Fredericksburg City Public Schools

Local Plan for the Education of the Gifted

2012-2017

<table>
<thead>
<tr>
<th>LEA#</th>
<th>Fredericksburg City Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. David Melton</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>817 Princess Anne St. Fredericksburg VA 22401</td>
</tr>
<tr>
<td>Gifted Education Coordinator/Designee</td>
<td>Pamela Steinkoenig</td>
</tr>
<tr>
<td>Director of Pupil Personnel Services</td>
<td>Director of Pupil Personnel Services</td>
</tr>
<tr>
<td>Address</td>
<td>200 Gunnery Road</td>
</tr>
<tr>
<td>Telephone</td>
<td>Fredericksburg, VA 22401</td>
</tr>
<tr>
<td>E-mail</td>
<td>540 372-1127</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:psteinkoenig@cityschools.com">psteinkoenig@cityschools.com</a></td>
</tr>
<tr>
<td>Local School Board Chairperson</td>
<td>Mrs. Barbara Miller-Richards</td>
</tr>
<tr>
<td>Date Approved by School Board</td>
<td>August 6, 2012</td>
</tr>
</tbody>
</table>
Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division’s implementation of the Regulations Governing Educational Services for Gifted Students. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division’s gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division’s plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education’s Web site http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml

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 Fredericksburg City Public Schools

<table>
<thead>
<tr>
<th>Area of Giftedness Identified by Fredericksburg City Public Schools</th>
<th>Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Intellectual Aptitude (GIA)</td>
<td>K-12</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA)-instrumental/choral music</td>
<td>3-12</td>
</tr>
<tr>
<td>Visual and/or Performing Arts Aptitude (VPA) – Visual Arts</td>
<td>3-12</td>
</tr>
</tbody>
</table>

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division

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

We recognize that students of exceptional ability have the right to an education commensurate with their unique abilities. These exceptional children require a differentiated academic program that considers individuals learning styles and unique capabilities. Fredericksburg City Public Schools is committed to identifying gifted students in Kindergarten through grade twelve, and to provide these students with services that challenge them to expand their critical and creative thinking abilities.

B. Division Operational Definition of Giftedness

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

General Intellectual Ability (GIA):

Giftedness in the area of general intellectual aptitude represents a student’s ability to reason, learn and problem-solve at a level that substantially exceeds their same-age peers. Students are identified as gifted in the area of GIA by demonstrating superior verbal and nonverbal reasoning skills in various areas that can include classroom settings, home settings, norm-referenced assessments, and work output. High levels of creativity and academic skills are also used as further evidence of a student’s ability to reason and learn at a superior level.

The operational definition for GIA is evidenced by the following criteria used to determine eligibility for services:
The student must demonstrate giftedness in at least 5 out of 7 areas to be eligible for full placement. If the student is from an underserved population (LSES, 504, SPED, ESL), then 4 areas of giftedness would allow the committee to make a provisional placement if deemed necessary. These areas evaluated and scored are: cognitive assessment, achievement assessment, parent survey, teacher survey/input, creativity assessment, portfolio and/or grades & awards, and an interview.

**Visual and Performing Arts (VPA):**

Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity and advanced acquisition and master of techniques, perspectives, concepts and principles beyond their age-level peers in visual or performing arts.

The operational definition for VPA is evidenced by the following criteria used to determine eligibility for services:

The student must demonstrate giftedness in at least 4 out of 5 areas listed below to be eligible for full placement. If the student is from an underserved population (LSES, 504, SPED, ESL), then 3 areas of giftedness would allow the committee to make a provisional placement if deemed necessary. This identification occurs once per year, typically in the spring semester. These areas evaluated and scored are: parent survey, teacher survey/input, creativity assessment, IMMA/AMMA, portfolio/audition, and an interview.

**Part II: Program Goals and Objectives**

A. **Identification:**

Goal: To provide a systematic identification process based upon research-based best practices that align with the delivery of services.

1. Continue to provide staff development for teachers and administrators in referral and identification of gifted students for both GIA and VPA; information will be documented through logs and/or agendas.

2. Collect data and analyze current identification practices to determine level of effectiveness for the identification process for the K-1 population in GIA.

