

# Waynesboro Public Schools

## Local Plan for the Education of the Gifted

**2016-2021**

LEA#	Waynesboro Public Schools		
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Local School Board Chairperson	Will Foster		
Date Approved by School Board	May 10, 2016		

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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 timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](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 student's 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.

## General Information regarding the Gifted Program in Waynesboro Public Schools

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

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

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

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

The mission of the Waynesboro Public Schools is teaching children and maximizing their potential. We are committed to providing the curriculum, personnel, facilities, programs, and activities that will enable children to achieve this goal.

The educational programs of Waynesboro Public Schools are designed to meet the unique abilities, needs, and talents of the individual child. A quality background in the basic fundamentals is required of all students. Rigor and excellence are expected in the classroom. Potential is fostered in each student by providing challenging and relevant instruction which focuses on issues, themes, and ideas within and across areas of study; by encouraging thinking at the analysis, synthesis, and evaluation levels; by identifying and enriching strengths and interests; and by promoting opportunities for students to be creative and independent learners.

### **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.

The Waynesboro Public School System recognizes that there are students in kindergarten through grade 12 whose abilities and potential for accomplishment are so outstanding that they require differentiated curricula and instructional approaches to facilitate the maximum development of their potential. The criteria for identification are as follows:

- Evidence of majority of gifted characteristics and behaviors as delineated by a Renzulli rating scale, peer recommendations and Parent/Guardian Questionnaire.
- Evidence of superior intellectual development as measured by performance on individually or group administered nationally norm-referenced aptitude test. Scores in the 9<sup>th</sup> stanine, 96<sup>th</sup> percentile or higher, are considered evidence supporting identification.
- Evidence of academic need for program services as recommended by division level identification/placement team.

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

- A. Identification: Continue to implement the identification methodologies to ensure equitable representation of students across the division.  
**Objective:** Implement current practices to increase the viability of the screening pool.
- B. Delivery of Services: Continue to provide support for differentiated instruction in the classroom.  
**Objective:** Provide staff development or instruction strategies at elementary level.
- C. Curriculum and Instruction: Continue to provide differentiated instructional opportunities at all levels as well as curriculum materials to support all levels.  
**Objective:** Provide support/consultation and strategic materials for general education teachers.
- D. Professional Development: Support K-12 professional development in identification, differentiation and student outcomes.  
**Objective:** Promote and provide professional development in identification, use of differentiation and student outcomes.
- E. Equitable Representation of Students:  
**Objective:** Continue methodologies that are more inclusive in the identification of K-12 students. Identify and pilot assessment procedures that allow for equitable representation of K-12 students from diverse backgrounds e.g., SES, ESL and students with disabilities.
- F. Parent and Community Involvement: Continue to promote membership on local advisory committee.  
**Objective:** Identify and maintain school and community membership to the local advisory board.

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

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

#### 1. Screening Procedures [8 VAC 20-40-40]

This section describes the process used annually to create a pool of candidates. It describes the routine, annual review of data for students for areas of giftedness identified by the division in Part II, Section A.

Area of Giftedness:     General Intellectual Aptitude  
                                   Specific Academic Aptitude  
                                   Practical and Technical Arts Aptitude  
                                   Visual and Performing Arts Aptitude

System-wide screening occurs in grades 1 and 3. Students will be screened using a behavior observation checklist, Raven's Progressive Matrices Ability test, and peer recommendation. A Draw-A-Person is implemented at the kindergarten and first grade level.

Students in other grade levels K-12, can be referred by parents, teachers, community members and themselves, and will be placed in a pool for screening.

During the spring, the building coordinator will collect and review data. Students are placed in the pool for formal assessment who:

1. exhibit above average cognitive and affective learning characteristics;
2. score 90% or higher on the Raven's Progressive Matrices (with automatic referral for services 99 and above on Raven);
3. are referred by at least three peers or are scored as exemplary in three areas of gifted characteristics on a peer recommendation checklist.

No single score or criterion is used to deny a student access to consideration. A high priority is placed on screening, referring, identifying, and placing high potential students from all underserved, culturally diverse, low socioeconomic, and disabled populations. If necessary, additional information, such as individual student work, will be collected and reviewed by the in-school coordinator.

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

### Referral Procedures

At any time of the year, students (K-12) may be referred by teachers, parents, guidance counselors, principals, community members, and by the students themselves. Referrals that are made within twelve months of the last evaluation will be considered using previously obtained data in addition to other provided information. Information about the referral and identification process is presented to the parents through a parent workshop held periodically and through the parent handbook. School personnel are notified of the process through school E-mail and at faculty meetings. Referrals are made to the gifted coordinator in the students' school. Referral information can be obtained through building personnel, central office personnel, and the advisory committee.

