

Wythe County Public Schools



Local Plan for the Education of the Gifted

2023-2028

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Local School Board Chairperson	Peggy Wagy		
Date Approved by School Board	10/12/23		

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 [Gifted Ed Homepage http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the Regulations states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2017). 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 Wythe County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12
Specific Academic Aptitude (SAA) - History and Social Science	K-12
Specific Academic Aptitude (SAA) - Science	K-12
Career and Technical Aptitude (CTA)	NA
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	NA



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 Wythe County School System has a responsibility to provide a quality education that allows opportunities for each student to discover and reach his/her fullest 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. Our gifted program provides individual learning opportunities, resources, and experiences that meet the needs and promote the unlimited potential of our students in grades K-12.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

General Intellectual Aptitude: Students identified as demonstrate or having 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 gifted in the area of General Intellectual Aptitude will have demonstrated ability in the 93%ile or above on at least one standardized ability and/or IQ test as well as meeting other necessary criteria set by Wythe County Public Schools.

Specific Academic Aptitude: Students identified as demonstrate or having 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. Students identified as gifted in the area of Specific Academic Aptitude will have demonstrated achievement in the 93%ile or above in at least one standardized achievement test as well as meeting other necessary criteria set by Wythe County Public Schools.

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

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

A. Identification:

Goal: All Wythe County Public Schools will uniformly use the division's screening, identification, and placement procedures for both General Intellectual Aptitude and Specific Academic Aptitude in grades K-12.

Objective 1: Conduct meetings with school counselors and/or gifted coaches on issues related to appropriate gifted identification as well as WCPS identification procedures. The first initial meeting should be held no later than September 30 of each school year.

Objective 2: Instruct principals, gifted coaches, teachers, and school counselors on proper identification procedures.

Objective 3: Review the purpose and organization of each school's Identification and Placement Committee (IPC) with necessary staff members.

Objective 4: Provide relevant identification information and training for teachers.

Objective 5: Monitor the use of the identification procedures at each school.

B. Delivery of Services:

Goal: Wythe County Public Schools will provide appropriate services to identified gifted students for General Intellectual Aptitude and/or Specific Academic Aptitude in grades K-12.

Objective 1: Each Wythe County Public School will appoint a gifted coach(es) to oversee the school gifted program implementation and professional development in grades K-8.

Objective 2: Each Wythe County Public School will appoint a gifted coach(es) to facilitate appropriate gifted program implementation and instruction to students in grades K-8.

Objective 3: Each Wythe County Public School will cluster gifted students wherever appropriate to provide those students time to work with their intellectual and academic peers.

Objective 4: Each Wythe County Public School will continue to provide a flexible schedule to allow for appropriate gifted instruction, services, and programs in grades K-7.

Objective 5: Each Wythe County Public School will continue to provide advanced classes and/or dual credit classes as well as provide appropriate differentiation within each for identified 8th grade and high school students.

C. Curriculum and Instruction:

Goal: Wythe County Public Schools' gifted coaches will work to develop appropriate curriculum and instructional programs to meet the needs of identified General Intellectual Aptitude and/or Specific Academic Aptitude gifted students in grades K-12.

Objective 1: Wythe County Public Schools will focus on differentiation techniques which meet the needs of students across the educational spectrum with an emphasis placed on gifted students.

Objective 2: Wythe County Public School will develop and implement a process to provide parents with relative information regarding the gifted instruction, resources, and programs their child will receive for the current school year.

Objective 3: Wythe County Public School Gifted Coaches/teachers will continue to develop and provide appropriate instructional units to meet the needs of gifted students.

Objective 4: Wythe County Public School Gifted Coaches at each school will consult with regular classroom teachers to assist them in developing appropriate classroom enrichment and extension materials.

D. Professional Development:

Goal: Wythe County Public Schools will offer in-service and professional development opportunities to teachers in the area of gifted education of students identified with either General Intellectual Aptitude and/or Specific Academic Aptitude in grades K-12.

Objective 1: Wythe County Public Schools will offer all teachers training on the appropriate identification of gifted students.

Objective 2: Wythe County Public Schools will provide Gifted Coaches training on the appropriate identification of gifted students.

Objective 3: Wythe County Public Schools will offer professional development and/ in-service opportunities to support differentiated instruction.

Objective 4: Wythe County Public Schools will continue to be active in the Region VII Gifted Consortium in order to participate in the planning of their annual Speaking for Gifted event as well as give WCPS teacher the opportunity to attend.

Objective 5: Wythe County Public Schools will maintain an online resource for gifted coaches and school counselors. This resource will be used for updating information, providing resources, and links for professional development and on-going related topics.

E. Equitable Representation of Students:

Goal: Wythe County Public Schools will make every effort possible to ensure equitable representation of students, particularly those that are economically disadvantaged, have limited English proficiency, or have a disability, in the Gifted Program in the area of General Intellectual Aptitude and/or Specific Academic Aptitude in grades K-12.

Objective 1: Wythe County Public Schools will utilize uniform screening tools which have the ability to assess students' positive and negative manifestations of gifted characteristics.

Objective 2: Wythe County Public Schools will utilize research based nonverbal ability test for students whose language, education, culture, and/or socioeconomic backgrounds warrant an alternative to traditional ability testing.

Objective 3: Wythe County Public Schools will utilize results from special education evaluations when appropriate in the identification process.

F. Parent and Community Involvement:

Goal: Wythe County Public Schools will actively pursue ways to increase parental and community involvement in the Gifted Program in the areas of General Intellectual Aptitude and/or Specific Academic Aptitude in Grades K-12.

Objective 1: WCPS will collaborate with gifted coaches, administrators, and teachers in hosting a Gifted and Talented Forum consisting of parents, teachers, and community members. The purpose of this forum is inform stakeholders of WCPS current gifted plan and programs/services and to provide an opportunity for review and input regarding these items. It also allows for cultivating ideas in furthering stakeholder's involvement in the WCPS gifted program at the district and school level. The forum will meet at least twice a year.

Objective 2: Parents, guardians, and community members will be encouraged to participate and assist with various activities involving students identified as gifted.

Objective 3: Increase communication to parents and the community through multiple levels of media throughout the year.

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	Area of Giftedness Identified by WCPS
	General Intellectual Aptitude (GIA)
	Specific Academic Aptitude (SAA) - English
	Specific Academic Aptitude (SAA) - Mathematics
	Specific Academic Aptitude (SAA) - History and Social Science
	Specific Academic Aptitude (SAA) - Science

The screening process includes an annual announcement to the school community that referrals to the gifted program are being sought. The principal and/or the school counselor at each school communicates to the school faculty that referrals are being sought along with an explanation of Wythe County Schools' screening guidelines used to secure these referrals. In addition, the school division will make information regarding the referral process available each year to K-12 parents and students in the Wythe County Public Schools Student Handbook. The responsibilities of parents include reviewing, understanding and acknowledging the receipt of the Wythe County Public Schools Student Handbook by signing the required forms.

