or SAA) - differentiation strategies and suggestions for regular classroom instruction. There is an Enrichment Resource pull out program.

3. Students in grades 8-12 identified as gifted (GIA or SAA) - differentiation strategies and suggestions for regular classroom instruction, accelerated classes, advanced placement classes, and governor’s school

Students may be nominated for evaluation throughout the year.

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

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

- *Parents are notified in writing of the intent to refer the student for program services
- *Parents are notified when permission for additional testing and/or screening is required
- *Following the determination of eligibility, parents/guardians are notified in writing of the program option appropriate for the eligible student. Parental permission for placement in the appropriate program is required
- *The request for permission to participate in the revolving door program is renewed each academic year in grade 3 – 7

Appeals

Placement of a student by the Child Study Committee may be appealed by the parent/guardian. Appeals may be made within 10 instructional days of receipt of notification of the action of the division by first contacting the Enrichment Resource teacher and an obtaining an Appeals Request form. Parents are given the opportunity to meet with the school administrator to discuss the decision.

Once the Appeal Request form is completed and returned, the parent/guardian will be informed, in writing, within 10 instructional days after receipt of the appeal, of the school division’s process to appeal the committee’s decision. The parent will also be given a date to appear before the Child Study Committee to state his/her position. The date will fall within 20 school days of the original appeal’s request. The Appeals Committee shall consist of:

- *The gifted coordinator
- *An elementary or secondary supervisor
- *An enrichment resource teacher
- *School level administrator(s) (preferably not in the same school as the student)

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- *School psychologist
- *Guidance Counselor (from the student’s school)
- *Teacher(s) that work or have worked with the student.

The parent/guardian making the appeal will be invited to present his/her reasons for the appeal. This may be done verbally at the committee meeting or in a written statement that may be given to the committee prior to the meeting. Data provided from outside Smyth County Schools will be accepted. At the end of the parent/guardian’s presentation, the parent/guardians will be dismissed while the Appeals Committee convenes to a work session.

The Appeal Committee will make the final decision. The gifted coordinator will serve as chairperson and will be responsible for collecting data, coordinating additional testing, and setting meetings.

The appeals process will be initiated and completed within 20 school days. Parents will be notified in writing of the decision of the Appeals Committee. The Appeals Committee decision is final.

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

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Parents are notified in writing of identification and placement decisions, including eligibility for gifted services and the Revolving Door Pull-Out Program. Permission must be renewed each academic year. Students are exited from the program through the child study process; if it is determined they no longer require services.

When a change of placement is recommended, parent/guardians are notified within 30 days in writing of the recommended change. If an exit is recommended, parents are notified of the appeals process.

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Parents/guardians, teachers, and school administrators may initiate a request for change in instructional services at any time. Reactivation of a student is possible through a request from the parent. Being inactive in the program does not change the student's identification. A dismissal/change of status form is provided for this purpose. Enrichment teachers and principals have copies of the form.

When a gifted child is removed from the pull out program, the classroom teacher must differentiate the curriculum for that student in the area(s) of identification. Identified gifted students cannot be removed from the program at any time without action from the child study committee.

Removal from the Revolving Door program may occur at the request of the parent, classroom teacher, enrichment teacher or the administrator. The action is based on classroom performance.

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

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

A. Service Options are Continuous and Sequential

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Smyth County provides a continuum of services in kindergarten through grade twelve for students gifted in intellectual aptitude. Students in grades kindergarten through twelve are also

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identified in one or more specific academic area/s: math, language arts, science, and social studies. The program is sequential and integrated into the basic curriculum.

For gifted students, specific goals are developed to foster intellectual and academic growth. These goals are developed based on the student's strengths and interests and designed to advance knowledge. Goals are also implemented in order to build skills in student's area of interest, provide opportunities for problem solving, higher level thinking, and application of knowledge to real life contexts. Students are encouraged to actively determine self directed learning activities and products, incorporate multi-dimensional opportunities for assessment which may include self evaluation, peer evaluation, and teacher evaluation.