Appropriate forms for referral and identification will be provided by the gifted coordinator. Referrals should be submitted to either the building principal or gifted coordinator. All students referred will be placed into the pool for formal assessment.

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**C. 1. Identification Procedures (8VAC20-40-60A.3)**

Waynesboro Public Schools use multiple criteria to identify gifted students.

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

Three or more criteria are used by Waynesboro Public Schools to develop a profile or composite for each student being considered. No single instrument, score, or criterion may be used to exclude or include a child for eligibility. The following criteria are used to develop a profile/composite on each student.

- 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:**

**Additional identification information for Identification Procedures:**

Work samples, products or portfolios completed at school. After information is collected, data is put on a matrix with assigned point values. The values are totaled and a composite score determined. This information is shared with ID committee as appropriate.

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

Profile and composite information is reviewed by a division level committee. The committee is comprised of representatives from each elementary school as well as a guidance counselor, reading specialist and special educator.

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

a.

- 4 Classroom Teacher(s)
- 2-3 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- Gifted Education Coordinator
- 2 Other(s) Specify: Reading specialist and special educator

### b. Type of Identification/Placement Committee

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

- School-level                      X Division-level

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

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<b><i>Current classroom teacher</i></b>	<b><i>School gifted education teacher</i></b>	<b><i>School division gifted education coordinator</i></b>
Student Observation	TAG Teacher/Parents/ Classroom Teacher	TAG Teacher	TAG Teacher
Performance Based Assessment	Professional Educators	TAG Teacher	TAG Teacher
Portfolio/Work Samples	Student	TAG Teacher	TAG Teacher

A record of observation of in-class behaviors and a Renzulli checklist completed by the classroom teacher, a peer recommendation administered by the school guidance counselor, the Otis-Lennon School Ability Test (OSLAT) administered by the gifted coordinator, and a checklist completed by the parents(s) or legal guardian(s) will be collected by the gifted coordinator. A Draw-a-Person test will be administered K-1 by the classroom teacher/gifted coordinator (and scored by the gifted coordinator) per written directions provided by the gifted coordinator. Curriculum-based assessment, additional observations and information as needed, will be summarized by TAG teacher and will be a part of student profile. The gifted coordinator will summarize data on the student profile.

Student eligibility will be determined by a division level Identification/Placement Committee which will review data collected on each candidate from that school. No single score or criterion may exclude or include a student from eligibility. Component scores range from 13-19.

A consensus by the committee, based on the information compiled and noted on the placement form and contained in a student profile, with any additional information, must be reached for a decision to be finalized. If a decision cannot be reached, more information concerning the candidate shall be requested by the committee. Information will be collected and the committee reconvened within (30) school days. More information might consist of a portfolio of the student's products, discussion with other teachers who have worked with the students or additional test data such as the WISC or TONI for Special Education students or students of limited English Proficiency.

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The profile, with the additional information will be returned to the division-wide Identification/Placement Committee for eligibility.

An eligibility decision shall be made within sixty (60) school days from the time parent permission for assessment is received. The parent/guardian and all other parties will be notified in writing by mail of the decision in writing.

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Area of Giftedness:   X   General Intellectual Aptitude

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

Based on multiple criteria, when a student has been declared eligible for services at the Elementary level, the Talented and Gifted teacher will determine which of the division's service options or combinations thereof are appropriate for the learning needs of the student. The middle school and high school levels are determined by offerings and criteria identified in the program of studies. Written parent/guardian permission is obtained for student to receive services in the Talented and Gifted Program. Service options include but are not limited to the following:

- Differentiation in the classroom provided by classroom teachers in consult with TAG teachers
- Extension classes
- Pull-out classes
- Enrichment Class
- Honors Seminar
- Honors English
- AP
- Dual Enrollment
- Governors School
- Accelerated Math
- Foreign Language

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

Area of Giftedness:     General Intellectual Aptitude  
                                  Specific Academic Aptitude  
                                  Practical and Technical Arts Aptitude  
                                  Visual and Performing Arts Aptitude

The public is notified of methods of referrals, screening, identification, and timelines, through workshops for parents and distribution of printed materials and newsletters.