- The screening process will be used to develop a pool of candidates from which referrals for further testing and consideration will be made in order to identify those eligible to participate in the gifted program.
- Classroom teachers will observe students for areas of strength in general intellectual aptitude, specific academic aptitude, and/or gifted behavioral characteristics.

- Any such observation may lead to a student being identified as needing differentiation in the regular classroom.
- One tool to be used by teachers in order to assist them in this endeavor is the ***Classroom Ratings of Behavioral Characteristics Forms***. Appendix A1-A3
 - It is important to note that this screening form takes into account both the positive and negative manifestations of gifted characteristics and, therefore, may help to screen for special populations of gifted learners as they may not manifest stereotypical gifted characteristics. In addition, school psychologists who routinely may assist in the identification of students for Special Education programs may, on occasion, find students who should be considered for gifted identification as well.
- Screenings may occur at any time subsequent to teachers having had adequate time to become familiar with students' level of functioning.

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 Area of Giftedness Identified by WCPS
General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

Referral Procedures

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 Identified by WCPS

General Intellectual Aptitude (GIA)
Referral Procedures for Area of Giftedness Identified by WCPS
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) – Science

Initial Referral

- After teachers have completed relevant screenings, referrals are then made to the school Identification and Placement Committee (IPC) by submitting the Referral Form and Checklist (Appendix A7) as well as any relevant screening materials.
- The IPC at each school is appointed by the principal and shall include the principal/designee, the school counselor/chairperson, the school gifted facilitator, the referring teacher and one additional teacher/committee member.
- Referral forms can be obtained from any school principal, school counselor, school gifted facilitator, or the WCPS gifted coordinator.
- Completed referral forms should be submitted to the school counselor.
- Referrals for identification may be made at anytime during the school year by school personnel, parent/guardians, others determined to be of related expertise, peers, or self-referrals.
- Efforts will be made to identify potentially gifted students from among all ethnic and socioeconomic groups, regardless of gender, including students who exhibit developmental differences, who have handicapping conditions, and/or who speak English as a second language.

Parent/Guardian Notification

- Once the IPC has received a referral the parents/legal guardians shall be notified, and written parental permission to administer additional assessments shall be obtained. (Appendix A6) This letter also contains information regarding the referral process.
- Students who transfer to WCPS from another school system or private school, and have been identified as gifted, will have a records review by the school gifted facilitator, school counselor, and/or IPC. As deemed necessary, the student will be referred for a WCPS gifted evaluation.

C.

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

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

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

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

- ☒ 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

2. Additional identification information for

General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics

Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

After parent/guardian written permission to assess the referred student is secured, the appropriate research based aptitude and achievement testing will be administered, including but not limited to:

- Otis Lennon School Ability Test in grades K-12
- Stanford 10
- Woodcock-Johnson III Tests of Achievement in grade 9-12
- Other appropriate assessments as deemed necessary may also be utilized including the Comprehensive Test of Nonverbal Intelligence Second Edition (CTOMI-2).

The administration of these assessments will be the responsibility of the school counselor.

- The school counselor will then score the tests and provide the results to the IPC.
- The school counselor will also ensure that the IPC is given the results of the screening forms and documents:
 - Classroom Ratings of Behavior Characteristics Checklist-Teacher (Appendix, A3)
 - Parent Rating of Behavioral Characteristics Checklist (Appendix, A4)
 - Necessary evidence of pupil products/achievement

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 and Placement Committee by category.

Click here to select area of giftedness.

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

- b. Type of Identification/Placement Committee

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

- ☒ School-level ☐ Division-level

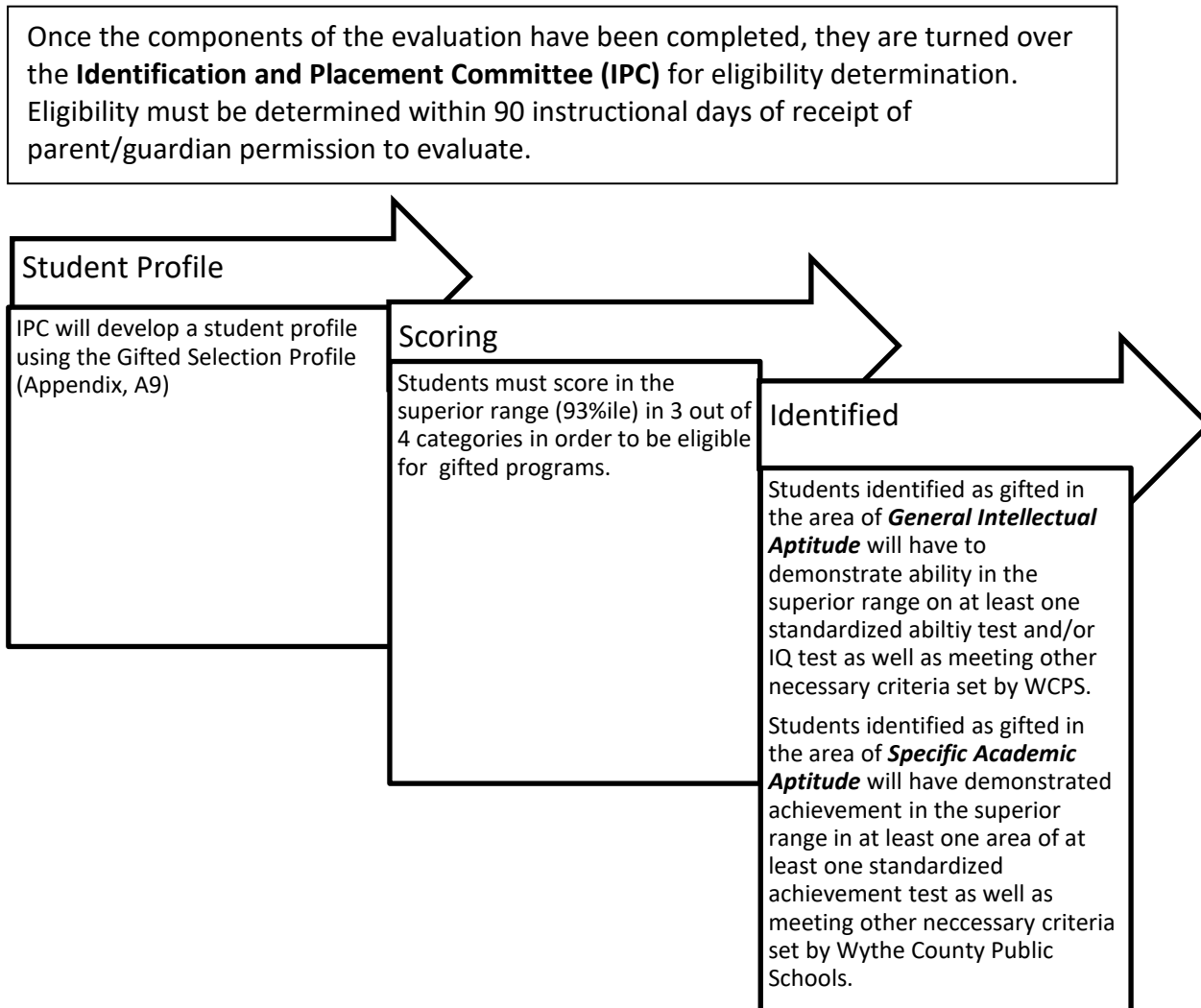
2. Eligibility (8VAC20-40-60A.3)