Goals are set for students in grades K-2 based on learning needs and skill level. The process of developing the goals includes parental involvement. Enrichment resource teachers develop units of study through the Revolving Door Program for students in grades 3-7 based on student strengths and interests. Classroom teachers and guidance personnel, with student input determine long-range and short term goals for student in grades 8-12.

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

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Service Options Provide Instructional Time with Age-level Peers:

Smyth County school system places students homogeneously with age level peers during the school day and week. Flexible grouping opportunities allow for students to interact with others in order to foster learning, with consideration given to learning styles and interests.

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.

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Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Service Options Provide Instructional Time with Intellectual and Academic Peers:
 Smyth County schools take a multi-faceted approach in meeting the needs of gifted learners. There many opportunities offered to accelerate and enrich the content beyond grade level or course expectations:

- *Academic Year Governor’s School
- *Acceleration based on individual needs
- *Advanced/ Honors classes in specific content area
- *Advanced placement
- *Center- based program
- *Dual Enrollment
- *Guidance services addressing special needs of the gifted
- *In class differentiation by regular classroom teacher (cluster model)
- *Independent study
- *International Baccalaureate
- *Mentorship programs
- *Resource teacher
- *Special seminars
- *Saturday or summer services
- *Summer Regional Governor School
- *Summer Residential Governor’s School
- *Talent Pool, grades K-2
- *Talent Search

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D. Service Options Provide Instructional Time to Work Independently

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Smyth County Schools provide a variety of instructional strategies and educational service options to allow gifted learners to work independently during the school day and week. Beginning with clearly articulated goals and objectives, teachers differentiate the content, process, and products of curriculum for gifted learners based on student readiness, interest, and learning profile.

Teachers pre-assess formally and informally to determine prior knowledge and student understanding. This information allows for independent learning opportunities such as;

- *Orbitals
- *Learning centers
- *Curriculum compacting
- *Learning contracts
- *Journals
- *Content modification
- *Web quests
- *Freedom of topic choice, independent study
- *Mentorships
- *Scaffolding
- *Tiered activities

Ongoing and formative assessments allow the teacher to challenge gifted learners and adapt instruction to ensure student attainment of basic skills while modifying tasks and assessments to reflect mastery of multiple levels of sophistication of increasingly more complex objectives. (Methods and Materials for Teaching the Gifted, Frances A. Karnes, Ph.D. and Suzanne M. Bean, Ph.D., 2009)

E. Service Options Foster Intellectual and Academic Growth

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

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Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Service Options Foster Intellectual and Academic Growth

Smyth County Schools implement instructional strategies which foster intellectual and academic growth during the school day and week.

- *Learning logs
- *Journals
- *Graphic organizers
- *Creative problem solving
- *Cubing
- *Learning centers
- *Interest centers or interest groups
- *Learning contracts
- *Literature circles
- *Role playing
- *Cooperative controversy (Debate)
- *Choice boards
- *Jigsaw
- *Think, pair, share
- *Mind mapping
- *Plusses, minuses, interesting points about topic considerations
- *Model making
- *Labs
- *Tiered assignments and parallel tasks at varied levels of difficulty
- *MENU
- *RAFT

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.

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Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

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

- *Report cards
- *Progress reports
- *Benchmark testing
- *Standards of Learning
- *Star Reading
- *Accelerated Reader
- *PALS testing
- *Rubrics
- *Contracts
- *Student self assessment
- *Peer evaluation
- *Student work folders and portfolios
- *Pre assessment for prior knowledge
- *Ongoing progress monitoring
- *Summative assessments
- *Conference

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

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students’ needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division’s appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

Differentiated Instruction K-12 Curriculum and Instruction is offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age level peers. The content for gifted learners is accelerated and advanced. Curriculum for gifted students is adjusted by content, process, and product. Differentiation is based on student readiness, interest, and learning profile. Problem based learning is a focus for gifted students. Process modifications are implemented that emphasize higher levels of thinking. Instructional strategies may include:

- *Tiered instruction
- *Scaffolding
- *Telescoping
- *Acceleration
- *Organized research products and monitored independent study
- *Open ended instruction
- *Discovery learning
- *Evidence of reasoning
- *Freedom of choice
- *Group interaction

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- *Pacing
- *Creative problem solving
- *Concept based curriculum and instruction

Pull out Enrichment Resource Program 3-7 which includes participation in one or more 7 week units in the four core areas.