3. Research best practices related to the identification process for the visual and performing arts programs.

4. Review the VPA process to determine if it needs to be modified to coincide with best practices.
B. Delivery of Services:

Goal: To provide a continuum of services in grades K-12 which address the needs of identified gifted students.

1. Create a process by which the gifted students’ progress within their gifted services can be measured and documented in both the GIA and VPA programs.

2. Increase enrichment opportunities for gifted students identified in GIA at the High School level.

C. Curriculum and Instruction:

Goal: To provide a differentiated curriculum and instructional opportunities which reflect the unique needs of student’s identified as gifted.

1. Develop and/or update CMPG in all gifted education classes.

2. Explore the possibility of one or more staff members being charged with the responsibility of ensuring and supporting differentiation within the general classes for students identified as GIA throughout the division.

3. Have gifted teachers of GIA create lessons on problem solving and critical thinking skills and give them access to all teachers electronically using ‘teacher share’.

4. Have gifted teachers of VPA create a possible list of options to use the skills of the gifted VPA student in a grading opportunity. Distribute or post electronically to give access to all teachers using ‘teacher share’.

D. Professional Development:

Goal: To provide teachers with training opportunities about differentiation and how to implement differentiated instruction for students identified as gifted.

1. In-service staff on a variety of aspects of differentiation for gifted students in the general education classroom.

2. As funds allow, the division will support teachers with requests of professional development in the area of differentiation for gifted students identified as either GIA or VPA.

3. Building level administrators will monitor differentiation through classroom lesson plans.

E. Equitable Representation of Students:

Goal: To ensure that all eligible student are afforded opportunities for participation in gifted programs and services.
Fredericksburg City Public Schools

1. Research best practices for screening and/or identifying students from underrepresented populations.

2. Provide staff development to teachers in the characteristics and needs of students from underrepresented populations for both GIA and VPA.

F. Parent and Community Involvement:

Goal: To promote awareness of the gifted education programs and the needs of gifted students among parents, school staff and the community.

1. Create an informational packet for parents whose children have been referred for services. It would include, but not limited to, GE brochure, timelines, eligibility criterion, appeals process and contact names for each school.

2. Disseminate information about programs and opportunities for the gifted students through email, websites, informational packets, and brochures.

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

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

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

Screening Procedures for General Intellectual Aptitude:

Guidance counselors, gifted resource teachers and/or content area specialists review standardized tests for consistently high level scores. Additionally, administrators, and classroom teachers K-12 monitor their students for signs of giftedness.

Screening Procedures for Visual and/or Performing Arts:

Music teachers and classroom teachers K-8 regularly review classroom performance and individual interests/talents of their students. Art teachers and classroom teachers K-12 regularly review classroom performance and individual interests/talents of their students. Both groups in addition to administrators monitor for signs of Visual and/or Performing Arts giftedness throughout the year.

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

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

**General Intellectual**

- **Referrals:**
  Referrals for General Intellectual Programming Services are accepted and requested throughout the school year from educators, parents/guardians, community members, peers, or students themselves. The referral is submitted to the guidance department at the school the student attends. Eligibility determinations occur, typically within a 65 timeline period, however depending upon the situation can occur within a maximum of 90 days of the receipt of parent permission to assess. Student placement for General Intellectual Services typically occurs at the beginning of the following nine week period/semester (depending upon schedule), following the eligibility determination.

  **Re-referrals** will be accepted only after or during the third quarter following the previous referral. For example, if a child is referred during the first quarter, a re-referral will be accepted during the fourth quarter, and if a child is referred in the second quarter, a re-referral will be accepted the first quarter of the next school year. If a re-referral is received for the same gifted area, the areas which did not indicate giftedness will be re-assessed. If any component is over a year old it will be re-administered to determine the student’s current status.

  Checklists of traits of gifted learners are provided for the teachers at the beginning of the school year. Special emphasis is placed on the recognition of gifted characteristics of underserved populations. Information about underserved populations is presented at faculty meetings, in-services, and articles from professional journals that are shared with teachers.

  The Director of Instruction, building level administrators, gifted resource teachers, and guidance counselors, are available for conferences concerning the characteristics of giftedness and the referral process. Information and about gifted education and how to make referrals are included in the school newsletters for parents of students in grades K-12 during the school year.