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.

General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Classroom Rating Behavior Characteristic Checklist, Teacher (A1-A3)	Current Classroom Teacher(s)	School Counselor	School Counselor
Behavior Characteristic Checklist, Parent (A4)	Parent(s) and/or Guardian(s)	School Counselor	School Counselor
Aptitude and Achievement Test (K-8): Total Math/Science and/or Language Arts/Social Studies	School Counselor	School Counselor	School Counselor
Woodcock-Johnson III Test of Achievement (9-12): Passage Comprehension Applied Problems Writing Samples or Editing Academic Knowledge	School Counselor	School Counselor	School Counselor
Otis-Lennon School Ability Test: Verbal, Non-Verbal Total CTONI-2 Comprehension Test of Nonverbal Intelligence-2 nd Edition (as deemed necessary)	School Counselor	School Counselor	School Counselor
Pupil Products/Achievement(s) Grades, SOLS, Benchmarks, etc.	Classroom Teacher/Referring Teacher	School Counselor	School Counselor

Eligibility Decision Timeline



Students who have undergone an evaluation to determine eligibility for special education services within a 12 month period prior to the school's IPC eligibility determination, may have those testing scores replace what is listed in the table on page 14 for gifted evaluations as deemed appropriate by the school's IPC.

The division does not allow any one criterion to deny or guarantee access to gifted program services. Once the eligibility process is complete, parents/legal guardians shall be notified in writing of the committee's decision (Appendix, A11 and A12). The determination of eligibility will be completed within 90 instructional days of obtaining parental permission. Written documentation of the IPC meeting to determine eligibility will be recorded on Minutes of Identification and Placement Committee Meeting (Appendix A10).

Multiple Referrals

A student who is determined not eligible for placement in the gifted program during a given year may be referred at any time during any or all subsequent years.

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

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

General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

Each student determined eligible will be identified as showing either general intellectual aptitude and/or specific academic aptitude.

No students may be placed in a gifted program until written parental consent is obtained.

Grade Level	Determination of Services
Grades K-8	Clustered in either regular classroom or regular classroom programs Provided opportunities for special programs, activities, and presentations. Pull out program in grades 6-8. Afterschool enrichment program in grades 3-8. Each school will have the flexibility to determine an appropriate plan that will be submitted by Gifted Coaches at the beginning of each school year to school administration and the Gifted Coordinator.
Grades 8-12	May elect to be in a regular classes and/or advanced classes
Grades 10-12	Southwest Virginia Healthcare Excellence Academy Laboratory School (SWVA-HEALS) program May be eligible for The Southwest Virginia Governor's School for Science, Mathematics, and Technology
Grades 11-12	May elect to take dual credit classes. Approved Virtual Learning Course Offerings at the High School Virtual Virginia learning courses http://www.virtualvirginia.org/courses/catalog/index.html Elite learning courses (asynchronous on-line courses) (http://svetn.org/elite-learning/courses/) Linwood Holton Governor's School (virtual courses) http://www.hgs.k12.va.us/CoursesPage.htm Wytheville Community College https://www.wcc.vccs.edu/dual-enrollment

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 (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science



- Once a referral is received by the Identification and Placement Committee (IPC), notification and request for permission to test is sent to the parent/legal guardians of the student who has been selected for further evaluation. Written permission will then be secured from the parent/legal guardians.
- Following the determination of eligibility, completed within 90 instructional days of receipt of parental permission, the parents/legal guardians will be notified of the findings of the IPC. If the student has been determined eligible, permission will be requested for placement in the program (Appendix A11).
- No students may be placed until written parental consent is obtained. If the student has been found ineligible, the parents/legal guardians will be notified of the findings and apprised of their right to appeal (Appendix, A12 and B1).
- Notification to parents/legal guardians of the IPC's decision will be made within 90 instructional days of obtaining written parental permission.
- Should a parent wish to file an appeal following a letter of ineligibility, the appeal must be filed within ten days of receipt of the letter. The results of the appeal must be communicated to the parents.
- Any change of placement or exit decision will be communicated to parents by sending them a completed Change of Placement form (Appendix A14). Should additional standardized testing be deemed necessary it will only take place after parental permission has been obtained.

Appeals

Appeals may be made in the eligibility process. Any of those persons who may refer students for the gifted program may appeal decisions. (Refer to Summary of Appeal Procedures on Appendix B1).

Eligibility and Placement

- An eligibility placement decision by the IPC may be appealed in writing within 10 instructional days of receipt of the ineligibility letter to the principal who will forward the appeal to the gifted co. When an appeal is received, the principal or the gifted coordinator will arrange for the individual administration of alternate aptitude and/or achievement testing as deemed necessary.
- The Eligibility and Placement Appeal Committee will consider the original assessment data and the results of any alternate aptitude and/or achievement testing. If outside data is submitted by the appellant, this may be considered in addition to the above-mentioned testing results, but not in place of them. Written documentation of the Eligibility and Placement Appeals Committee meeting to reconsider eligibility will be recorded on Appeal Committee Record (Appendix B3).
- The Eligibility and Placement Appeals Committee shall consist of the principal/designee, the gifted coordinator, the division's testing coordinator, and the appropriate instructional supervisors, the majority of whom did not serve on the IPC. The principal will inform the parent/legal guardians of the result by letter (Appendix B4) if appeal successful; Appendix B5 if appeal unsuccessful).