- *Acceleration
- *Advanced Placement options (8-12)
- *Advanced/Honors classes in specific content areas
- *Dual Enrollment
- *Weighted classes
- *Guidance Services which address needs of gifted students
- *Summer Vantage Program
- *Participation in the multiple Governors' Schools offerings.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses

(8VAC20-40-60A.12)

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

Areas Of Giftedness	Areas Served
General Intellectual Aptitude	X
Specific Academic Aptitude	X
Practical/Technical Aptitude	
Visual and Performing Arts Aptitude	

The curriculum and scheduling of elementary, middle and high school will provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling students into subjects above the normal grade level will be done with counseling based on evidence of ability, past scholastic achievement, and concern of the individual student and the parents or guardians. Eligibility and change in instructional services are referenced in previous sections.

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:

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- 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.
- 7.
- a. Students are grouped heterogeneously K-12.
 - b. Smyth County enrichment teachers seek opportunities to share involvement in the education of the gifted. Relationships are formed with local civic groups, organizations, and local media. Enrichment teachers and students provide presentations and/or workshops for colleagues, peers, parents, and the community. Presentations actively involve the participants in the educational activities of gifted students. Meetings with parents are held to discuss appropriate enrichment activities to use at home, individual needs, characteristics of their child, and to review identification procedures. Information related to activities involving gifted students is provided on the school board website, in newsletters, and by local media.

Types of activities may include:

- *Destination Imagination competitions
- *Open-house
- *Meet the Teacher Night
- *Mentorships

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- *Expert speakers on area of study
- *Learning experiences with experts in the field of study
- *Partnerships with local businesses and organizations
- *County, district, state, exhibitions of student work- science fairs, essay contests, academic competitions, SWAC academic teams, workshops on special topics of interest, parent leaders/ chaperones, etc

The local Gifted Advisory Board will consist of parents, teachers, administrators, support staff, community members, supervisors, and student representatives. Parent members will be nominated with specific attention to representation that is balanced in respect to the geographic and ethnic composition of the division. Specifically, Smyth County asks for at least two members from each school in the county to represent their individual schools. Other committee members will be nominated and invited to join by the administrators of each school. The school board will approve these nominations. The Smyth County Gifted Advisory Board will meet regularly twice each year (fall and spring). If there is a need to call additional meetings, the gifted coordinator will coordinate those efforts and arrange the schedule and agenda.

The local advisory committee Composition:

Parents-26

Teachers- Approximately 2-6

Administrators- 13

School Board Representative- 1

Students- (optional) 5-10

8. Smyth County School system understands the characteristics of gifted students.
 - a. Gifted students have varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings. Gifted learners exhibit varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings. Smyth County Schools provide appropriately differentiated curriculum and instruction, learning experiences and environments that meet the identified gifted students' academic, creative, and social-emotional needs.

Smyth County Public Schools provides services for students who are intellectually gifted. Gifted students are recognized as having demonstrated superior performance or as having potential for superior performance. Intellectually Gifted students are those whose performance often exceeds that of their chronological peers by two or more years, and often have exceptional creativity, critical thinking, and problem solving skills.