- **Transfer Students’ Records Reviewed**
  Students who have been identified for comparable gifted programming services in other school divisions will be reviewed for placement in the appropriate gifted education program.

**Visual and Performing Arts:**

- **Referrals**
  Referrals for the Visual and Performing Arts Program are accepted and requested mid-year for students in grades 2-11 from educators, parents/guardians, community members,
peers, or students themselves. Referral forms are available to all parents of students in grades 2-11 and can be obtained from the schools’ guidance departments. The guidance department collects the referral forms. Eligibility determinations occur, typically within a 65 instructional timeline period, however depending upon the situation they can occur within a maximum of 90 instructional days of the receipt of parent permission to assess. Checklists of traits of gifted visual or performing arts students are provided for the teachers during a faculty meeting at the beginning of the year and again at a spring faculty meeting. Special emphasis is placed on the recognition of gifted visual or performing arts characteristics of underserved, culturally diverse, low socio-economic populations. Information about underserved populations is provided at faculty meetings, in-services, and articles from professional journals shared with teachers.

- **Product Assessment**
  The 2nd grade -11th grade classroom teachers and/or art and music teachers make formal and informal assessments as needed throughout the year to develop a pool for the Visual/Performing Arts screening. The classroom and/or visual arts teachers begin portfolios, as needed for students who exhibit talent in the area of art. The music teachers conduct focus lessons/talent searches, as needed, throughout the course of the year. These students are referred to our spring screening process as appropriate.

- **Transfer students**
  Students who have been identified for comparable gifted programming services in other school divisions will be reviewed for placement in the appropriate gifted education program.

### 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.

1. **Multiple Criteria Listing** (8 VAC 20-40-40D.3)
   This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility, selection of either item 5a or 5b or both counts as single criteria.

   **GIA:**

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

Local Plan for the Education of the Gifted
Fredericksburg City 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

   Specify: nationally normed creativity test

Visual/Performing Arts:

Assessment of appropriate student products, performance, or portfolio

2. Record of observation of in-class behavior

3. Appropriate rating scales, checklists, or questionnaires

4. Individual interview

5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) and/or

5b. Individual or group-administered, nationally norm-referenced achievement test(s)

6. Record of previous achievements (awards, honors, grades, etc.)

7. Additional valid and reliable measures or procedures

   Specify:
   1- Nationally normed assessment of music ability (i.e.: IMMA/AMMA) and audition for performing arts
   2- Nationally normed creativity test and portfolio for visual arts

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.

Local Plan for the Education of the Gifted
1. Identification/Placement Committee (8VAC 20-40-40D)
a. This section includes the number of persons comprising the Identification/Placement Committee by category.

- [1] Classroom Teacher(s)
- [1] Gifted Education Resource Teacher(s)
- [1] Counselor(s)
- [1] School Psychologist(s)
- [-] Assessment Specialist(s)
- [-] Principal(s) or Designee(s)
- [1] Gifted Education administrator/designee
- [2] Other(s) Specify: music and/or art teachers for VPA and/or one other person as deemed appropriate by the building level administrator

Up to eight persons could participate in the placement/eligibility committee; persons can represent more than one area.

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’) or legal guardian(s’) consent for assessment.
General Intellectual:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered/Completed by</th>
<th>Scored by</th>
<th>Provided to the committee by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive abilities test</td>
<td>School psychologist</td>
<td>School Psychologist</td>
<td>School psychologist</td>
</tr>
<tr>
<td>Achievement test</td>
<td>Guidance/school psychologist</td>
<td>Guidance/school psychologist</td>
<td>School psychologist</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Parent</td>
<td>Guidance</td>
<td>Guidance</td>
</tr>
<tr>
<td>Teacher Survey/input</td>
<td>Teacher</td>
<td>School psychologist</td>
<td>School psychologist</td>
</tr>
<tr>
<td>Creativity Test</td>
<td>Guidance/School Psychologist</td>
<td>School Psychologist</td>
<td>School psychologist</td>
</tr>
<tr>
<td>Portfolio/grades &amp; awards</td>
<td>Gifted resource teacher</td>
<td>Gifted resource teacher</td>
<td>Gifted teacher/guidance</td>
</tr>
<tr>
<td>Interview</td>
<td>Guidance/designee</td>
<td>Guidance</td>
<td>Guidance/designee</td>
</tr>
</tbody>
</table>

*persons may be changed/revised as appropriate

Upon receipt of the parent permission the evaluation process begins. When the assessments are completed, all components of the evaluation are indicated on a spreadsheet and the Identification/Placement Committee convenes. Each school establishes and maintains an Identification/Placement Committee that meets quarterly to determine the eligibility of each student referred.

