

DRAFT

Date: November 2021

For ACTION ____
For INFORMATION ____
Board Agenda: Yes ____
No ____

FROM: Nicholas Miller, Chair, Talented and Gifted Advisory Committee (TAGAC)

THROUGH: Gregory Hutchings, Jr., Ed.D, Superintendent of Schools
Gerald Mann, Jr., Ed.D., Executive Director of Instructional Support,
Department of Teaching, Learning and Leadership
Megan Tempel-Milner, Ph.D., Director of Gifted and Advanced Academic
Programs

TO: The Honorable Meagan L. Alderton, Chairman, and
Members of the Alexandria City School Board

TOPIC: SY 2021-2022 Talented and Gifted Advisory Committee (TAGAC) Scope of
Work

SUMMARY

During the 2021-2022 school year, the Talented and Gifted Advisory Committee (TAGAC) will continue its' work to improve the academic and social-emotional needs of Talented and Gifted (TAG) students in Alexandria City Public Schools (ACPS) by focusing its efforts on topics including:

1. ACPS's 5-year plan
2. The continuity of TAGAC services within ACPS
3. TAGAC-related advocacy in and out of the classroom
4. Accountability

Background

TAGAC has discussed a number of potential items for its Scope of Work for the 2021-2022 school year. This memorandum describes the areas the committee proposes to undertake for review and will provide recommendations to the School Board in a final report.

ACPS's 5-year plan

ACPS's last Local Plan for the Gifted was approved in 2011 and covered 2012-2017. The school system has been operating under the approved plan for the previous ten years and needs to be updated to comply with state law. The Commonwealth of Virginia legally requires this document, and TAGAC is fully committed to assisting ACPS's completion of the plan. The goal is to create an updated plan that aligns with [8VAC20-40-60](#), the ACPS's strategic plan and the ACPS budget constraints. The TAGAC is specifically committed to the following sections from 8VAC20-40-60 (shown in part below), which have been TAGAC's focus areas in recent years:

2. The school division's gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement
3. Procedures for the early and ongoing screening, referral, identification, and placement of gifted students
11. A description of the school division's program of differentiated curriculum and instruction demonstrating accelerated and advanced content;
12. Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs;
13. School divisions provide professional development based on the teacher competencies (...) related to gifted education.

Continuum of Gifted and Advanced Academic Services within ACPS

TAGAC intends to focus efforts this year on reviewing and summarizing the continuum of TAG services and performance review points across the full scope of a student's academic career. TAGAC intends to provide overall feedback to ACPS and specifically focus on the transition points between the elementary, middle, and high school where students transition TAG programs (Young Scholars, GIA, Subject Specific, Honors, AP, Dual Enrollment, etc) or delivery models (push in, pull out, differentiated, advanced courses, et al.).

TAGAC-related advocacy and communications in and out of the classroom

TAGAC is highly concerned about how a strong advocate, or the lack of an advocate, impacts the TAG program specifically as it relates to equity and the social and emotional impact to students during the application, evaluation, and delivery of academic portions of the TAG program. TAGAC intends to study and provide suggestions on where external and internal advocacy influences these parts of the program and how to address these issues to mitigate the negative impacts.

Finally, advocacy also relies on a common understanding of the TAG services and open, honest and frequent communication between administrators, school board members, staff members, teachers, students, parents, and the general public on all of these topics. TAGAC will work with ACPS to

strengthen education about the TAG program and communication between stakeholders across the school system.

Accountability for TAG Services

The TAGAC believes that we must not only develop a TAG plan and communicate the TAG plan but also be accountable to executing the plan in a manner that is effective. The TAGAC intends to study and provide recommendations on ways to assess the effectiveness of the TAG program and its delivery to assure that we are providing students with the services they deserve.

RECOMMENDATION

The Superintendent recommends that the School Board approve the TAGAC 2021-2022 Scope of Work.

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