

Dickenson County School Board – Summary Minutes

September 26, 2018

I. ROLL CALL AND MEETING CALLED TO ORDER

- a. The meeting was called to order by Chairman, Susan Mullins followed by the Pledge of Allegiance and a Moment of Silence.
- b. **Members in Attendance:** Susan Mullins, Chairman; Rick Mullins, Vice-Chairman; Rocky Barton; Dr. Lurton Lyle; Shanghai Nickles; Haydee Robinson, Superintendent; Reba McCowan, Clerk and Scott Mullins, Board Attorney
- c. **Approval of Agenda**

Following a motion by Dr. Lurton Lyle and second by Rick Mullins the agenda was approved with the addition of item "k. Breaks Interstate Park's Request for Surplus Bus".

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

Recognition of the Dickenson County Policy Department, Sheriff School Stanley, Assistant Sheriff Kelly Fleming and School Resource Officers:

- ❖ Matthew Mullins, Clintwood Elementary School
- ❖ Stefanie Mullins, Ervinton Elementary School
- ❖ Bobby Edwards (Haysi Police Department) Sandlick Elementary School
- ❖ Jeremy Osborne, Ridgeview Middle School
- ❖ Chris Mullins, Ridgeview High School

Superintendent Robinson stated with much honor and respect that she recognized the Dickenson County Sheriff, Scott Stanley; Assistant Sheriff, Kelly Fleming and each School Resource Officer. Each Officer was presented a certificate for keeping our schools safe for both students and staff.

II. PUBLIC COMMENT

1. Kathy Musick, VPE – Congratulated Dickenson County Schools on the grant that provided the full time Student Resource Officer at Sandlick Elementary School. She also stated the goal of VPE for the year was to have a representative at each school. In forming committees for the upcoming year, she also stated she was more than happy to reach out to VPE members to serve as representatives for the coming year.
2. Phyllis Mullins, DEA – Stated that she wished to congratulate all her colleagues in Dickenson County for the SOL achievements and that she was proud of how far we've come. She also updated the Board on the agenda of the VEA/DEA for the year which includes; Teacher Evaluation Model, School Safety and Money for salary and education. She stated she would be traveling to Richmond on Friday for a meeting. The DEA meeting was held at Sandlick on Tuesday and they discussed budget for professional development and to send representatives to convention. It's going to be a busy year but I'm looking forward to it. She also invited Board Members to attend their activities throughout the year.

3. Kathy Harrison – Addressed the Board concerning the Facilities Agreement dated November 21, 2011. She read a portion of the agreement which stated in part; “A new elementary school will be located in an area yet to be determined in the area of Haysi, Sandlick or Clinchco. The parties hereby acknowledge contractual commitments have been made to third parties and have been paid to third parties based these locations and the parties hereto irrevocably commit that these locations shall be the locations upon the above referenced educational facilities shall be constructed”. She also stated that a recent email from Ms. Rebecca Bennett states that the contract you have right now, to date, says the elementary school will be built in the Haysi/Sandlick area. The decision on where the school is to be located; is the School Board and the community decision. She felt the community/stakeholders had very little input into where the location should be. She also expressed her concerns that elementary consolidation would occur by building Sandlick a school at Ridgeview and as enrollment declined, Ervinton would then come to Ridgeview and in a few years students would be shifted to the high school and middle school to allow all three elementary schools to be at Ridgeview. She asked the Board to prove her wrong.

III. CONSENT AGENDA ITEMS

Following a motion by Rick Mullins and second by Shanghai Nickles the consent agenda items were approved.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

- a. Approval of Minutes
 - ❖ August 22, 2018 – Regular Meeting
- b. Approval of Monthly Bills – School Operating Fund
 - Monthly Bills: Check # 878982 - Check #879100.....\$323,851.47
 - Monthly Payroll: Check #388600 – Check # 388624.....\$1,627,337.45
- c. School Activity Fund
 - ❖ Informational Item
- d. Field Trips
 - ❖ Ridgeview High School
 - 8/24 - Grundy High School - Grundy, VA - 9th - 12th
 - 8/31 - Dickenson County Courthouse - Clintwood, VA - 12th
 - 9/06 - Higher Ed Center - Abingdon, VA - 9th - 12th
 - 9/16 - Breaks Park - Breaks, VA - 10th - 11th
 - 9/27 - DMV - Clintwood, VA - 12th
 - 10/3 - The Attic - Clintwood, VA - 9th - PG 8
 - 10/7 - University of TN - Knoxville, TN (Volleyball) - 8th - 12th

10/10 - Emory & Henry College - Emory, VA - 12th
10/10 - Hair Benders Salon - Kingsport, TN - 11th - 12th
10/12 - Bristol Caverns - Bristol, VA - 9th
11/16 - LaCasa Mexicana - Clintwood, VA - 10th - 12th
11/30 - Southwest VA Comm. College - Richlands, VA - 12th
12/20-12/22 - Basketball Tournament - Heritage, TN - 9th - 12th
3/21-3/24 - The Ripken Experience - Myrtle Beach, SC - 9th - 12th
4/10-4/14 - SENIOR TRIP - Philadelphia, PA/New York/New Jersey