Following screening at grades 1 and 3 or upon referral at all grade levels, parents will be notified by letter that the individual identification process will be initiated for their child. Parental permission for individual/group testing is obtained. Prior to testing, the completion of a parental checklist will also be requested. Following determination of eligibility/placement by the Identification/Placement Committee, a letter shall be sent to the parents notifying them of the decision and soliciting parental permission for placement. Placement/commencement of services shall begin upon receipt of parental permission.

In case of a determination of ineligibility for services, the notification letter will include notice of the right to appeal and the necessary steps to be taken to initiate an appeal.

### Appeals:

Appeals [8 VAC 20-40-60. A. 5]

This section includes the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness:     General Intellectual Aptitude  
                                  Specific Academic Aptitude  
                                  Practical and Technical Arts Aptitude  
                                  Visual and Performing Arts Aptitude

Should a parent or student disagree with the eligibility/placement recommendation of the Identification/Placement Committee, the following procedures shall be followed:

With the building principal and/or the building coordinator, the party considering appeal shall review the student profile and the process at which the decision was determined. At that time, the appeals process will be explained. If the person considering appeal decides to continue with the appeal, he/she shall make the request, in writing.

Contact with the building principal or building coordinator must be made within ten (10) school days of receiving notification by mail. A conference shall be scheduled at that time.

The person choosing to appeal the eligibility decision shall submit a narrative describing the strengths exhibited by the student and explaining why placement in the program would be appropriate for the

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student. A broadly defined portfolio will also be requested. Other criteria that may be requested may include an interview with the student, interviews or checklists completed by additional teachers who have worked with the student, and/or an individually administered ability test (WISC-IV or TONI).

The Appeals Committee shall be composed of an administrator/designee, the gifted teacher, a guidance counselor, at least two classroom teachers, and a teacher from Student Services. The child's classroom teacher will be requested to attend as a non-voting member. The majority of the committee will not have served as part of the original identification committee. The appeal may be heard anonymously, with only the child's first name being used to preclude any possible bias. The Appeals Committee will deliberate in private. The profile and all additional information will be reviewed comprehensively, taking care to maintain continuity of placement standards.

Upon receiving a written request for appeal, the principal and/or gifted teacher will convene a meeting of the Appeals Committee within forty-five (45) school days from written request of appeal. Parents will be notified of the committee's decision within fifteen (15) school days of the Appeals Committee meeting. The decision of the Appeals Committee will be final. Any further review will be at the discretion of the Superintendent.

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

Area of Giftedness:      X   General Intellectual Aptitude  
                                        Specific Academic Aptitude  
                                        Practical and Technical Arts Aptitude  
                                        Visual and Performing Arts Aptitude

Students who have been identified as TAG shall maintain this status while enrolled in Waynesboro Public Schools. Monitoring of student’s performance and placement is conducted regularly by the gifted teacher on a formal and informal basis through observation of performance and through conferences with the student, staff, and parents. Parents receive communication several times a year regarding the student’s performance status.

Re-evaluation procedures may be initiated by the student, parent, classroom teacher, or gifted teacher. The parent will be informed when a referral for re-evaluation is requested if the request is made by the student, classroom teacher, or gifted teacher. The student’s current records of performance, work samples, and updated test scores if needed, and checklists shall be reviewed by the Identification/Placement Committee. The classroom teacher and gifted teacher will be present at the meeting. An interview with the student, as well as additional information may be requested. A recommendation for continued placement, change in services offered, or termination of placement will be determined by the Committee. The parents will be notified in writing of the Identification/Placement Committee’s decision and will have the right to appeal.

Parents may withdraw a student temporarily from participation in gifted services. Should this provision be in effect at the time of a regular screening (grades 1 and 3), such student will be included in the re-evaluation process. Resumption of participation in gifted program services will require written parental permission. A written parental request to permanently terminate services will be honored.

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

### A. Service Options are Continuous and Sequential

Levels/Grades	General Intellectual Aptitude (GIA)
Primary Grades K-1	Advanced accelerated curriculum
Elementary Grades 2-5	Advanced accelerated curriculum
Middle School Grades 6-8	High School credit for Algebra 1, Geometry, Foreign Language, Technology, Family and Consumer Science, computer applications
High School	English- Honors, Advanced Placement Math- Advanced Placement, Dual Enrollment, Computer programming, Summer Cyber Camp.