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

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

General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

All identified gifted students will be re-evaluated informally on an annual basis. This informal assessment of the area of ability under which the student was originally identified will be conducted by the classroom teacher. If the gifted program is meeting the needs of the student, placement will continue. However, if placement is in question, a more formal re-evaluation will be conducted by the IPC. The re-evaluation will consist of the Behavioral Characteristics Checklist being completed by the classroom teacher(s), re-assessment of pupil products or achievement, and possibly the administration of an additional standardized test after parental permission to test has been acquired.

A student may be released from a placement under the following conditions:

- a.) the student is determined to need a different placement.
- b.) the student is determined no longer eligible according to the identification criteria; or
- c). the student's parent/legal guardian requests removal from the program

Changes in placement are documented on the Change in Placement form, Appendix A14.

Placement Change or Pupil No Longer Eligible

(In the event an “a” or “b” situation should occur):

- The IPC or the Appeals Committee will make this determination based on re-evaluation data. The principal is responsible for notifying the parent/legal guardian of the changes and of their right to appeal. Such a change will take effect at the beginning of the next grading period unless the parent/legal guardian and principal agree on an earlier date.

Request from Parent/Legal Guardian for Removal

(In the event a “c” situation should occur):

- Upon receipt of written request from a parent/legal guardian that a student be removed from a program, the principal/designee will contact the parents/legal guardian to work out a mutually agreeable date for services to cease. Removal from a placement typically occurs at the end of a grading period.

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

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

A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

Students identified as gifted with a general intellectual aptitude (GIA) and/or specific academic aptitude (SAA) are provided with appropriate classroom differentiation in grades K-12. Teachers use instructional strategies that accelerate, enrich, and extend the required tasks, activities, and processes beyond the grade-level or course expectations as indicated by the Standards of Learning. These learning activities emphasize academic rigor, complexity, abstract reasoning and areas of strength. In addition, contests, exhibitions, and other opportunities are employed to meet identified gifted students' needs.

The following supplemental programs are examples of available opportunities for identified GIA and SAA gifted students:

Grade Level	
Grades K-8	Young Scholar Day at Southwest Virginia Governor's School (April)
Grades 5-9	Southwest Virginia Governor's School for Science, Mathematics and Technology-Science and Creativity in Motion Summer Camp Emory and Henry Summer Scholars Institute Camp for rising 6-9 th graders
Grades 10-12	Appalachian Summer Regional Governor's School for rising 10-12 th graders

	Emory and Henry Summer Leadership Program for rising 10-12 th graders
Grades 11-12	May be eligible for Summer Residential and Regional Governor's Schools offered by the VDOE.

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 (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

By virtue of students being grouped into grade levels according to their ages, there are abundant opportunities to provide appropriate instructional time with age-level peers; whole group instruction of new concepts and cooperative learning groups that focus on problem-centered and open-ended tasks are but two examples. On the rare occasions when a student might be working full-time in a classroom with older students, opportunities for instructional time with age level peers can still be accomplished through physical education classes, exploratory classes, and electives as is suitable for the student.

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 (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

WCPS' identified gifted students may continue to be clustered in classrooms in order to provide instructional time with intellectual and academic peers.

Grade Level	Instructional Time with Intellectual and Academic Peers
Grades K-8	<ul style="list-style-type: none"> Clustered in either regular classroom or regular classroom programs Provided opportunities for special programs, activities, and presentations. Pull out program grades 6-8. Afterschool enrichment program grades 3-8. Each school will have the flexibility to determine an appropriate plan that will be submitted by Gifted Coaches at the beginning of each school year to school administration and the Gifted Coordinator.
Grades 8-12	<ul style="list-style-type: none"> May elect to be in a regular classes and/or advanced classes and coursework with intellectual and academic peers. Acceleration program of study based on individual needs Guidance services addressing specific needs
Grades 10-12	Southwest Virginia Healthcare Excellence Academy Laboratory School (SWVA-HEALS) program
Grades 11-12	<ul style="list-style-type: none"> May elect to take dual credit classes. <p>Apex Online Learning: https://www.apexlearning.com/digital-curriculum/courses/catalog Virtual Virginia: https://www.virtualvirginia.org/ Elite Learning with SVETN: http://svetn.org/</p> <ul style="list-style-type: none"> May be eligible for The Southwest Virginia Governor's School for Science, Mathematics, and Technology May take classes toward an Associate's Degree or General Studies Degree from Wytheville Community College

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 (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

Students identified as gifted will have regular opportunities in the classroom to work on independent study geared to the students' individual instructional needs. This independent study will emphasize research skills in order to synthesize new information and then make connections between the new information and previously learned concepts and information. Independent study may enrich the students' current curriculum or be geared to their individual

areas of interest. It is important that any independent study will involve student choice in both topics and products.

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 (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

WCPS implements instructional strategies which foster intellectual and academic growth during the school day and week. Classrooms with identified gifted student clusters utilize differentiated instruction in the K-12 program. The use of Bloom's Taxonomy provides the framework for planning and differentiation of instructional activities for identified students. Activities may include but are not limited to higher levels of Bloom Taxonomy such as analysis, synthesis, and evaluation. The use of technology enhanced items are essential in the Standards of Learning curriculum and framework. Other instructional strategies may be incorporated to foster these students' intellectual and academic growth such as: Learning Logs, Journals, Graphic Organizers, Creative Problem Solving, Learning Centers, Mapping, Modeling, Labs, Learning Menu, Tiered Assignments, and Think, Pair, Share.

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 (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

WCPS gifted coaches and classroom teachers will use various means of communication and documentation to provide information on differentiation, instructional strategies, short/long term goals, and student academic growth throughout the school year. (Appendix A13). Examples may include but are not limited to: report cards, progress reports, benchmarks testing, student work/portfolios, and conferences.

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.

General Intellectual Aptitude (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

WCPS implements instructional strategies which foster intellectual and academic growth during the school day and week. Classrooms with identified gifted student clusters utilize differentiated instruction in the K-12 program. The use of Bloom's Taxonomy provides the framework for planning and differentiation of instructional activities for identified students. Activities may include incorporation of higher levels of Bloom Taxonomy such as analysis, synthesis, and evaluation. Learning opportunities emphasize academic rigor, complexity, abstract and multifaceted concepts through integrated content experiences as appropriate for each student's mental age and areas of strength. Instruction may include but is not limited to inquiry-based processes, higher order thinking skills, problem finding and solving, scientific inquiry, decision making, and research leading to original products. The use of technology as an instructional tool is stressed. Emphasis is placed on student ownership of learning. The teachers use instructional strategies that accelerate, enrich, and extend the required tasks, activities, and processes beyond the grade-level or course expectations as indicated by the Virginia Standards of Learning.