❖ Ridgeview Middle School

8/24 - Grundy High School - Grundy, VA - 8th
8/31 - Clintwood Ag Center - Clintwood, VA - 6th
9/13 - Mountain Empire & Mr. Gatti's – Big Stone/Wise - 8th
9/19 - Bay's Mountain - Kingsport, TN - 8th
9/20 - Bay's Mountain - Kingsport, TN - 8th
9/24 - UVA @ Wise - Wise, VA - 6th
9/26 - Career Expo Washington Co. Fairgrounds - 7th
9/28 - Kim's Corn Maze - Castlewood, VA - 6th - 7th
10/3 - UVA @ Wise - Wise, VA - 8th
10/8 - Cleek Farms - Kingsport, TN - 6th

❖ Clintwood Elementary School

9/11 - Coalfield Ag Center - Clintwood, VA - 4th
9/21 - Creation Kingdom Zoo - Gate City, VA - 2nd

❖ Ervinton Elementary School

9/11 - Coalfield Ag Center - Clintwood, VA - 4th
10/12 - William King Museum - Abingdon, VA - 4th

❖ Sandlick Elementary School

9/11 - Coalfield Ag Center - Clintwood, VA - 4th
9/28 - Kim's Corn Maze - Castlewood, VA - 1st

IV. INFORMATION FOR THE BOARD

- School Safety, Fostering School Safety Guide
- VSBA Bullying Prevention Month – October 2018
- 2018 Title IX: Best Practices in Training & Compliance
- VSBA Superintendent Evaluation Workshop – September 25, 2018 – Charlottesville, VA

V. SUPERINTENDENT ROBINSON

e. Good News from Our Schools

• **Student Recognition – Writing Published (April Hay’s class):**

- ❖ Hayden Hickman
- ❖ Connor Hill
- ❖ Kylie Rose

• **August 31, 2018 Enrollment and Attendance Report**
Be Great with 8! Be a Hero: Here, Everyday, Ready, On-time

The student enrollment for August 31, 2018 was 1979, with 88 Pre-K students. All our schools had higher student attendance percentages for August, 2018 than in August 2017. The monthly student attendance percentage was 96.55%. We would like to congratulate all our schools who achieved 95% or above student attendance percentages for the month of August. Congratulations to Clintwood Elementary School for a student attendance percentage of 97.64% and Ridgeview Middle School for a student attendance percentage of 96.69%. Sandlick Elementary School reported a close third with 96.66%.

• **VSBA Bullying Prevention Month – October 2018**

In an effort to promote awareness of school bullying, the month of October has been designated as VSBA Bullying Prevention Month. Childhood bullying is a significant problem nationwide. It can cause school absenteeism, mental and physical stress, poor school performance, poor self-esteem, and in some cases, school violence. Statistics show that 160,000 children in the United States miss school each day as a result of being bullied. School board members, superintendents, teachers, and parents play a critical role in creating a climate where bullying is not tolerated. It has been proven when adults and children stand together, bullying ends. We are requesting that the School Board approve and pass the Bullying Prevention Proclamation as presented by Mike Setser.

f. Dickenson County Schools and State Accreditation

Tony Robinson, Director of Instruction, presented the status of the school division’s state accreditation, SOL Test Results, and State SOL Ranks for the Dickenson County Public Schools.

Attachment 1: SOL Test Results, State Ranks for DCPS

g. Update on the New Elementary School Site

Mr. Scott Mullins was asked to update the School Board on the recent updates for the new elementary school and to provide a timeline of goals for the determination of a site and a decision for the Construction Team for the new school with the following information:

First: Three proposals from the Request for Proposal for a Construction Team for an architect, educational planner, construction and engineering firm were received at the Dickenson County School Board on Thursday, August 21, 2018. The process to select a Construction Team will take approximately four months. Timeline Goal: By late October or early November, after interviews and thorough process, a Construction Team will be hired and in place.

Second: A site study was approved by each Board for each of the sites: Backbone Ridge, Clinchco and Ridgeview. The site study is analyzing site development costs, road improvement costs, cost for utilities, land acquisition costs, mineral rights cost (if applicable) for a minimum 9 acre pad for the construction of the new school. The goal is to compare all three sites with the same associated costs of each of the above-mentioned factors, and any other factor applicable to a specific site, along with the cost for the actual construction of a school (brick and mortar) on each site.

On Monday, Sept. 17, 2018, the PCT Team along with Lemman Kendrick, Scott Mullins, Curtis Elswick and representatives from Thompson and Litton met to discuss the Site Study Project.

Third: At the completion of the Site Study, the Site Study will be presented to all three Boards at a Joint Meeting tentatively scheduled on the first two weeks of October. The tentative agenda for the first Joint Meeting is:

1. Presentation of the Cost of Site Development, Cost for Utilities, Cost for Road Improvement on the three identified sites conducted by T & L
2. Cost of Land Acquisition and Purchase of Minerals for each Site
3. Skanska Projected Cost for the brick and mortar of a 500 student school with the additional cost for contingency and soft costs.