General Characteristics:

- *Advanced vocabulary for chronological age
- *Outstanding memory and knowledge
- *Curious- asks lots of questions
- *Has multiple hobbies, interests, and collections

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- *Typically learn to read earlier with better comprehension of the nuances of language.
- *Commonly learn basic skills better, more quickly, and with less practice
- *Better able to handle abstractions than age mates
- *Frequently able to pick up and interpret nonverbal clues and draw inferences
- *Display a better ability to work independently and for longer periods of time
- *Can sustain longer periods of concentration and attention
- *Frequently has boundless energy which sometimes leads to a misdiagnosis of “hyperactivity”
- *Able to respond and relate well to adults
- *May prefer the company of older children and adults to peers
- *Strongly motivated to do things that interest him/her; may be unwilling to work on other activities
- *Perceives cause and effect relationships
- *Prefers complex and challenging tasks to basic work
- *Catches on quickly
- *Comes up with better ways for doing things; suggests them to peers, teacher, and other adults

Creative Characteristics:

- *Fluent thinkers, able to produce a large quantity of possibilities
- *Flexible thinkers, able to use many different alternative and approaches to problem solving
- *Original thinkers, seeking new, unusual, or unconventional associations and combinations among items
- *Show willingness to entertain complex ideas and seem to thrive in problem situations.
- *Good guessers and can construct a hypothesis readily
- *Not necessarily artists
- *Sometimes argumentative
- *Usually do not like things they do not understand
- *Aware of their own impulsiveness and irrationality within themselves and show emotional sensitivity
- *Have a high level of curiosity about objects, ideas, situations or events
- *Often display intellectual playfulness, fantasize, and imagine readily
- *Can be less intellectually inhibited than peers in expressing opinions and ideas and often exhibit spirited disagreement
- *They have sensitivity to beauty and are attracted to aesthetic dimensions

Learning Characteristics:

- *Gifted children often show keen powers of observation, exhibit a sense of the significant, and have an eye for important details
- *They often read a great deal on their own, preferring books and magazines written for youngsters older than themselves
- *They take great pleasure in intellectual activity
- *Well developed powers of abstraction, conceptualization, and synthesizing abilities
- *Rapid insight into cause and effect relationships

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- *Tend to like structure, organization, and consistency in their environments
- *Resent violation of structure and rules
- *Display a questioning attitude and seek information for the sake of having it as much as for its instrumental value
- *Often skeptical, critical, and evaluative, quick to spot inconsistencies
- *Often have a large storehouse of information regarding a variety of topics that they can recall quickly
- *Show a ready grasp of underlying principles and can often make valid generalizations about events, people, or objects
- *Readily perceive similarities and differences
- *Often attack complicated material by separating it into its components and analyzing it systematically
- *May have a well developed common sense
- *Do not like excessive teacher lectures

Behavioral Characteristics:

- *Willing to examine the unusual and are highly inquisitive
- *Sometimes their behavior is often well organized, goal-directed, and efficient with respect to tasks and problems, while other times they are disorganized and illogical
- *Exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent
- *Enjoy learning new things and new ways of doing things
- *Have a longer attention and concentration span than their peers
- *Are more independent and less subject to peer pressure than their age mates
- *Have a highly developed moral and ethical sense
- *Are able to integrate opposing impulses, such as constructive and destructive behavior
- *Often exhibit daydreaming behavior
- *May seek to conceal their abilities so as not to stick out
- *Often have a well developed sense of self and a realistic idea about their capabilities and potential
- *Sometimes have difficulty dealing with peer relationships
- *Sometimes seem not to fit in with the group

Social Emotional Characteristics:

- *Divergent thinking
- *Overexciteability
- *Sensitivity
- *Perceptiveness
- *Self actualization
- *Perfectionism
- *Dominating peers and situations
- *Advanced sense of humor
- *Asynchrony

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- *Emotional Intensity
- *Intense Awareness
- *High levels of Ethical and Moral Consciousness
- *Strong Beliefs and Opinions

b. Smyth County schools understand that social emotional needs are an integral part of the educational experience. We promote the growth and development of healthy self concepts through appropriately challenging curriculum which considers pace, depth, concepts, and interaction with intellectual and academic peers. The following methodologies are applied:

- *Counseling
- *Professional Development
- *Positive partnerships between student, parents, and educators
- *Positive communication
- *Modeling
- *Emotions are realized not minimized
- *Reassuring and validating student feelings
- *Lead students to realize that sensitivity is not a weakness

c. Gifted Behaviors in Special Populations:

In meeting the needs of culturally diverse, economically disadvantaged, or disabled gifted students, Smyth County considers the unique needs of students who are twice exceptional. Smyth County is aware that giftedness may appear in different forms in many cultural or socioeconomic groups as well as children with disabilities. There is consideration of psychological, social, and academic needs through multicultural curriculum, social and cooperative learning, tactile-kinesthetic learning, relevant real world experiences, identity enhancement, and compatible teaching styles.