At the Identification/Placement Committee meeting, each stakeholder reports the appropriate data, which is then recorded. Notations are made for students who are identified as underserved: disabled (SPED or 504), ESL, and/or having low socio-economic status (with parent permission). Appropriate accommodations, including consideration for a provisional placement, are made for these students. The committee reviews each item and determines if the data shows evidence supporting identification. The committee may request additional information if needed. **Five out of the seven areas** of evidence supporting identification are required for placement in the **general intellectual** gifted education program. If five areas are not identified but there are **four out of the seven areas** of evidence supporting identification, the committee may determine the need for a **provisional placement** for a student who qualifies as being underserved for up to a one year period. The committee may also request that the student be **monitored** for a period of up to one year for possible growth in a specific area.

The eligibility process typically is completed within 65 instructional days, however must be completed within 90 instructional days from the receipt of the parent permission to assess. Parents of students who did not demonstrate giftedness receive a letter; in the letter the parent is told who to contact with questions and how to initiate the appeals process if desired. It additionally states how to refer their student if they would like the school to re-consider the determination in the future. For students whom the committee finds services are needed, a
Fredericksburg City Public Schools

parental permission form is included with the notification and must be signed and returned to the school before placement can occur. A copy of all information is kept at the Office of Pupil Personnel Services.

Guidance personnel/designee at the school notifies the student’s classroom teachers, the gifted resource teacher, the administration and any other appropriate personnel of the student’s eligibility and placement. **NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility.**

**Visual and Performing Arts:**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered/Completed by</th>
<th>Scored by</th>
<th>Provided to the committee by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Survey</td>
<td>Parent</td>
<td>Guidance</td>
<td>Guidance</td>
</tr>
<tr>
<td>Teacher Survey/input</td>
<td>Teacher</td>
<td>Guidance</td>
<td>Teacher (Art/Music)/designee</td>
</tr>
<tr>
<td>Creativity Test</td>
<td>Guidance and/or School Psychologist</td>
<td>School Psychologist</td>
<td>School psychologist</td>
</tr>
<tr>
<td>IMMA/AMMA</td>
<td>Music teacher/designee</td>
<td>NA (computer scored)</td>
<td>Music teacher/designee</td>
</tr>
<tr>
<td>Portfolio/audition</td>
<td>Art teacher/music teacher/committee members</td>
<td>Art teacher/music teacher</td>
<td>Art teacher/music teacher/designee</td>
</tr>
<tr>
<td>Interview</td>
<td>Guidance/designee</td>
<td>Guidance</td>
<td>Guidance/designee</td>
</tr>
</tbody>
</table>

*persons may be changed/revised as appropriate

Referrals are accepted in the spring semester and upon receipt of the parent permission the evaluation process begins. When the assessments are completed, all components of the evaluation are indicated on a spread sheet and the Identification/Placement Committee convenes. Each school establishes and maintains an Identification/Placement Committee that meets in the spring semester of each year to determine the eligibility of each student referred.

**Four out of five areas** of evidence supporting identification are required for placement in the gifted education **Visual or Performing Arts Program**. If four areas are not identified, the committee may determine the need for a **provisional placement** for the underserved population for up to one year; to do that the committee needs **three out of the five areas** of evidence supporting identification. The committee may also request that the student be **monitored** for a period of up to one year for possible growth in a specific area.