The tentative agenda for the second Joint Meeting is:

1. Update the Projected DCPS Enrollment by K and C Associates;
2. Discuss the OWPR Report; and a discussion of 5 - 10 Year County Funding Plan to Address the OWPR's Capital Projects;
4. 5 – 10 Year County Funding Plan to Address Funding of Education for 3 elementary schools and Ridgeview High School and Ridgeview Middle School.

h. Approval of the DCPS 2018-2024 Local Gifted Plan

Tony Robinson, Director of Instruction, presented the 2018 – 2024 Local Gifted Plan for the Board's approval. Superintendent Robinson recommended the School Board approve the 2018 – 2024 Gifted Plan as presented.

Attachment 2: 2018-2024 Local Gifted Plan

Following a motion by Shanghai Nickles and second by Rick Mullins; the 2018-2024 Local Gifted Plan was approved.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

i. Discussion of Legal Fees

Scott Mullins addressed the Board concerning his legal fees of a reduced rate of \$150 per hour and provided the Board with a basic contract for their review. Mr. Mullins recommended the Board have an outside law firm to review the contract before approval.

j. Approval of Access Road Construction by AEP

Appalachian Power Company has requested to build an access road across the Dickenson County School Board parcel off of Backbone Ridge in Haysi, Virginia. A map was provided that depicts the proposed access road in relation to the school property and the power line easement.

Following a motion by Rick Mullins and second by Shanghai Nickles; construction of access road was approved pending approval of the County Engineer confirming construction would not impact building school on the site.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

k. Breaks Interstate Park’s Request for Surplus Bus

Following a motion by Shanghai Nickles and second by Dr. Lurton Lyle; the Division Superintendent was authorized to sign the title for the bus to transfer ownership upon a contract with Breaks Interstate Park to continue to provide educational opportunities for the students of Dickenson County Public Schools.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

VI. BOARD COMMENT

Dr. Lurton Lyle:

- Commended all staff; for the continued good work as indicated by the SOL success.

- I celebrate having Resource Officers in all schools.

Rick Mullins:

- I think it's great what we've been able to do with our SOL scores with less money than what other systems have had. I can think of one thing as I look around the room that makes that successful; the group of people who is teaching and our genetics. We should be proud of that.

Rocky Barton:

- I echo what these guys are saying. About the scores; it's just amazing to me: where we were and how far we've come.
- I am pro sports and I can't get over the football game weekend before last and last weekend was a pretty good game too. I kept saying at the Central game and the Union game that I'm going to go to the other side just to see our crowd. I get so caught up in the game, I forget and don't go. I hear from the side that each game it's amazing to be on the other side to see our home crowd. I think there had to be about 6,000 people there. I think the gate was \$18,000 and there were a lot of people there that have passes and athletes that don't pay and if everyone there had paid it would have been a \$22,000 - \$23,000 gate. That is amazing for 3 soon to be 4 short years. That's my comment tonight.

Susan Mullins:

- I had the pleasure of being in the crowd at the Union game and I'm sitting there looking around, and there has been so much controversy, even from the beginning when we were talking about a school at Ervinton till where we landed. I've had the pleasure of being here the whole time and it's not always been pleasant. We've been criticized but there was always the hope that we made the right decision. I was sitting there and all I could hear in the crowd was "Go big blue" and I'm not seeing anyone questioning what we've done. It's beautiful and in my mind I'm thinking; who would not want their kid to have the opportunity to go to this school? It's beautiful. The campus is beautiful. We have a beautiful Band. The band is just great; the uniforms are pretty and nice to look out. We have SOL scores that have come up. We have a good education, just the people, teachers and atmosphere up there is great. It feels like a hometown school and I think how fortunate we are to have that. It was like a deep breath and it was like; this is something to be so proud of. Not just for this Board but for everybody in this County. Take pride in that, move forward and continue to make it better, better and better.

Shanghai Nickles:

September 26, 2018

- I have a grandson that plays at Union. He and my daughter came over after the game and they said congratulations and my grandson said; Papaw, what are these guys drinking over here? They weren't this big last year. My daughter said if you're going to lose; lose to somebody with class and she said Ridgeview has got class. They made me feel real good about that. On Tuesday I was down at Union for a ballgame with a Union Bears shirt on. A guy came over from Abingdon and sat down in front of me and said to my son-in-law, what can you tell me about that bunch from over in the sticks? Tommy said they will knock your socks off and pick you up and thank you for coming back again. I didn't have a conversation with him but he wanted to know about those guys over in the sticks.
- On a sad note; former Coach Doug Fleming who taught in our school system for 30 plus years passed away about 3 days ago. Doug was a graduate of 1962 at Clintwood. He taught for 36 – 37 years. Doug went to the Military, came back went to college, became a teacher, became a coach, became a friend and then was one of the first coaches at UVA Wise. Doug used to look at those kids and when they did something right he would say; look at those geniuses. I just want to say, we are losing those folks. We're losing those folks and some people might forget them. Doug Fleming was a very, very positive influence on anybody that was ever around him, wither it was on the field or sitting in a car eating a hamburger. He was one of the good guys.
- I had the opportunity to talk to James Colley the other night and it was kind of funny. That's another good guy. So, if you see these folks out there that are no longer in the school system, tell them how much you appreciate them. There are some good guys and good gals.