Characteristics of Twice Exceptional Students May Include:

- *Frustration with inability to master certain academic skills
- *Learned helplessness
- *General lack of motivation
- *Disruptive classroom behavior
- *Perfectionism
- *Super sensitivity
- *Failure to complete assignments
- *Lack of organizational skills
- *Demonstration of poor listening and concentration skills
- *Deficiency in tasks emphasizing memory and perceptual abilities
- *Low self esteem
- *Unrealistic self expectations

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- *Absence of social skills with some peers
- *Poor test performance
- *Achieving below grade level expectations
- *Superior retention of concepts when interested
- *Fast gap between qualitative level and oral and written work
- *Expansive factual knowledge
- *Avoidance
- *Initiative on self selected projects

9. Smyth County School system uses 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 are utilized in Smyth County schools.

Identification Assessment Instruments:

- *Student products
- *Student performance
- *Portfolio
- *In class behaviors checklists
- *Rating scales
- *Checklist
- *Rating scales
- *Questionnaire
- *Aptitude test- Otis Lennon School Ability Test
- *Stanford 10 Achievement Test
- *Previous Achievements- grades, honors, awards
- *Individual interviews
- *SOL

b. Smyth County uses 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-

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

When a student is recommended for gifted evaluation, the enrichment resource teacher collects, organizes and summarizes all available data for each recommended student. The identification placement committee comprised of the enrichment resource teacher who holds an endorsement in Gifted Education, the child's teacher and/or a professional who knows the child, and a school administrator will consider each nominated student. The collected data is reviewed, and a recommendation is made based on the following guidelines:

- *Student scores at or above 95th percentile on the Otis Lennon Ability test
- *Specific area strengths are evident through student evaluations, rating scales, interests, and awards
- *Student scores are at 95th percentile on a core area of the Stanford 10 Achievement test with additional documentation to support the student being identified in a specific academic aptitude.

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

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

11. Understanding and application of theories and principles of differentiating curriculum designed to match and distinct characteristics of gifted learners to the programs and curriculum offered to gifted students

Smyth County emphasizes differentiated instruction to best meet the needs of all students. There is a focus on collaborative efforts between the regular classroom teacher and the endorsed gifted specialist to facilitate learning to best meet the needs of identified gifted students. Cross curricular instruction provides depth and breadth of learning. Students are given the opportunity to work both independently and cooperatively in study and research units that encourage the application, synthesis and evaluation required to build understanding. In-services on the use of technology, creativity, and problem solving will allow teachers a variety of instructional and product options when addressing the diversified needs of gifted students.

12. Smyth County will set goals and provide professional development to foster the understanding of contemporary local, state, and national issues, concerns, and research in gifted education including but not limited to:

- * Continuous use of valid, reliable data to adjust program and ensure maximum effectiveness.
- * Utilize assessment and evaluation to provide feedback on effectiveness and planning.
- * Providing students with respective information regarding individual growth and change
- * Inform parents about accomplishments of their children
- * Provide course work necessary for Gifted Education Endorsement which will lead to school personnel understanding and implementing best practices of gifted education
- * Enrichment teachers will be given the opportunity to attend workshops or conferences where they will be able to apply the knowledge gained and share information with the schools and stakeholders

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.

Smyth County Schools will distribute and collect surveys from the following groups:

Administrators

Teachers

Parents

Students

Surveys will address screening, referral, identification, and program procedures, review of student outcomes, and academic growth of gifted students.

Surveys will reveal valid reliable data to adjust the program in order to ensure maximum effectiveness.