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 (GIA)
Specific Academic Aptitude (SAA) - English
Specific Academic Aptitude (SAA) - Mathematics
Specific Academic Aptitude (SAA) - History and Social Science
Specific Academic Aptitude (SAA) - Science

Students are provided opportunities for class selection based on prior performance and needs. In consultation with faculty and school counselors, student enrollment in appropriate and specific classes is determined by grades and scores from a variety of sources, performance and portfolio evaluations, prerequisites, and appropriate recommendations.

Concurrent High School Dual Enrollment Associate of Arts & Science in General Studies Degree or General Education Certificate

Wythe County Public Schools in conjunction with **Wytheville Community College** offers students the opportunity to earn a certificate in General Education or an associate degree in Arts and Sciences in General Studies *at the same time* they complete high school graduation requirements.

Students will follow a course sequence which meets diploma and certificate or associate degree requirements. This brochure provides a plan for the General Education Certificate as well as an Associate's Degree in General Studies. Other associate degree tracks are available through Wytheville Community College and completion of a concurrent program can be developed to meet these tracks if desired.

This program is beneficial to students, families, and the community. Students are able to earn their two year degree while still in high school, saving time and tuition money, easing transition from high school to college by developing collegiate skills, and by potentially increasing employment options after high school.

The certificate requires a minimum of 31 college credits. The associate degree requires a minimum of 60 college credits. Credits must be earned in the areas of English, History, Social Science, Science, Mathematics, Humanities, Communication, Health, Computer Literacy, and Student Development.

Courses, or their equivalent, are to be taken in the sequence indicated in addition to high school courses required for graduation. Some coursework is required during the summer. Any costs incurred by taking coursework on the WCC campus will be the responsibility of the student. WCPS will assume the cost for dual enrollment courses taken on the campuses of WCPS high schools.

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

- 1. Understanding of principles of the integration of gifted education and general education, including:*
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and*
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.*
- 2. Understanding of the characteristics of gifted students, including:*
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;*
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and*
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).*
- 3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:*
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;*
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;*
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;*
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;*
 - e. The evaluation of data collected from student records such as grades, honors, and awards;*
 - f. The use of case study reports providing information concerning exceptional conditions; and*
 - g. The structure, training, and procedures used by the identification and placement committee.*
- 4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:*
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;*
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and*
 - c. The development of learning environments that guide students to become self-directed, independent learners.*
- 5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:*
 - a. The integration of multiple disciplines into an area of study;*
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;*
 - c. The development of analytical, organizational, critical, and creative thinking skills;*
 - d. The development of sophisticated products using varied modes of expression;*
 - e. The evaluation of student learning through appropriate and specific criteria; and*

- f. The development of advanced technological skills to enhance student performance.*
- 6. *Understanding of contemporary issues and research in gifted education, including:*
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and*
 - b. Current local, state, and national issues and concerns.*

Wythe County Public Schools will offer professional development to address the above listed criteria by:

- Providing ongoing school-level in-service opportunities to all school staff with particular emphasis on identification issues in the area of gifted education.
- Providing ongoing district-wide in-service opportunities to guidance counselors and teachers working with identified gifted students.
- Providing access to regional professional development opportunities in the area of gifted education instruction, most notably the *Speaking for the Gifted* event sponsored by the Region VII Gifted Consortium.
- Providing necessary support for participation in state conference(s).

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.

Wythe County Public Schools will utilize a variety of methods to annually review the effectiveness of its gifted education program. Some of these methods will include but not limited to:

- Periodic checks of identified gifted students' school base plan
- Periodic student, teacher, and parent surveys
- Gifted forum comprised of gifted coaches, parent representatives from each WCPS School, school counselor, principal/designee, and gifted coordinator will meet at least twice a year to facilitate conversations and to provide information and stakeholder input regarding the gifted program
- Approval of the Local Plan for the Education of the Gifted by the Wythe County School Board can be considered a further method of evaluation

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

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

WCPS will establish a Gifted Educational Forum that will include the following individuals for each school:

- Gifted and Talented Coach/Teacher
- School Counselor
- 1-2 parents
- Principal or designee

Gifted and Talented Educational Forum will meet annually within the first 60 days of school with the Gifted Coordinator. The purpose of this meeting will be to provide information and to provide an opportunity for parents, school personnel, and other community members to discuss current and relative issues in regards to gifted education and WCPS gifted program.

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



Appendix A

Wythe County Public Schools
Wythe County Public Schools

Classroom & Parent Screening for Gifted Behavior Characteristics Directions – A1

Using the screening form you will rate the student according to EITHER the Positive OR Negative manifestation of the following characteristics that BEST represents the student's manifestation of the characteristic. There should only be one score per row for each Characteristic. Please see the example below.

EXAMPLE

Rating Scale: 0= Never 1= Seldom 2= Sometimes 3=Consistently

Characteristic	(+) Manifestation Range	0	1	2	3	(-) Manifestation Range	0	1	2	3
Self-Motivation	Self-directed and intense, often reads independently, variety of hobbies				X	Sets unrealistic standards, shows lack of self-confidence, is a "bookworm" to the exclusion of other activities				
Concentration	Can pursue topics in depth for sustained periods of time				X	May devote all time to a personal topic, often before doing classwork				
Emotional Maturity	Is responsible, well adjusted, a good sport					Refuses to "play by the rules," considers activities to be silly or easy, vulnerable to peer rejection			X	
Peer Relationships	Works well with people of all ages and academic ability					May not be comfortable with age peers, seeks older children or academic peers				X
Perception	Sees unusual details and relationship, enjoys critical thinking and problem solving			X		May dwell on mistakes or discrepancies discovered, argumentative, skeptical appears insolent				
Initiative	Is a self-starter, thrives on independent work, is goal directed, has a high energy level			X		Is stubborn, works too quickly, is highly active				

Classroom Screening Form: Ratings of Behavioral Characteristics – A2

[illegible]

WCPS- TEACHER Screening Form –Behavior Characteristics Rating Form – A3

Please ***rate the student according to EITHER the Positive OR Negative manifestation*** of the following characteristics. There should only be one score per row for each Characteristic.