Haydee Robinson:

- I received a call Monday morning after the Union game, it was one of our retired teachers, if I said her name you would all know her and respect her greatly. She sat on the Union side because of medical issues and she called to tell me and the Board that there are more people that love Ridgeview than we realize. She said she was on that side and got to see every time the eruption, and that's the way she described it, everyone together. She said the Union side was a little quite, but she said it made me cry when I saw all the people standing up and they didn't let any good play go unnoticed or any time to cheer the boys on and so that was good to hear; from someone who I truly respect and love. I just want you to know that. It's good to know that.

Susan Mullins:

- It's not just football but every sport we have. We are doing some really good things.

VII. CLOSED SESSION, PURSUANT TO Section 2.2-3711, Paragraph A of the Code of Virginia, there will be a closed meeting for the purpose of discussing: (1. Student's disciplinary case appeal, requests for early graduation; (2. Employment issues relating to FMLA requests, resignation, employment recommendations, hiring coaches, substitutes and (3. to consult with legal counsel pursuant to Virginia Code Section 2.2-3711 (A) (1) (6) and (7).

Following a motion by Susan Mullins and second by Dr. Lurton Lyle the Board convened in closed session.

Vote Results

September 26, 2018

Aye: 5 Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
 No: 0
 Abstain: 0
 Not Cast: 0

Following a motion by Rocky Barton and second by Dr. Lurton Lyle; the Board returned to open session.

Vote Results

Aye: 5 Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
 No: 0
 Abstain: 0
 Not Cast: 0

Pursuant to Section 2.2-3712(a) of the Code of Virginia, I certify and second by Dr. Lurton Lyle; that during the closed meeting just concluded the Dickenson County School Board discussed only matters lawfully exempt from the open meeting requirements under Section 2.2-3711 of the Code and identified in the motion convening the closed meeting.

Certification of Closed Session

Aye: 5 Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
 No: 0

VIII. BOARD ACTION

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; the decision of the Disciplinary Committee for Student #9432 was approved.

Vote Results

Aye: 5 Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
 No: 0
 Abstain: 0
 Not Cast: 0

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; early graduation requests were approved contingent upon meeting all requirements for graduation for Student #0497 and Student #0727.

Vote Results

Aye: 5 Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
 No: 0
 Abstain: 0
 Not Cast: 0

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; coaching recommendation were approved contingent upon concussion training: Shannon Davis - Cheer Coach and Adam Smith - Girls Tennis Coach.

Vote Results

Aye: 5 Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
 No: 0
 Abstain: 0
 Not Cast: 0

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; FMLA requests were approved for Jean Phipps, Cook – CES and Donna Trump, Cook - RHS.

Dickenson County School Board – Summary Minutes

September 26, 2018

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; resignations were accepted: Jenni Dingus, Teacher – SES and Amber Owens, Head Track Coach – RHS.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; employment recommendations were approved: Employment: Shawn Counts, Part-time Aide-EES; Allison Rose, Part-time Aide-EES.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; permission to Post/Advertise for an Algebra Readiness for Ridgeview Middle School was approved.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; substitutes were approved contingent upon meeting all requirements.

Subs Approved: Geneva Blankenship – Cook; Jillian Brafford – Teacher; Teresa Deel – Teacher; Tracy Edwards – Cook; Natasha Gardner – Teacher; Audrey Green – Teacher; Delois Stanley – Cook; Tracy Sturgill - Teacher.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

Following a motion by Susan Mullins and second by Dr. Lurton Lyle; authorized the Division Superintendent to enter a contract with Mr. Scott Mullins after being review by the Street Firm in Buchanan County.

Vote Results

Aye:	5	Rocky Barton, Dr. Lurton Lyle, Rick Mullins, Susan Mullins, Shanghai Nickles
No:	0	
Abstain:	0	
Not Cast:	0	

September 26, 2018

IX. ADJOURNMENT: 9:00 p.m.

Following a motion by Susan Mullins and a second by Dr. Lurton Lyle the meeting was adjourned. All votes aye.