The eligibility process typically is completed within 65 instructional days, however must be completed within 90 instructional days from the receipt of the parent permission to assess. Parents of students who did not demonstrate giftedness receive a letter; in the letter the parent is told who to contact with questions and how to initiate the appeals process if desired. It additionally states how to refer their student if they would like the school to re-consider the determination in the future. For students whom the committee finds services are needed, a parental permission form is included with the notification and must be signed and returned to the Local Plan for the Education of the Gifted.
school before placement can occur. A copy of all information is kept at the Office of Pupil Personnel Services. Students may only participate in one center-based program at a time.

Guidance personnel/designee at the school notifies the student’s classroom teachers, the gifted resource teacher, the administration and any other appropriate personnel of the student’s eligibility and placement. **NOTE:** No single instrument, score, or criterion may be used to exclude or include a child for eligibility.

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

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

**Area of Giftedness:**

- **X** General Intellectual Aptitude
- Specific Academic Aptitude
- Practical and Technical Arts
- **X** Visual and Performing Arts

Fredericksburg City Public Schools are committed to identify and serve gifted students of all backgrounds. The holistic decision-making process allows factors noted on the student data form to be considered when placing students in the gifted programs. Such factors might include ethnic, language, racial or socio-economic background or current circumstances within the family that may have an impact on a student’s performance.

The following strategies have been developed and tailored to assist Fredericksburg City Public Schools in identifying potentially gifted students from underserved populations:

- Access to referral materials and information in convenient places throughout the system for parents or guardians of underrepresented students.
- Authentic assessment instruments and measures
- Balance of objective and subjective measures in the identification process
- Eligibility criteria and processes are reviewed periodically to monitor their effectiveness in encouraging the referral and identification of students from underserved groups
- Monitoring of the division’s expenditures to determine that services, access, and resources are equitably distributed among all schools and campuses
- Non-verbal testing, as appropriate as a component of the identification process
- Notice and information about the gifted program and its benefits provided in native languages found in the localities
- Notice and information about the identification process provided in native languages found in the localities
- Specialized characteristics checklists for a variety of underserved populations
- Staff development offered for all classroom teachers on characteristics of the potentially gifted from underserved populations
- Standardized use and scoring of subjective measures through division-wide training
- Training for the identification and placement committee in characteristics of the potentially gifted from underserved populations
- Use of materials for enrichment with primary students during the screening process
• Willingness to use and the availability of valid and reliable alternative tests and measures for potentially gifted from underserved populations
• Other accommodations are made for students from certain populations i.e. ESL, Special Education, 504, Low Socio-Economic.

The Identification/Placement Committee makes one of the following decisions:

1) The student is identified as needing gifted services and is eligible for services. In addition, classroom teachers differentiate instruction based on the student’s gifted needs.
2) The student does not at this time need gifted services based on the criteria for identification and is not eligible for services.
3) The committee decides to monitor the student for a period of one year or less.
4) The student, if underserved, is provisionally placed for a one-year period.
5) The student does not qualify for gifted services but definite strengths are observed. The teacher of the gifted, as appropriate, meets with the general education teacher to discuss these strengths and gives recommendations for differentiation in the general education classroom. A possible plan for educational differentiation is developed.

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.

A letter is sent to the parent after the eligibility determination has been determined. This letter is from the Office of Pupil Personnel Services and sent out within 30 calendar days of the meeting. Permission to place the student in the gifted program is included in the notices of eligibility. These permission forms must be signed prior to the placement of the student in the gifted program. Parents of students who did not demonstrate giftedness also receive a letter; in the letter the parent in told who to contact with questions and how to initiate the appeals process if desired. It additionally states how to refer their student if they would like the school to reconsider the determination in the future. Students may only participate in one center-based program at a time.

Appeals:
The Appeals Committee shall consist of one Superintendent (or designee), the school psychologist who did not serve of the school based Identification/Placement Committee and one teacher from each school who has also not served on the school based Identification/Placement Committee. This Committee shall be appointed by the Superintendent.
The Appeals Committee shall meet to hear appeals regarding the process/decisions made by the school based identification/placement committee. They will determine if the school-based eligibility committee followed the gifted plan. This committee shall have access to all records which are pertinent to the case.