Rating Scale: 0= Never 1= Seldom 2= Sometimes 3=Consistently

Characteristic	(+) Manifestation Range	0	1	2	3	(-) Manifestation Range	0	1	2	3
Self-Motivation	Self-directed and intense, often reads independently, variety of hobbies					Sets unrealistic standards, shows lack of self-confidence, is a "bookworm" to the exclusion of other activities				
Concentration	Can pursue topics in depth for sustained periods of time					May devote all time to a personal topic, often before doing classwork				
Emotional Maturity	Is responsible, well adjusted, a good sport					Refuses to "play by the rules," considers activities to be silly or easy, vulnerable to peer rejection				
Peer Relationships	Works well with people of all ages and academic ability					May not be comfortable with age peers, seeks older children or academic peers				
Perception	Sees unusual details and relationship, enjoys critical thinking and problem solving					May dwell on mistakes or discrepancies discovered, argumentative, skeptical appears insolent				
Initiative	Is a self-starter, thrives on independent work, is goal directed, has a high energy level					Is stubborn, works too quickly, is highly active				
Retention	Shows strong ability to recall fact/data over long periods of time					Has no patience with practice and routine, often complains of boredom				
Academic Superiority	Performs at a high level of academic achievement, verbally fluent, knowledgeable					May dominate class discussion, can be intolerant of other's opinions and abilities, a "know it all"				
Creativity	Consistently has new ideas and interest which are often atypical, innovative					May distract or annoy others with wild ideas, day dreams, is "class clown"				
Intellectual Curiosity	Eager to learn new topics and concepts, has many interests					Asks too many questions, not happy with simple explanations				
Enthusiasm for Learning	Performs well in academic disciplines, can generalize, has wide range of interest					Does not like to wait for others, encyclopedic, alienates peers				
Leadership	Has ability to motivate others, organize, take risks, persuade					Is bossy, dominating, controlling a ring-leader				
Task Commitment	Is persistent, independent, has long attention span					Sets unrealistic standards, goal-directed behavior which excludes all else				
Reliability	Can be counted on for assignments, accuracy, consistent high performance					Is perfectionist, fears failure, is test phobic, often does not complete work as a result				
Resourcefulness	Has many interest or collections, can find information easily					Over programmed, shows lack of academic enterprise as defined by school, not motivated by usual classroom activities ignores regular assignments				
TOTAL (+) Manifestation						TOTAL (-) Manifestation				
							TOTAL			

WCPS- PARENT Form –Behavior Characteristics Rating Form – A4

Please rate the student according to EITHER the Positive OR Negative manifestation of the following characteristics. There should only be one score per row for each Characteristic. **Rating Scale: 0= Never 1= Seldom 2= Sometimes 3=Consistently**

Characteristic	(+) Manifestation Range	0	1	2	3	(-) Manifestation Range	0	1	2	3
Self-Motivation	Self-directed and intense, often reads independently, variety of hobbies					Sets unrealistic standards, shows lack of self-confidence, is a "bookworm" to the exclusion of other activities				
Concentration	Can pursue topics in depth for sustained periods of time					May devote all time to a personal topic, often before doing classwork				
Emotional Maturity	Is reasonable, well adjusted, good sport					Refuses to 'play by the rules,' considers activities to be silly or easy, vulnerable to peer rejection				
Peer Relationships	Works well with people of all ages and academic ability					May not be comfortable with age peers, seeks older children or academic peers				
Perception	Sees unusual details and relationship, enjoys critical thinking and problem solving					May dwell on mistakes or discrepancies discovered, argumentative, skeptical appears insolent				
Initiative	Is a self-starter, thrives on independent work, is goal directed, has a high energy level					Is stubborn, works too quickly, is highly active				
Retention	Shows strong ability to recall fact/data over long periods of time					Has no patience with practice and routine, often complains of boredom				
Academic Superiority	Performs at a high level of academic achievement, verbally fluent, knowledgeable					May dominate class discussion, can be intolerant of other's opinions and abilities, a "know it all"				
Creativity	Consistently has new ideas and interest which are often atypical, innovative					May distract or annoy others with wild ideas, day dreams, is "class clown"				
Intellectual Curiosity	Eager to learn new topics and concepts , has many interests					Asks too many questions, not happy with simple explanations				
Enthusiasm for Learning	Performs well in academic disciplines, can generalize, has wide range of interest					Does not like to wait for others, encyclopedic, alienates peers				
Leadership	Has ability to motivate others, organize, take risks, persuade					Is bossy, dominating, controlling a ring-leader				
Task Commitment	Is persistent, independent, has long attention span					Sets unrealistic standards, goal-directed behavior which excludes all else				
Reliability	Can be counted on for assignments, accuracy, consistent high performance					Is perfectionist, fears failure, is test phobic, often does not complete work as a result				
Resourcefulness	Has many interest or collections, can find information easily					Over programmed, shows lack of academic enterprise as defined by school, not motivated by usual classroom activities ignores regular assignments				
TOTAL (+) Manifestation						TOTAL (-) Manifestation				
TOTAL										



Wythe County Public Schools

Identification and Placement Committee Screening Record- A5

Directions:

Complete the required information at the time of screening by the School Identification and Placement Committee.

Student's Name		Grade	
School		Teacher	

Date of Screening: _____

Number/Average on Classroom Ratings of Behavior Characteristics			
Student Product or Achievement Description			
Achievement:	Top 5% <input type="checkbox"/>	Top 10% <input type="checkbox"/>	Top 15% <input type="checkbox"/>
Top 20% <input type="checkbox"/>			
Additional Description of Outstanding Products:			

Student is being referred for an evaluation for the gifted program

Yes	No
-----	----

Committee Members:

Principal/Designee _____

School Counselor _____

Referring Teacher _____

Gifted Coach _____

Committee Member _____

(School Letterhead)

Date: _____

Dear _____,

Your child, _____, has been identified as a candidate for an evaluation to determine if he/she is eligible to be placed in the Wythe County Public Schools Gifted Program. To help with this determination additional testing is needed. Once your written permission has been obtained, your child will be given nationally normed ability and achievement tests in order to provide necessary standardized test information. This information, along with other criteria, will help to determine if your child is eligible for placement into the Gifted Program. In order for your child to be eligible, he/she must meet criteria in three of the four areas of evaluation.

This program serves approximately 5% of the students in Wythe County, so not all students who are evaluated will be eligible for participation. Should your child not be eligible for this program, we hope you will continue to recognize and encourage his/her excellent achievement at school. After an eligibility determination has been made, you will be notified in writing.

Please check the appropriate space below and return this letter to school immediately. You will also find the Parent Ratings of Behavioral Characteristics form enclosed; should you give your permission for the testing to take place please fill out this form as well and send it back to school no later than

_____.

Sincerely,

Principal/Designee

Please check one of the boxes below, sign, and date.