Susan Mullins

Chairman, Susan Mullins

Approved: September 26, 2018

Reba McCowan

Reba McCowan, Clerk

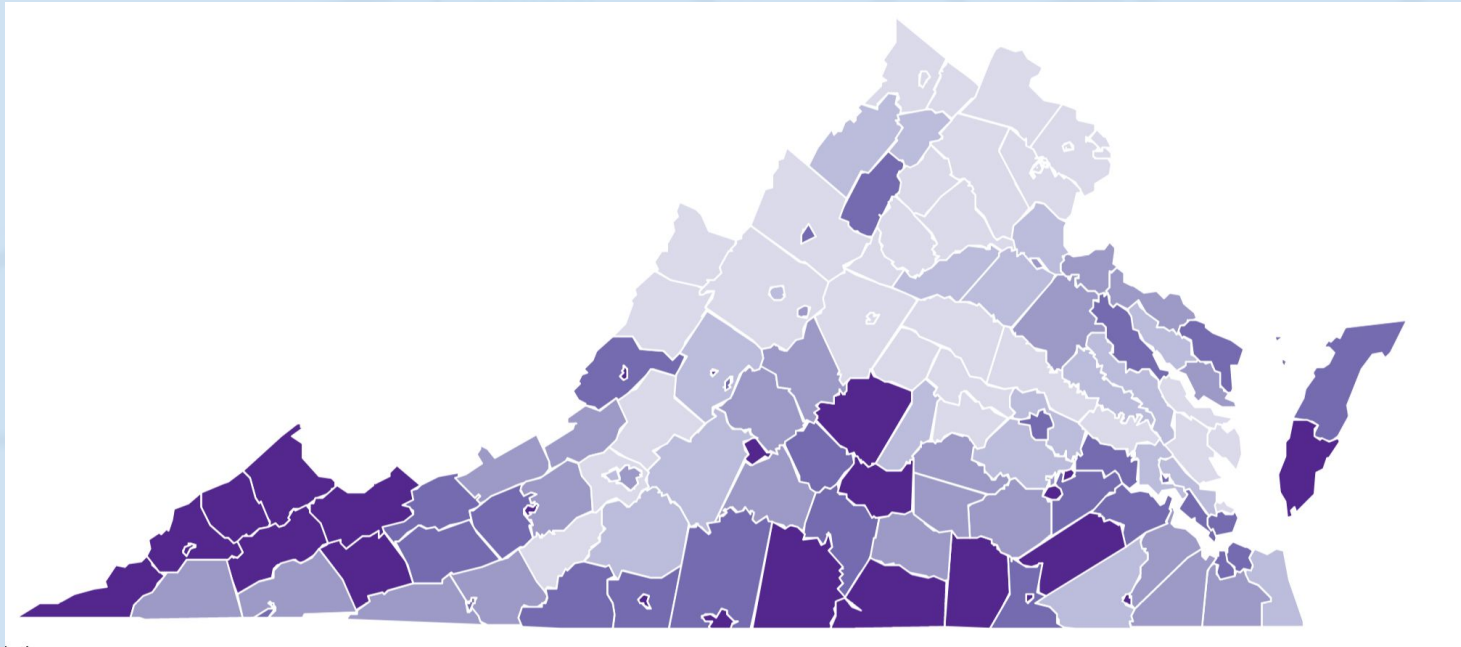
A faint, light blue map of Region VII is visible in the background, showing the outlines of various counties and their names. The map is centered behind the main title text.

Region VII 2018 Data

September 26, 2018

Region VII Statistics

Unemployment rates July 2018



Region VII Statistics

Region VII has the lowest beginning teacher salaries in the state.

Region	Beginning Teacher Salary
Region 4- Northern Virginia	\$44,068.58
Region 1- Central Virginia	\$43,120.60
Region 2- Tidewater	\$41,434.13
Region 5- Valley	\$40,964.95
Virginia	\$40,446.09
Region 3- Northern Neck	\$40,444.29
Region 6- Western Virginia	\$38,283.64
Region 8- Southside	\$38,267.50
Region 7- Southwest	\$36,356.89

Region VII Statistics

Region VII has the second lowest per pupil expenditures in the state.

Region	Avg Enrollment
Region 4- Northern Virginia	25176
Region 2- Tidewater	17354
Region 1- Central Virginia	12684
Region 6- Western Virginia	5774
Region 5- Valley	5067
Region 3- Northern Neck	4954
Region 7- Southwest	3253
Region 8- Southside	2373

Region	Per Pupil Expenditures
Region 4- Northern Virginia	\$14,376.41
Virginia	\$12,648.74
Region 5- Valley	\$12,562.65
Region 2- Tidewater	\$12,119.57
Region 8- Southside	\$11,559.77
Region 3- Northern Neck	\$11,497.56
Region 1- Central Virginia	\$11,049.93
Region 7- Southwest	\$10,981.06
Region 6- Western Virginia	\$10,901.46