When an appeals request is made, the Appeals Committee will review the gifted plan, input from the school that determined the student’s eligibility, and concerns from the parent. Both the appellant and the chairperson of the school based Identification/Placement Committee shall present their arguments to the Appeals Committee. It will then determine if the school-based committee followed the district plan. Any deviations from the plan and subsequent effects on the school-based committee’s decision will be discussed. If the gifted plan was followed, parents will be notified and given information about making future referrals. If the gifted plan was not followed and the appeals committee determines that the deviations affected the eligibility outcome, the Appeals Committee will make a recommendation to the school-based committee based on the district’s gifted plan.

The Appeals Committee must meet within 15 administrative days from the date of referral to the committee. A final decision must be made within thirty working days from the time of the initial receipt of appeal.

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.

Change in Instructional Services [8 VAC 20-40-60. A. 5]
This section includes the procedure used when (1) a change in services is recommended by school staff; or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

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

Parents receive information on students’ progress through interim and nine-week reviews. Parents are notified that placement of all students is subject to periodic review and reevaluation procedures may be initiated by the student, parent, counselor, classroom or gifted resource teacher. The student’s current records of performance, work samples, and test scores are used for reevaluation.

Identification/Placement Committee reviews the data and recommends continued placement, change in placement, or initiation of exit procedures. A change in placement is recommended when the placement is determined by an evaluation of instructional results to be inappropriate for
the student. A written parental notification will occur if a change in placement or exit from the program is recommended. Recommendation for continued placement is followed by notification to parents/guardians. Recommendation for change in placement or initiation of the exit procedure requires parental notification. If an exit is recommended, parents are notified in writing of the appeals process.

When a student no longer demonstrates the need for gifted education services an exit process may be initiated. A student who has been identified and placed in any of the options provided by the gifted education program may be exited from the program in the following two manners.

1) The student’s classroom teacher or the gifted resource teacher, upon belief that the student no longer demonstrates the need for gifted education services, may request that exit proceedings be initiated by completing a referral form and forwarding it to the gifted resource teacher. The resource teacher will convene a meeting of the Identification/Placement Committee for review of the student’s profile. If the Committee determines that the student no longer demonstrates the need for gifted education services as outlined in the Plan, it may recommend that the student be exited from the program. The parent will be notified in writing of the committee’s decision and of the appeals process.

2) If a student voluntarily withdraws from the program or if parents request that the student be withdrawn, a written request shall be made through the gifted education teacher.

If, after conferring with the principal and the gifted education teacher, the parent wishes to follow through with the request, the student will be exited from the program. Should the student wish to re-enter the program in the future, the request will be considered by the Identification/Placement Committee to determine if identification procedures are necessary. A signed parent permission form is required for reentry and/or additional identification procedures.

**RIGHTS OF PARENT OR GUARDIAN**

1. Informed written consent must be obtained from a parent or guardian before a child can be given individual or group psychological tests.

2. The parent has the right to know the results of any test used to determine eligibility.

3. The parent has the right to know the reasons why the child was or was not selected for the Gifted Program.

4. The parent has the right to appeal the decision of the building level Gifted Identification/Placement Committee to the Gifted Education Appeals Committee.

5. The parent has the right to know the reasons for the Appeals Committee's decision.
6. The parent has the right to be informed in writing of any problems the child may be having in the program.

7. The parent has the right to know why there was a change of placement for his/her child in the Gifted Program.

**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.

The general intellectual gifted education resource teacher provides theme-based enrichment instruction for students in Kindergarten. These lessons are closely aligned with science or social studies SOLs and are aimed at enhancing critical thinking and problem-solving skills. The gifted education for identified gifted students in grades one through five focus on inquiry based learning which stems from general classroom curriculum and theme based instruction. Problem solving and critical thinking skills are stressed.

The extensive high level academic offerings/classes at the high school continue to enhance student problem solving and critical thinking skills development. Gifted students benefit from a concise curriculum focus to acquire and develop the skills to effectively cooperate with classmates and coordinate efforts towards a single exploit. Additionally, students collaborate to identify and offer solutions to school, community, and global challenges as an expectation of their expanded curriculum. As upperclassmen, these students are geared towards Advanced Placement and Dual Enrollment Courses. To further increase their offerings, students identified as gifted will be able to participate in a quarterly event to tap into their interests and give them unique opportunities after school or on weekends to expand their knowledge base.