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

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

The local Gifted Advisory Committee will consist of parents, teachers, administrators, support staff, community members, supervisors, and student representatives. Parent members will be nominated with specific attention to representation that is balanced in respect to the geographic and ethnic composition of the division. Specifically, Smyth County asks for at least two members from each school in the county to represent their individual schools. Other committee members will be nominated and invited to join by the administrators of each school. The school board will approve these nominations. The Smyth County Gifted Advisory Committee will meet regularly twice each year (fall and spring). If there is a need to call additional meetings, the gifted coordinator will coordinate those efforts and arrange the schedule and agenda.

The Local Advisory committee Composition:

Parents- 26

Teachers- Approximately 2-6

Administrators- 13

School Board Representative- 1

Students- (optional) 5-10

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

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

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

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

Division Superintendent's Signature

Printed Name

Date

The Enrichment Resource Program: A Parent's Guide

Smyth County's program for the gifted is designed to ensure quality education appropriate to the unique abilities, talents, and aptitudes innate within each child.

Smyth County strives to identify students with advanced aptitude or conceptualization beyond their age peers. An identification process is designed to ensure the identification of gifted students in kindergarten through twelfth grade. Procedures are constructed to allow for an equitable representation of students from various backgrounds including those whose accurate identification may be affected by economic disadvantages, limited English proficiency, or by disability.

A pull out enrichment program is offered to students in grades three through seven. Classes are populated by fully identified gifted students; subject area identified gifted students, and Revolving Door students, which are students who exhibit high ability in a core academic area.

Services for Identified Gifted Students:

Kindergarten – Second Grade: Students are observed, monitored, and identified through testing and multiple criteria. Students identified as gifted are served through differentiation in the regular classroom setting.

Third – Seventh Grade: Students are observed, monitored, and identified through testing and multiple criteria. Students identified as gifted are served through differentiation in the regular classroom setting as well as the weekly pull out enrichment program.

Eight – Twelfth Grade: Students are observed, monitored, and identified through testing and multiple criteria. Students identified as gifted are served through differentiation in the regular classroom as well as college preparatory classes, dual credit classes, advanced placement classes, and honors classes.

Identified gifted students do not need additional work on top of the regular classroom assignments. Instead, differences in instruction should be based on the child's individual learning needs.

Process used to determine participation in the Revolving Door Program:

Identified gifted students will automatically participate in the pull out enrichment program in the area(s) in which they are identified.

Students who are not identified as gifted but are considered potential candidates for the Revolving Door Program are referred by the classroom teacher. Classroom teachers are asked to recommend students based on classroom performance, SOL scores, and observation. Students should demonstrate a high level of task commitment, independence, self motivation, and creativity. Students recommended by classroom teachers must meet the required 80th percentile on the Revolving Door Matrix. Students with the highest qualifying percentages will fill the slots until the class is full.

Children qualifying for the Enrichment Pull-Out Program are able to function at an academically accelerated pace. Students are not penalized in the regular classroom for participation in the

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program. Students are given opportunity to make-up missed assignments. Regular classroom teachers are asked to be sensitive regarding the work students are required to make-up. Students will only be asked to complete work that is essential for understanding. If you have questions or concerns regarding the work your child misses while in the enrichment resource program, please contact your child's classroom teacher and the Enrichment Resource Teacher.

If your child is identified as gifted there are many things you can do in order to encourage your child's growth of knowledge and success.

*Be a learner yourself. Learning is something people can and should do every day of their lives. Learning is not something that is limited to a classroom. Everyday life experiences can turn into great learning experiences.

*Keep track of your child's performance and progress. Watch for signs that your child is happy in school, busy learning new things, and being challenged. Speak with your child's teacher if you are seeing frustration.

*Stay in touch with your child's teacher.

*Work to help your child learn and practice social skills. Encourage him/her to recognize and appreciate other people's talents.

*Look for summer opportunities and programs for your child. Take frequent trips to the library, visit museums, go to concerts, movies, and local historical sites. Find family friendly Web sites to surf together.

*Most of all, TALK.