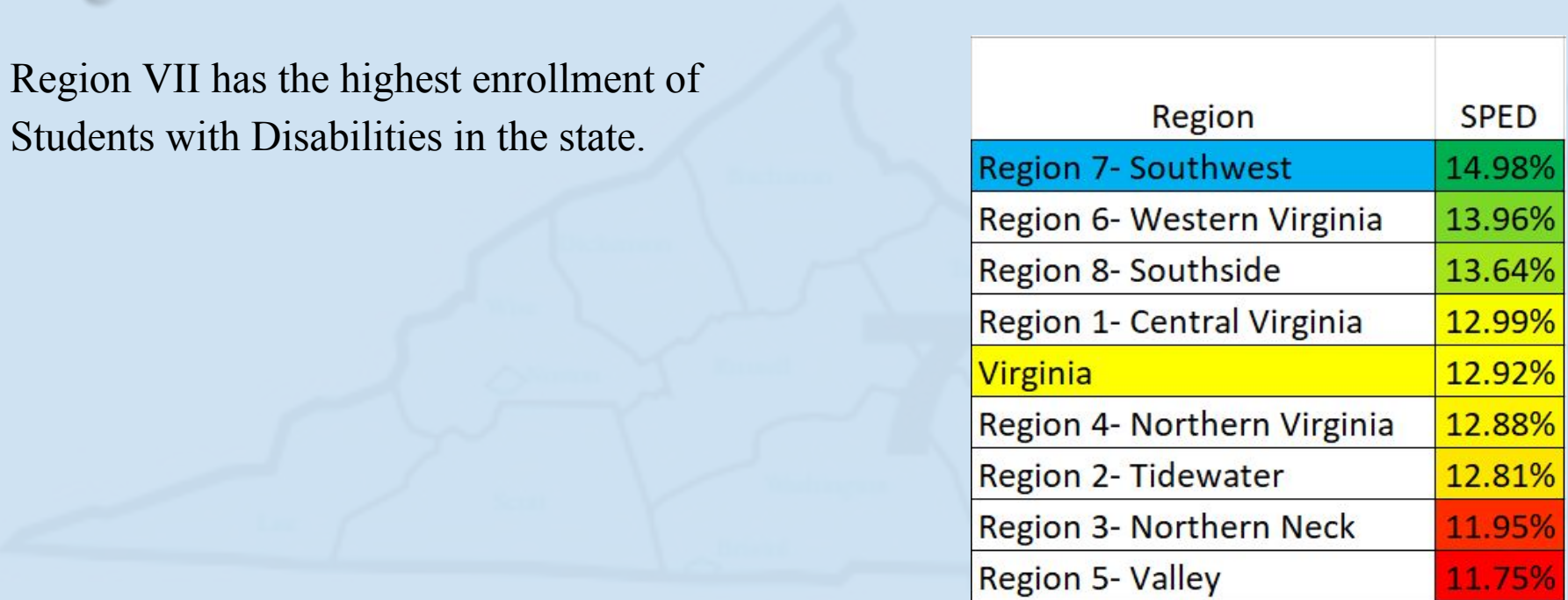
Region VII Statistics

Region VII has the second highest enrollment of students in poverty in the state.

Region	Econ Dis	Poverty
Region 8- Southside	62.64%	24.38%
Region 7- Southwest	57.32%	22.79%
Region 6- Western Virginia	46.41%	19.09%
Region 2- Tidewater	45.96%	17.01%
Region 1- Central Virginia	38.85%	14.92%
Region 5- Valley	45.49%	14.67%
Virginia	41.02%	13.32%
Region 3- Northern Neck	40.82%	11.16%
Region 4- Northern Virginia	33.92%	7.76%

Region VII Statistics

Region VII has the highest enrollment of Students with Disabilities in the state.



Region	SPED
Region 7- Southwest	14.98%
Region 6- Western Virginia	13.96%
Region 8- Southside	13.64%
Region 1- Central Virginia	12.99%
Virginia	12.92%
Region 4- Northern Virginia	12.88%
Region 2- Tidewater	12.81%
Region 3- Northern Neck	11.95%
Region 5- Valley	11.75%

Region VII Statistics

Region VII has the 2nd highest scores in History and the 3rd highest scores in Writing.

Core	Region	2018 Pass	Core	Region	2018 Pass
History	Region 4- Northern Virginia	86.94%	Writing	Region 4- Northern Virginia	82.44%
	Region 7- Southwest Virginia	85.98%		Virginia	77.98%
	Virginia	84.15%		Region 2- Tidewater	77.37%
	Region 3- Northern Neck	83.31%		Region 7- Southwest	76.74%
	Region 2- Tidewater	82.87%		Region 5- Valley	75.27%
	Region 6- Western Virginia	82.27%		Region 6- Western Virginia	74.55%
	Region 1- Central Virginia	81.80%		Region 3- Northern Neck	74.26%
	Region 5- Valley	81.78%		Region 1- Central Virginia	73.93%
	Region 8- Southside	78.59%		Region 8- Southside	71.14%

Region VII Statistics

Region VII has the highest scores in Math and Science, again!

Core	Region	2018 Pass		Core	Region	2018 Pass
Math	Region 7- Southwest	82.45%		Science	Region 7- Southwest	84.00%
	Region 4- Northern Virginia	78.60%			Region 4- Northern Virginia	82.99%
	Region 6- Western Virginia	77.93%			Virginia	81.30%
	Virginia	77.18%			Region 2- Tidewater	80.98%
	Region 2- Tidewater	76.68%			Region 6- Western Virginia	80.55%
	Region 3- Northern Neck	76.05%			Region 3- Northern Neck	80.39%
	Region 5- Valley	75.22%			Region 5- Valley	79.86%
	Region 1- Central Virginia	74.62%			Region 1- Central Virginia	79.26%
	Region 8- Southside	71.24%			Region 8- Southside	73.86%

Region VII Statistics

Region VII, for the first time, has the highest pass rates in Reading!

Core	Region	2018 Pass
Reading	Region 7- Southwest	81.72%
	Region 4- Northern Virginia	80.41%
	Region 2- Tidewater	78.90%
	Virginia	78.87%
	Region 3- Northern Neck	78.18%
	Region 6- Western Virginia	78.07%
	Region 1- Central Virginia	77.24%
	Region 5- Valley	76.15%
	Region 8- Southside	71.78%

From 2017 to 2018.....

- CIP Divisions demonstrated higher gains in 2018 than non-CIP divisions
- CIP FID divisions demonstrated even higher gains

	Avg Rank Diff
CIP FID Divisions	7.10
CIP Divisions	5.65
Non-CIP Divisions	-1.73

Region VII Statistics


Region VII has the highest average difference in overall SOL State Rankings from 2017 to 2018

2018 State Rank minus 2017 State Rank

Region	Avg Rank Diff
Region 7- Southwest	8.05
Region 8- Southside	2.83
Region 6- Western Virginia	0.07
Region 3- Northern Neck	0.06
Region 2- Tidewater	-0.93
Region 4- Northern Virginia	-1.79
Region 1- Central Virginia	-4.00
Region 5- Valley	-4.05

Region VII Statistics

Region VII has the highest overall SOL pass rate in the state!