	<p>I grant permission for my child to be given appropriate ability and achievement tests to determine eligibility for the Gifted Program.</p> <p>Parent Signature _____ Date _____</p> <p><input type="checkbox"/> Attached is a completed Parent Ratings of Behavioral Characteristics Form</p>
	<p>I refuse permission for my child to be given appropriate ability and achievement tests to determine eligibility for the Gifted Program.</p> <p>Parent Signature _____ Date _____</p>

Wythe County Public Schools

Appendix A



Wythe County Public Schools

Referral Form and Checklist-A-7

Student's Name		DOB	
School		Teacher	
Person Making Referral		Position	

Eligibility Data	Date Completed
Behavioral Characteristics Checklist	
Aptitude Testing	
Achievement Testing	
Pupil Products or Achievement	

Committee Decision on Eligibility	YES	NO	SCORE
General Intellectual Ability			
Specific Academic Ability			
Specific Academic Aptitude (SAA) - English			
Specific Academic Aptitude (SAA) - Mathematics			
Specific Academic Aptitude (SAA) - History and Social Science			
Specific Academic Aptitude (SAA) - Science			
Not Eligible			

Request for testing sent to parent/guardian Date: _____

Permission to test received from parent/guardian Date: _____

Letter of Decision sent to parent/guardian Date: _____



Wythe County Public Schools

Directions for Gifted Selection Profile – A8

The Gifted Selection Profile is to be used to determine the eligibility of a student who is being evaluated for gifted program. Please use the instructions below for each of the four profile areas.

- I. The Aptitude Test yields four scores: Otis-Lennon School Ability Test yields three scores: Nonverbal, Verbal, and Total. Record the students' scores in percentiles in each of the blanks provided and place an X in the corresponding box to those numbers. *There may be exceptions to the tests listed if it is determined that an alternative aptitude test is warranted.*
- II. The Achievement Tests yields two scores for grades K-8: SAGES 2- Mathematics/Science and Language Arts/Social Studies and four scores for grades 9-12: Woodcock-Johnson III Tests of Achievement Passage Comprehension, Applied Problems, Writing Samples, and Academic Knowledge. Record the students' scores in percentiles in each of the blanks provided and place an X in the corresponding boxes to those numbers.
- III. The Pupil Products or Achievement scale includes grades in the classroom. In grades 1-12 determine the student's grade average and place an X in the corresponding box to that average. In kindergarten, teacher(s) determine if the student is in the top 5-20% in the areas of Reading Skills, Math Skills, Social Science Skills, and Science Skills and place X's in the box area of the profile.
- IV. The Classroom Ratings of Behavioral Characteristics was used in the initial screening process. Average all teacher totals together and enter the average twice in the appropriate boxes. Enter the total rating from the Parent Ratings of Behavioral Characteristics once in the appropriate box if it has been returned to the school. Average the three numbers and place an X in the corresponding box to the final average.

After all areas have been marked, determine how many areas fall in the superior range. If at least three of the four areas are rated as superior the student should be determined as eligible for the gifted program. If an X is in the superior range in the Aptitude area that student should be considered as a student with a General Intellectual Aptitude. If an X is in the superior range in the Achievement area (but not in the Aptitude area) that student should be considered as a student with a Specific Academic Aptitude.

Wythe County Public Schools

Appendix A



Wythe County Public Schools

Gifted Selection Profile, Grades K-12 – A9

Student Name:		D.O.B.	
Homeroom:	School:	Grade:	
Date:			

Aptitude Testing								
	Score	<50	50	60	70	80	90	93+
Verbal								
Nonverbal								
Total								
Achievement Testing								
	Score	<50	50	60	70	80	90	93+
Total Reading								
Total Math								
<i>Woodcock-Johnson Test of Achievement (9-12)</i>								
<i>Passage Comprehension</i>								
<i>Applied Problems</i>								
<i>Writing Samples</i>								
<i>Academic Knowledge</i>								
Rating Scale(s)								
		<10	>10	20	25	30	35-38	39+
Classroom Teacher(s) enter twice								
Parent(s) if returned								
Total Average								
Achievement/Student Product Data								
Student Grade Point Avg. ____/4.0	<C Average	C Average	B Average	A Average				
Reading Grade _____ Reading SOL _____								
Math Grade _____ Math SOL _____								

Wythe County Public Schools

Appendix A



Wythe County Public Schools

Minutes of Identification and Placement Committee Meeting – A10

Student's Name		DOB	
School		Teacher	
		Date	

Summary of Discussion/Basis for Decision:

Action:

<input type="checkbox"/> Committee recommends that this student be placed in the Wythe County Gifted Program	
General Intellectual Ability	
Specific Academic Ability	
Specific Academic Aptitude (SAA) - English	
Specific Academic Aptitude (SAA) - Mathematics	
Specific Academic Aptitude (SAA) - History and Social Science	
Specific Academic Aptitude (SAA) - Science	

_____ Committee recommends this student not be placed in the Wythe County Gifted Program at this time.

Committee Members:

Principal/Designee _____

School Counselor _____

Referring Teacher _____

Gifted Coach _____

Committee Member _____

School Letter Head

Date: _____

Dear _____,

Congratulations! This letter is to notify you that your child has been determined eligible to participate in the Wythe County Gifted Program. Your permission to place your child in the program is requested. Below are the areas of identification of giftedness.

Student's Name		
School		
Grade		
Area(s) Identified of Giftedness	_____ General Intellectual Ability	_____ Specific Academic Ability Area(s) Identified _____ Mathematics _____ English _____ History and Social Sciences _____ Science

Sincerely,

Principal/Designee

Please complete the information requested below and return this letter to the school upon receipt.

_____ I **grant** permission to place my child in the Wythe County Public Schools Gifted Program._____ I **refuse** permission to place my child in the Wythe County Public Schools Gifted Program.

Parent/Guardian Signature: _____ Date: _____

—

(School Letterhead)

(Date)

Dear _____,

Recently, you granted permission for our school's Identification and Placement Committee to determine whether your child, _____, might be eligible for placement in the Wythe County Gifted Program. After careful consideration the committee has determined that the Gifted Program is not an appropriate placement for your child at this time. However, referrals and selections are made annually, and he/she may be referred again for the program during any school year. If you would like to appeal the committee's decision, please contact me in writing within ten days of the receipt of this letter.

We want you to know that your child is achieving at an excellent level, and you should be proud of that achievement.

We also want to assure you that we are dedicated to making every effort to provide your child with educational experiences that are challenging and helpful in reaching his/her potential.