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

Levels	Service Options Provided
Primary Grades <u>K - 1</u>	Cluster grouping and accelerated content, grade acceleration
Elementary Grades <u>2 - 3 - 4 - 5</u>	Cluster grouping, accelerated content, grade acceleration, resource and pullout
Middle Grades <u>6 - 8</u>	Cluster grouping, Advanced/Honors Classes, Career/College Counseling, Enrichment Classes and Special Seminars. High school credit awarded for Foreign Language, Algebra and Geometry, Technology, Family Consumer Science and computer applications
Secondary Grades <u>9 - 12</u>	Academic year Governor's School, Mentorship, Summer Regional Governor's School, Dual Enrollment, Advanced Placement, Honors Classes, On-line classes, Summer Cyber Camp.

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

Waynesboro Public Schools instructional strategies and content allow student to have opportunities for acceleration and enrichment beyond their grade or course level.

Grades	GIA
K-2	Cluster grouping, academic enrichment, grade acceleration
3-5	Cluster grouping, academic enrichment, resource support, content acceleration
6-8	Cluster grouping, academic enrichment, accelerated classes for high school credit in math, foreign language, Technology and Family and Consumer Science and Computer Applications
9-12	Honors classes, AP classes, Governor's School, Dual Enrollment classes, On-line classes, computer programming and summer cyber camp

## D. Service Options Provide Instructional Time to Work Independently

Waynesboro Public Schools utilizes a variety of instructional strategies and program models that allow K-12 student to work independently. They include 21<sup>st</sup> century skills, problem-based learning, project based learning, independent study, curriculum-compacting, resource groups, mentors, product choice menus, and tiered lessons. Models and strategies are based on students' needs that allow professional staff to differentiate the curriculum by product, interest and rigor. Students receive support from classroom teachers, TAG teachers, guidance counselors, media specialists and/or community members.

## E. Service Options Foster Intellectual and Academic Growth

A variety of instructional strategies and differentiated curriculum are utilized. Additionally, program service content, academic setting and program rigor are also used to support student growth.

## F. Procedures for Assessing Academic Growth in Gifted Students

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A variety of procedures to assess academic growth are used including but not limited to: Student portfolio, pre-post assessments, self-assessments, peer assessments, product rubrics, curriculum-based assessments and teacher observations.

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

WPS differentiates its curriculum and instruction by adapting, modifying and extending core learning objective at all grade levels. Differentiated instruction at all levels emphasizes introduction of advanced content, variety in pacing, complexity of thought, rigor, and problem solving and 21<sup>st</sup> century skills. Students in K-2 are provided accelerated and/or enriched curriculum opportunities. **The general education teacher in consult with the TAG teacher provides this program.** At grades 3-5, accelerated, enriched and pull-out resource support is provided. In grades 6-8, acceleration for high school credits as well as honors classes and enrichment opportunities are available. In grades 9-12, honors classes, dual enrollment classes, advanced placement classes, and Governor's school and mentorships are available to students.

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

### **PROGRAMS FOR GIFTED STUDENTS**

To provide acceptable programs for gifted students, educational opportunities appropriate to exceptional abilities must be provided. The responsibility of providing each student with the opportunity to realize his/her potential is recognized by the Waynesboro School Board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. It is the position of the school board to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The program shall be in compliance with the standards of quality as cited in the legal reference to this policy.  
Adopted: April 11, 1995

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Legal Ref.: Code of Virginia, 1950, as amended, Sec. 22.1-253.13:1 (D) (7) Standard  
1. Basic skills, selected programs, and instructional personnel.  
Regulations of the Virginia Board of Education, Revised 1993,  
VR 270-01-0002  
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## **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.

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4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
  - c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.

## **Professional Development**

Professional Development is provided on a regular basis through division level in-services, attendance at state and local conferences, distance learning and participation in college classes.

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Currently there are 2 full-time teachers in grades K-5 and one full-time teacher for grades 6-8. All teachers are fully endorsed and meet the competence outlined in (8VAC20-542-310). They regularly attend conferences and seminars in their discipline.

Teachers who provide services for cluster groups of gifted students are trained in their specialty or core areas and receive regular training in assessment strategies, differentiated instruction and 21<sup>st</sup> century skills.

Training is supported through funding for conference attendance, classes and workshops. Master degree cohorts and National Board Certifications are also financially supported by WPS.

All teachers are provided professional development opportunities in:

Characteristics of the gifted student

Differentiating Instruction

21<sup>st</sup> Century Skills

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## **Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)**

The WPS TAG Advisory Committee shall annually review the effectiveness of the school division's TAG program and procedures and the extent to which they were implemented.

A report will be submitted to the Superintendent and the School Board and will include recommendations.

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

Waynesboro Public Schools have established a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee attempts to reflect the ethnic and geographical composition of the school division.