Region	SOL Pass Rate
Region 7- Southwest	82.77%
Region 4- Northern Virginia	81.56%
Virginia	79.64%
Region 2- Tidewater	79.18%
Region 6- Western Virginia	78.98%
Region 3- Northern Neck	78.56%
Region 5- Valley	77.48%
Region 1- Central Virginia	77.34%
Region 8- Southside	73.13%

Dickenson County Public Schools

Local Plan for the Education of the Gifted

2018-2024

LEA#	026		
Superintendent	Haydee L. Robinson		
Mailing Address	PO Box 1127, 309 Volunteer Ave. Clintwood, VA 24228		
Gifted Education Coordinator/ Designee	Philip A. (Tony) Robinson	Title Address Telephone E-mail	Director of Instruction PO Box 1127 309 Volunteer Ave Clintwood, VA 24228 276-926-4643 trobinson@dcps.k12.va.us
Local School Board Chairperson	Susan B. Mullins		
Date Approved by School Board			

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate 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 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

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

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

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

General Information regarding the Gifted Program in Dickenson County 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

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

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

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

B. Division Operational Definition of Giftedness

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

General Intellectual Aptitude: Students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.

Specific Academic Aptitude: Students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers in English or Mathematics.

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

Objectives

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

B. Delivery of Services:

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

Objectives:

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

C. Curriculum and Instruction:

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

Objectives:

- a. All students identified as gifted will have appropriately differentiated curriculum and instruction in the regular classroom.
- b. All students identified as gifted will have access to honors and/or advanced level courses including dual enrollment and Advanced Placement (AP) courses at the secondary level.
- c. All students identified as gifted will have access to secondary-level specialized programs including academic year Governor's School and summer residential Governor's Schools.
- d. All students identified as gifted in K-8 will have access to locally provided summer enrichment programs.

D. Professional Development:

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

Objectives:

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

E. Equitable Representation of Students:

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

Objectives:

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

F. Parent and Community Involvement:

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

Objectives:

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

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

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

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

General Intellectual Aptitude

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

Specific Academic Aptitude- English and Specific Academic Aptitude - Mathematics

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

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

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

The principal, guidance counselor, or gifted coordinator at each school will annually provide to teachers information regarding characteristics of giftedness, DCPS referral procedures, copies of forms, timelines, and other information to facilitate the identification of students gifted in the area of GIA or SAA. This information will also be made available to parents and others by publication on the school's website and in the Student Handbook.

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

Dickenson County Public Schools

General Intellectual Aptitude

Referral by School Personnel:

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

Referral by Parents or Others:

Parents, peers, professionals with related expertise, or the student him/herself may also make referrals for the Gifted Education Program. To insure greater transparency of the referral process, a link to information about the school and/or district program of Gifted Education, including referral options, will be placed on each school's website. Online information shall include (but not be limited to) timelines for referral and identification, characteristics of giftedness, steps in the referral and identification process, and all relevant referral forms. All required referral forms are also available in hard copy from the school's guidance office, the gifted coordinator, or from the district website. Referral by professionals, peers, or the student him/herself requires submission of a letter addressed to the school's principal or the district gifted coordinator. All other forms from parents and teachers will be required to move to the identification process.

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

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

Specific Academic Aptitude - English and Specific Academic Aptitude - Mathematics

After teachers have completed relevant screenings, referrals will be made to the School Identification and Placement Committee (SIPC) by submitting the *Referral Form & Checklist*, as well as any relevant screening data. The SIPC at each school is appointed by the principal and shall include the principal/designee, the guidance counselor/chairperson, the referring teacher, and two additional teachers/committee members. Students in kindergarten through grade 12 may be referred for specific academic aptitude in English and Mathematics. The principal, guidance counselor, or gifted coordinator at each school will annually provide to all teachers information regarding characteristics of giftedness, DCPS referral procedures (for teacher, parent, or student's self-referral), sample forms, timelines for required teacher review of relevant data, and other information to facilitate the identification of students gifted in the specific academic area of English or math.

It is important to note that, while an annual review is required, referrals for identification in English or math may be made at any time during the school year by school personnel, parents/guardians, others determined to be of related expertise, peers, or self-referrals. Parent or self-referrals may be made at any time during the school year, although SIPC

Dickenson County Public Schools

consideration of referrals made after March 15 may be deferred until the following school year. Each school will provide information regarding the parent or self-referral process by posting it on the school's website. To insure greater visibility to parents, teachers will place links to information about the school and/or district program of Gifted Education, including parent referral, on class web pages. Online information shall include (but not be limited to) timelines for referral and identification, characteristics of giftedness, steps in the identification process, examples of services, and downloadable copies of all relevant parent referral forms.

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

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

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

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

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

- 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

Specific Academic Aptitude - Mathematics

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior

Dickenson County Public Schools

- 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

Specific Academic Aptitude - English

- 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

For both GIA and SAA eligibility, SIPC uses data from

- Behaviors Checklists from both teacher and parent (based on Kingore Observation Inventory); if referral is made by someone other than a teacher, teacher Behaviors Checklists will be required from at least one teacher currently teaching the referred student;

Dickenson County Public Schools

- Screening Data Form, which includes current screening data (PALS, SRI, SMI, etc.), norm-referenced aptitude tests (OLSAT, SAGES), and norm-referenced achievement tests (PSAT, SAT, ACT, etc.), academic assessments including SOL; and
- Other available assessment data as provided by the referring teacher or in student's records.