Sincerely,

Principal/Designee



Wythe County Virginia Public Schools Gifted Education Student Plan

(School Year) _____



Student Name: _____ WCPS Student ID #: _____

Grade Level: _____ School: _____

Area Identified:

	General Intellectual Aptitude	Specific Intellectual Aptitude
		Math
		Language Arts
		Science
		Social Studies

Learning Style Preference: _____

I. Present Level of Performance

- A. Current Assessment Scores (SOL, Benchmark, PSAT, SAT, PALS, CTE Credentials, etc.) Relevant and current to the school year.
- B. If newly identified in the Gifted Education Program: (OLSAT, Sages, etc.)
- C. Current Student Grades
- D. Student Strengths: (Academic, Social, and Emotional)
- E. Student Weaknesses: (Academic, Social, and Emotional)
- F. Additional Information: Teacher Feedback
- G. Additional Information: Parent Feedback

Gifted Education Student Plan

II. Goals and Desired Outcomes

**A. Measurable Short Term Goals- Related to Areas of Giftedness and Present Performance
(May include gifted school-based activities)**

Objective	Instructional Strategies and/or Assessments	Timeline	Date Completed or Continuation Date

B. Recommended Support Services (can include School Counseling, Career Counseling, Mentoring, etc.)

Objective	Instructional Strategies and/or Assessments	Timeline	Date Completed or Continuation Date

III. Recommended (but not limited to) Instructional Strategies/Programs in Areas of Giftedness

Classroom Adaptations:	Learning Centers/Stations:	Use of Critical Thinking Skills and Application
Integrated Instruction	Thinking Skills: Critical, Creative, Problem Solving, Decision Making, Self-Reflection	Career/Independent Counseling by Guidance Counselor
Real- World Applications	Cluster Grouping	Participate in Student Leadership Activities
Independent Work/Project/Studies	Flexible Grouping	Dual Enrollment or Advance Courses (Grades 9-12 only)
Acceleration Paced Instruction	Mentorship	Governor's School (Grade 11 &12 only)
Enrichment During/After School Activities	Other:	Other:

Page 3 of 3
Gifted Education Student Plan

Parent/Guardian Signature: _____

Date: _____

Date: _____

Classroom Teacher Signature: _____

Date: _____

Gifted Coach Signature: _____

Date: _____

School Counselor Signature: _____

Date: _____

School Administrator or Designee
Signature: _____

Date: _____

*Once all signatures are completed.
1 copy is returned to the parent, 1 copy to the teacher, 1 copy is keep on file.*



Wythe County Public Schools

Change in Placement Form – A14

Name of Student: _____

School: _____ Date: _____

- A. Reason(s) for recommendation for change in placement (pupil products or achievement, behavioral characteristics.)

Recommendations:

- ☐ Change in placement
- ☐ Exit

Points considered for change in placement and/or exit:

Principal/Designee Signature: _____ Date: _____

Chairpersons/School Counselor: _____ Date: _____

Referring Teacher Signature: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Wythe County Public Schools



Appendix B



Wythe County Public Schools

Summary of Appeal Procedures – B1

Eligibility and Placement – An eligibility placement decision by the IPC may be appealed in writing to the principal who will then forward the appeal to the gifted coordinator. Once the appeal has been received, the principal or gifted coordinator will secure written parental permission (Appendix B2) as well as arrange for individual administration of additional ability and/or achievement testing.

Timeline: 30 instructional days

The Eligibility and Placement Appeals Committee will then consider the original assessment data as well as the results of the additional ability and/or achievement testing. If outside data is submitted by the appellant, this may also be considered in addition to the above-mentioned elements, but not in place of them. This meeting will be documented using the *Eligibility and Placement Appeals Committee Record* (Appendix B3).

Timeline: 20 instructional days

The Eligibility and Placement Appeals Committee shall consist of the principal/designee, the gifted resource teacher, the division's testing coordinator and appropriate instructional supervisor(s). The majority of these members will not have served on the IPC.

The principal will inform the parent(s)/guardian(s) of the Eligibility and Placement Appeals Committee's decision by letter (Appendix B4, if appeal successful; Appendix B5, if appeal unsuccessful)

Timeline: 10 instructional days.

(Date)

Dear _____,

A written notice to appeal the school's Identification and Placement Committee's decision denying _____ eligibility to the Wythe County Public Schools Gifted Program has been received. In order to determine whether this decision should be reversed, additional testing is needed. Once your written permission has been obtained, your child will be given additional ability and/or achievement testing in order to provide additional standardized assessment information. Should you choose to secure outside data and submit it to the Eligibility and Placement Appeals Committee this information may be considered in addition to the above-mentioned instruments, but not in place of this information.

Please check the appropriate space below and return the bottom of this letter to school immediately. You will receive written notification once the additional testing has been completed and the Eligibility and Placement Appeals Committee has reached a decision.

Sincerely,

Principal/Designee

_____ I grant permission for my child, _____, to be given additional ability and/or achievement testing.

_____ I refuse permission for my child, _____, to be given additional ability and/or achievement testing.

Parent/Guardian Signature _____ Date _____



Wythe County Public Schools
Gifted and Talented Program
Eligibility and Placement Appeals Committee Record- B3

Student Name _____ Grade _____

DOB _____ Teacher _____ School _____

Copies of all referral, screening, and eligibility reports should be attached.

Additional testing:

Additional testing:

Assessment Instrument	Subtest(s)	Age Standard Score(s)	Percentile(s)

Committee Discussion Notes:

Committee Decision

_____ Identified: _____ Not Identified
_____ General Intellectual Ability
_____ Specific Academic Ability

Committee Members:

_____ Principal/Designee
_____ Gifted Coordinator
_____ Testing Coordinator
_____ Instructional Supervisor
_____ Other: _____

Letter sent to Parents on _____ Date
Wythe County Public Schools

Appendix B

(Date)

Dear _____,

The appeal process to determine your child's eligibility for Wythe County's Gifted Program has been completed. After reviewing the school's Identification and Placement Committee's findings as well as results from the additional ability and/or achievement testing, the Eligibility and Placement Appeals Committee has determined that your child is eligible to participate in the Gifted Program.

You will find the parent permission form at the bottom of this letter. Please complete the form, detach, and return it to the school immediately.

Sincerely,

Principal/Designee

Please complete the information requested below, detach, and return to the school immediately.

_____ I grant permission to place my child in the Wythe County Gifted Program.

_____ I refuse permission to place my child in the Wythe County Gifted Program.

Parent/Guardian Signature _____ Date _____

(School Letterhead)

(Date)

Dear _____:

The appeal process to determine your child's eligibility for Wythe County's Gifted Program has been completed. After reviewing the school's Identification and Placement Committee's findings as well as results from additional test data, the Eligibility and Placement Appeals Committee has determined that your child is not eligible for the Gifted Program at this time. However, referrals and selections are made annually, and he/she may be referred again for the program during any school year.

We want to assure you that we will continue to make every effort to provide your child with educational experiences that are challenging and will motivate him/her to continue to achieve at a high level.

Sincerely,

Principal/Designee

Wythe County Public Schools

Appendix B