### **Purpose**

The purpose of the Talented and Gifted Advisory Committee will be to advise the Superintendent, administrative staff and the School Board of the program needs and activities of the talented and gifted learners of Waynesboro Public Schools.

### **Responsibilities**

The Committee will have the following responsibilities:

- Advise of the unmet needs of talented and gifted learners.
- Recommend programmatic improvement.
- Review program changes prior to submission to the administration and or School Board.
- Assist in the development of the local plan for the Gifted and annually review the extent to which it has been implemented.

### **Membership**

Members to the committee will be nominated by principals, TAG teachers and Central Office administration and will reflect the geographic and demographic compositions of the school division. They will be appointed by the School Board.

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

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

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

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

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Division Superintendent’s Signature

Printed Name

Date

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## TAG Summary

The goal of Waynesboro Public Schools is teaching children and maximizing their potential. We are committed to providing the curriculum, personnel, facilities, programs, and activities that will enable children to achieve success in an enriched, challenging environment. There is no curriculum specific to the TAG program. Rather, the division curriculum emphasizing the **Standards of Learning** is the basis for the approaches of extension, enrichment and acceleration. All TAG objectives and activities are designed to support, enhance, and extend the **Standards of Learning**.

The educational programs of Waynesboro Public Schools are designed to meet the unique abilities, needs, and talents of the individual child. A quality background in the basic fundamentals is required of all students. Through content extension rigor and excellence are expected in the classroom. Content extension requires depth, complexity, and novelty. Potential is fostered in each student by providing challenging and relevant instruction which focuses on issues, themes, and ideas within and across areas of study; by encouraging thinking at the analysis, synthesis, and evaluation levels; by identifying and enriching strengths and interests; and by promoting opportunities for students to be creative and independent learners.

The Waynesboro Public School System recognizes that there are students in kindergarten through grade 12 whose abilities and potential for accomplishment are so outstanding that they require differentiated curricula and instructional approaches to facilitate the maximum development of their potential. The School Division is committed to providing a K-12 flexible continuum of services for gifted learners within the classroom and through a variety of enrichment and extension opportunities that emphasize the development of higher level thinking processes, research and communication skills, and creativity in both cognitive and affective learning domains.

At any time of the year, students (K-12) may be referred by teachers, parents, guidance counselors, principals, community members, and by the students themselves. Referrals that are made within twelve months of the last evaluation will be considered using previously obtained data in addition to other provided information. Information about the referral and identification process is presented to the parents through a parent workshop held annually and through the parent handbook. School personnel are notified through school E-mail and at faculty meetings. Referrals are made to the gifted teacher in the student's school. Referral information can be obtained through building personnel, central office personnel, and the advisory committee.

During the spring, the building coordinator will collect and review data at grades first and third. Students referred by teachers, parents, community members and themselves will be placed in the pool and their data reviewed. Students are placed in the pool for formal assessment who:

1. exhibit above average cognitive and affective learning characteristics;
2. score 90% or higher on the Raven's Progressive Matrices (with automatic referral for 99 and above on Raven);
3. are referred by at least three peers or are scored as exemplary in three areas of gifted characteristics on a peer recommendation checklist.

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No single score or criterion is used to exclude or include a student access to consideration. A high priority is placed on screening, referring, identifying, and placing high potential students from all under-served, culturally diverse, low socioeconomic, and disabled populations. The following items will be collected by the Gifted Coordinator: A record of observation of in-class behaviors and a Renzulli checklist completed by the classroom teacher, a peer recommendation administered by the school guidance counselor, the Otis-Lennon School Ability Test (OLSAT) administered by the gifted coordinator and a checklist completed by the parent(s) or legal guardian (s). A Draw-a-Person test will be administered K-1 by the classroom teacher (and scored by the gifted coordinator) per written directions provided by the gifted coordinator. The gifted coordinator will summarize the data on a student profile.

Student eligibility will be determined by a division level Identification/Placement Committee which will review data collected on each candidate from that school. Identifying student information is not provided to the committee, only assessment is presented. While no single score or criterion may exclude or include a student from eligibility, composite scores range from 13-19.

A consensus of the committee, based on the information compiled and noted on the placement form and contained in a student profile, with any additional information, must be reached for a decision to be finalized, as needed, or more information concerning the candidate may be requested. Additional information might consist of a portfolio of the student's products, discussion with other teachers who have worked with the student, or additional test data.

The profile with the additional information will be reviewed by the division-wide Identification/Placement Committee for eligibility.