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

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

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

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

- a. This section includes the **number** of persons comprising the Identification/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; School Gifted Coordinator

- 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

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

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

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

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

The school’s gifted coordinator enters all appropriate information to be examined by the SIPC, which considers the data collected for each student then reviews and discusses the profile of the child’s multiple criteria (see chart above) holistically in order to determine need

Dickenson County Public Schools

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

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

Specific Academic Aptitude - English Specific Academic Aptitude - Mathematics

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

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

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

Dickenson County Public Schools

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

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

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

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

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

Specific Academic Aptitude - Mathematics Specific Academic Aptitude - English

- Gifted services are provided through school-based and division-wide activities which comply with school board and state objectives. Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration opportunities, and other extension activities. Specific provisions are made to provide services for the gifted population within the core instructional classroom setting and as an integral part of the school day.
- School-based services are based on division-wide objectives for gifted education and unique community resources for the gifted. School-based services are delivered in the following ways:
- In the general education classroom setting, identified students may be cluster-grouped with other gifted or high achieving age-level peers. When

appropriate, students are instructed individually or in small, flexible groups based on readiness, interest, and/or learning style (K-5).

- K-5 Students identified for gifted services are provided with appropriate enrichment opportunities during the daily I/E block.
- At the secondary level, certain courses are designed specifically for gifted and high achieving students. These courses include Honors, Advanced Placement, Dual Enrollment courses, and academic year Governor's School courses.
- At the secondary level, gifted and high achieving students may participate in extracurricular activities including Academic Teams and forensic and drama competitions.

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

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

Specific Academic Aptitude - English Specific Academic Aptitude - Mathematics

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

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

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

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

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

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

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

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

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents 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

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

Specific Academic Aptitude - English Specific Academic Aptitude - Mathematics

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

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

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

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

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

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

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

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

Specific Academic Aptitude - English Specific Academic Aptitude - Mathematics

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

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

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

D. Service Options Provide Instructional Time to Work Independently

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

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

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

Each summer DCPS offers gifted students in K-8 the opportunity to participate in a Summer Enrichment Program (e.g. Robotics, Young Writers' Camp). This program seeks to offer students an opportunity to explore individual gifts in an integrated approach offered in a challenging setting.

E. Service Options Foster Intellectual and Academic Growth

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

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

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

F. Procedures for Assessing Academic Growth in Gifted Students

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

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

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

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

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

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 Specific Academic Aptitude - English Specific Academic Aptitude - Mathematics

The guiding principles of differentiation for both GIA- and SAA-identified students followed by Dickenson County Public Schools are from the work of Carol Ann Tomlinson as presented in her books: *Differentiation for Gifted and Talented Students*, 2004; *The Differentiated School*, 2008; and *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*, 2003. The guiding principles are the use of ongoing assessment and adjustment, appropriately challenging tasks, and flexible grouping. Teachers differentiate by content, process, product, and learning environment according to the student's readiness, interests, and learning profile. A wide range of classroom management and instructional strategies are employed by the teacher in order to meet each learner at his present level of understanding and move him to the next level of complexity and understanding toward his full academic potential. The curriculum offers continuous and sequential support for achievement of student outcomes and offers many elements that have been designed to differentiate instruction and learning experiences for gifted students whose learning needs differ significantly from those of their age-level peers. Teachers' daily lesson plans include identification of specific ways in which instruction in core content is substantively different for gifted students, focusing on cognitive level for both guided and independent practice as well as assessment. Lesson openings activate prior knowledge and provide teachers with information regarding the gifted student's existing knowledge. This information allows the teacher to provide the student with opportunities to broaden and deepen existing knowledge with activities on appropriately challenging cognitive levels for the gifted student. Assessment of learning, while addressing the content requirements, will reflect gifted students' need for cognitive challenge by including generation of products, problem finding as well as solving and original research with integration of multiple areas of study through connecting themes/ideas/issues.

In grades K-8, in addition to differentiated instruction within the core curriculum, each gifted student is provided a daily enrichment period. During this time students identified as gifted participate in varied activities targeting their interests and abilities supported by instructional

Dickenson County Public Schools

staff. Activities are often collaborative but also allow students opportunities to work independently. These activities focus on original research, finding and solving problems, generation of products, and integration of multiple areas of study by focusing on issues/themes/ideas according to students' interests.

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

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

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

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

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

Beginning in the middle school years, gifted students are presented with opportunities to accelerate through the choice of honors and advanced level courses specifically in English and Mathematics. Gifted students are encouraged to enroll in the Early College Scholars (ECS) program in grade 9; ECS recognizes students that complete at least 15 hours of college credit by the time they graduate through either AP or Dual Enrollment credits.

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

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

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

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;

Dickenson County Public Schools

- 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.

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

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

DCPS provides professional development opportunities including but not limited to

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

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

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

Dickenson County Public Schools

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

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

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.

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

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

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

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

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

Division Superintendent's Signature Printed Name Date