**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. Students are all placed in classes with age-level peers for a portion of their day. While all students may be studying a specific topic within a core area, gifted students will problem solve and collaborate with
classmates. Gifted students will be with their age level peers in classes not designated as a gifted class. Instructional strategies are modified/enhanced to provide the students optimal learning experiences. Strategies include: Curriculum compacting, acceleration, flexible pacing, tiered assignments, independent project assignments, individual learning contracts, interest groups, mentor opportunities and the extension, replacement or modification of the regular curriculum, and more.

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. Each school provides in-service opportunities for its general education teachers on differentiation and how to enhance the curriculum and meet the academic needs of the identified gifted students in their classrooms. The students in elementary school receive services one or twice a week in the resource room. At the middle school level, the gifted curriculum is run through the English class which meets daily. At the high school, the classes meet as scheduled following the criterion for HS verified credits, college credits and/or AP classes.

D. Service Options Provide Instructional Time to Work Independently

Students have opportunities to work independently through differentiated instruction assignments and units of study that incorporate project based learning assignments. For age appropriate students virtual school placements are independent and students will proceed at their rate of achievement.

E. Service Options Foster Intellectual and Academic Growth

Content for gifted learners is based on rigorous, challenging academic instruction at a level exceeding age and grade-level peers. Core subject matter is compacted and/or extended to provide differentiation for students who demonstrate unique understanding and exceptional mastery of the curriculum objectives. Emphasis is on the acquisition of a conceptual understanding of subject matter and an integration of new and previously learned knowledge. Teachers often implement alternative activities for students that provide opportunities for higher convergent and divergent thinking. Students may also be provided with activities that develop visual and spatial skills. Additional curriculum enrichment is provided through pull out classes and activities in the elementary grades. Differentiated instruction is provided by the classroom teacher and results are measured by student products, curriculum assessment and classroom and gifted teacher conferences. Objectives for advanced and accelerated courses at the higher levels are established in course guides. There are multiple opportunities for advancement through honors classes, advanced placement courses, dual enrollment, virtual classes, career counseling, enrichment opportunities, and special seminars.
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.

Academic growth for gifted learners will be generated by grades, benchmark data given each nine week grading period and SOL results. Data will also be monitored and gathered for students in virtual school placements where advancement is the expectation.

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

Students in grades K-12 have opportunities to accelerate learning in the regular classroom in specific core areas through regular classroom teacher interventions, consultation from the gifted resource teacher and administration. There is some clustering of gifted students, however, the general education teachers have support through many specialists (gifted resource teachers, literacy coaches, math specialists etc.) to enhance and develop their skills to become proficient in differentiated instruction. At times, students at the high school level may participate in special seminars (not for credit), summer regional governor’s school, and the summer residential governor’s school.

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.

Specific classes that offer advanced levels of instruction are available at the both the middle and high school. These classes are available to students who meet certain criteria (teacher recommendation, prerequisites, auditions etc.).

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;
   e. The evaluation of student learning through appropriate and specific criteria; and
   f. The development of advanced technological skills to enhance student performance.

6. Understanding of contemporary issues and research in gifted education, including:
   a. The systematic gathering, analyzing, and reporting of formative and summative data; and
   b. Current local, state, and national issues and concerns.

Professional development is provided each year and will continue to take place as we prepare students for the 21st century. Ever-changing technological advancements and research on Local Plan for the Education of the Gifted 20
effective teaching strategies are stressed within the plan; our plans will involve division-wide efforts to utilize differentiated learning to a level that will focus on enrichment for all capable students in addition to our identified gifted students.

**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.

Accountability for the education of gifted students and the implementation of differentiated instruction methods will be a part of the evaluation of the program at each school. Each year the specific area of review will be determined by the gifted administrator. The review will be data driven with baseline data gathered from the current year. School reviews will take place to determine extent of completion of gifted initiatives/goals, benchmark test results will be analyzed for students already identified as well as potential candidates for the applicant pool, and qualitative data will be gathered as to the effectiveness of the program and professional development plans.

**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.

________________________________________                           ____________________________
School Board Chairperson                                       Printed Name                Date

________________________________________                           ____________________________
Division Superintendent’s Signature                           Printed Name                Date