An eligibility decision will be made within sixty (60) school days from the time parent permission for assessment is received. The parent/guardian will be notified of the decision by mail. All other parties will be notified in writing.

The public is notified of methods of referrals, screening, identification, and time lines through workshops for parents and distribution of printed materials and newsletters.

Following screening or upon referral, parents will be notified by letter that the individual identification process will be initiated for their child and parental permission for individual/group testing is obtained. The completion of a parental checklist will also be requested.

The identification/Placement Committee will send a letter to the parents notifying them of the decision and soliciting parental permission for placement. Placement/commencement of services will begin upon receipt of parental permission. If the student is ineligible for services, the notification letter will include notice of the right to appeal and the necessary steps to be taken to initiate an appeal.

Monitoring of students' placement is conducted regularly by the gifted teacher on an informal basis through observation of performance and through conferences with the student, staff, and/or parents.

Reevaluation procedures may be initiated by the student, parent, classroom teacher, or gifted teacher. The parent will be informed when a referral for reevaluation is requested. The student's current records

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of performance, work samples, and updated test scores and checklists will be reviewed by the Identification/Placement Committee. The classroom teacher and gifted teacher will be present at the meeting. An interview with the student, as well as additional information may be requested. A recommendation for continued placement, change in services offered, or termination of placement will be determined by the Committee. The parents will be notified of the Identification/Placement Committee's decision and will have the right to appeal.

Parents may withdraw a student from participation in gifted services. Should this provision be in effect at the time of a regular screening (grades 1 and 3), such students will be included in the reevaluation process to remain eligible for services. Resumption of participation in gifted program services will require written parental permission. A written parental request to permanently terminate services will be honored.

Should a parent or student disagree with the eligibility/placement recommendation of the Identification/Placement Committee, the following procedures will be followed:

With the building principal and/or the TAG teacher, the party considering appeal will review the student profile and the process at which the decision was determined. At that time, the appeals process will be explained. If the person considering appeal decides to continue with the appeal, he or she will make the request, in writing.

Contact with the building principal or TAG teacher must be made within ten (10) school days of receiving notification by mail. A conference will be scheduled at that time.

The person choosing to appeal the eligibility decision will submit a narrative describing the strengths exhibited by the student and explaining why placement in the program would be appropriate for the student. A broadly defined portfolio of student work may also be requested. Other criteria that may be requested may include an interview with the student, interviews or checklists completed by additional teachers who have worked with the student, and/or an individually administered ability test (WISC-III).

The Appeals Committee will be composed of an administrator/designee, the gifted teacher, a guidance counselor, at least two classroom teachers, and a teacher from Student Services. The child's classroom teacher will be requested to attend as a non-voting member. The Committee will consist of a majority of individuals not on the original Identification/Placement Committee. The appeal will be heard anonymously, with only the child's first name being used to preclude any possible bias. The Appeals Committee will deliberate in private. The profile and all additional information will be reviewed comprehensively, taking care to maintain continuity of placement standards.

Upon receiving a written request for appeal, the principal and/or gifted coordinator will convene a meeting of the Appeals Committee within forty-five (45) school days. If an individually administered ability test is required, the Committee will convene within sixty (60) school days. Parents will be notified of the committee's decision within ten (10) school days of the Appeals Committee meeting.

The decision of the Appeals Committee will be final. Any further review will be at the discretion of the Superintendent. Three common approaches to differentiated curriculum and instruction are extension or enrichment, acceleration, and interdisciplinary or integrated instruction. All three strategies are used

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in Waynesboro. For example, in the elementary grades K-2, the classroom teacher provides differentiated instruction within the classroom. The TAG teacher functions as a resource or a consultant to the teacher by providing resources, materials or assisting in lesson design. At grades 3-5, classroom teachers and the TAG resource teacher develop lessons in Language Arts and Math that students pursue in greater depth or with increased elaboration. Acceleration of content is achieved through classroom differentiation, special grouping, enrichment, or independent study. Need for acceleration by grade or subject is determined by a committee consisting of the parent, the TAG teacher, the principal, and classroom teacher, examining past performance and test scores, as well as affective needs of the TAG student. At the middle school level, students may participate in honors courses, accelerated classes, and special workshops and projects, including drama productions, academic fairs, and/or forensics competitions. In the high school students may enroll in honors and AP classes, as well as participate in the Regional Governor's School and mentorship programs. At all three levels, students encounter interdisciplinary, broad-based themes that cut across subject areas.