

Spotsylvania County Public Schools

Local Plan for the Education of the Gifted

2016-2021

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Date Approved by School Board	Insert text		

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.

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General Information regarding the Gifted Program in Spotsylvania County 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) - Choose an item.	N/A
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	N/A

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

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

Spotsylvania County Schools is committed to excellence in education for all students. All students are provided the opportunity to be academically challenged according to differences in physical, mental, emotional, and social growth. Students of all cultural and socio-economic backgrounds are considered for participation in the gifted program, with multiple criteria used to select students.

Each student's educational needs must be addressed as an integral part of the regular school curriculum. Therefore, all teachers need to provide differentiated instruction that will enrich students' intellectual curiosity, enthusiasm for learning and the values and attitudes that will prepare them to be knowledgeable, contributing members of society.

Differentiated services are offered to students who have specific academic strengths. The gifted resource teacher collaborates with classroom teachers to support differentiated instruction and to provide additional challenges within the general education program.

Gifted learners need time to work in small groups with their intellectual peers, under the guidance of teachers trained in gifted education, so they can experience a stimulating, appropriate learning environment and demonstrate cooperation, self-discipline, and self-direction.

B. Division Operational Definition of Giftedness

Students are identified as candidates for gifted services in Spotsylvania County through a universal screening and/or a nomination process. Gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more domains, and whose talents and abilities significantly differ from their peers to such a degree that differentiated educational opportunities must be provided to further affirm and develop their abilities (NAGC). Students of all cultural and socio-economic backgrounds, English-language learners, and special education students are considered for participation in the gifted program.

A Spotsylvania County student is eligible for gifted education service options tailored to general intellectual aptitude (GIA) if the student demonstrates readiness for gifted programming based upon the following criteria:

- Evidence of need for a gifted program as determined by the SCOPE Identification Committee
- Evidence of superior intellectual aptitude as measured by the Naglieri Nonverbal Ability Test (NNAT) and/or other individual or group administered ability tests
- Evidence of superior achievement including school-based assessments and normed achievement data
- Evidence of superior achievement on portfolio samples that include writing, creative and critical thinking
- Evidence of gifted behaviors as measured by parent and teacher inventories

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

A. Identification:

All Spotsylvania County Schools students will have an equal opportunity to be considered for identification in the Spotsylvania County Program of enrichment (SCOPE) program. The Division will employ measures that refer students from traditionally underrepresented populations for screening for eligibility for gifted services.

- All Kindergarteners are screened using a nationally norm-referenced assessment tool and have the opportunity to be referred for identification for gifted services.
- Criteria will be implemented to identify students who receive special education services who are also gifted (twice exceptional).

Students are identified as candidates for gifted services in Spotsylvania County through a nomination process. Parents, teachers, students or others in the community may nominate a student as a candidate for the program. After nomination, parents are sent a *Parent Consent* form and a Parent Rating Scale to complete and return to the gifted resource teacher. The classroom teacher completes a Gifted Behaviors Rating Scale and submits grades, Standard of Learning (SOL) scores and provides any other pertinent data. It is also noted if the child is an English-language learner or receives special education services. Accommodations for these special needs are considered during the data collection process.

After the *Parent Consent* form is received, the gifted resource teacher initiates the data collection process. The student is given the Naglieri Nonverbal Ability Test (NNAT) and an additional group or individually administered ability test. A standardized portfolio containing writing, creative and critical thinking items is also completed by the student. All data submitted are recorded on the Student Identification Profile in preparation for the eligibility committee meeting.

An eligibility meeting occurs within ninety (90) instructional days of the school receiving the *Parent Consent* form. The committee may include, but is not limited to, a principal/administrative designee, teacher representing student, gifted resource teacher, and two standing committee teachers. The committee uses the data recorded on the Student Identification Profile to determine placement decisions into the program. A decision to place, place provisionally, or not place are the determination options.

The committee's decision is shared with the parents in writing. Placement letters have a *Permission to Place* or *Place Provisionally* parent permission form enclosed. Provisional Placement Plans are outlined in the Provisional Placement letter. Students who are not placed are notified of the appeals process in Spotsylvania County. Appeals are accepted within ten (10) instructional days of notification of the decision made by the Identification/Placement committee.

B. Delivery of Services:

Identified gifted students will be cluster grouped in the regular classroom with a teacher who has received training or resource support in gifted education and differentiation. A range of appropriate services will be provided for identified students (grades K-12) with innovative and challenging curricula. Gifted learners will work in small groups with their intellectual peers, under the guidance of teachers trained in gifted education, so they can experience a stimulating, appropriate learning environment and demonstrate cooperation, self-discipline, and self-direction while completing enrichment and extensions from the classroom curriculum.

Gifted resource teachers will provide differentiated instruction ideas to the regular education teacher. The service delivery model may include direct or indirect instruction.

A K-8 program for “Rising Scholars” supports the educational needs of and develops talent in students from traditionally underrepresented populations.

Whole-grade and subject-based accelerative options will be available for qualified students in grades K-12.

A center-based program including online learning for highly gifted students may be explored for qualified students in Spotsylvania County Schools.

A fine arts gifted program may be explored for qualified high school students in Spotsylvania County Schools.

C. Curriculum and Instruction:

A consistent curriculum connected to grade level standards will be developed for identified gifted students in grades K-8 that provides a framework for more challenging curricula including differentiated opportunities in content, process, and product, according to a student’s learning profile, interest, and readiness level.

The advanced curriculum will meet gifted students’ exceptional knowledge and skill levels connecting with and then going beyond those found in the Standards of Learning and curriculum maps. Gifted resource teachers will provide enrichment and extensions for students identified as eligible for gifted services.

D. Professional Development:

Ongoing professional learning will be provided for a variety of stakeholders that address particular characteristics, needs, and nurturing strategies required for gifted learners. Professional learning topics may also include: twice exceptional learners, gifted students from traditionally underrepresented populations, differentiation, social and emotional needs, parent involvement, and enrichment.

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Teachers will improve their ability to differentiate their instruction through on-going professional learning in the form of local workshops, conferences, and graduate courses.

Gifted resource teachers will provide training at their respective schools for faculty members on characteristics of gifted learners and how to differentiate instruction.

Gifted resource teachers will serve as a consultant to meet individual needs of students in the regular classroom setting.

E. Equitable Representation of Students:

The screening process will utilize tools that are identified as being appropriate for use with diverse populations. Gifted resource teachers will also ensure that the Identification/Placement Committee takes into account the unique manifestations of gifted traits in students from traditionally underrepresented populations.

Gifted resource teachers will participate in the child study process, as needed, for potential candidates to assist in the identification of twice exceptional students and coordinate services for them.

Gifted resource teachers will collaborate with classroom and special education teachers to help focus attention on students' strengths in addition to students' identified needs.

Opportunities for "Rising Scholars" will continue to be offered in grades K-8 to support the educational needs of students from traditionally underrepresented populations in order to prepare them for advanced coursework.

Students from traditionally underrepresented populations will be encouraged to register for and complete advanced coursework such as Advanced Placement (AP) or International Baccalaureate (IB).

F. Parent and Community Involvement:

Teachers, parents, students, and community members will have opportunities to be educated about the gifted program.

- Brochures are available in schools, school board office, and division website.
- Gifted resource teachers communicate to parents/guardians on a regular basis
- The Division website and educational channel are used to share program information, highlights, and special events related to gifted services.
- Individual parent conferences with teachers are available during parent conference evenings and at any time by appointment.
- Presentations of student products are held throughout the school year (i.e. plays, concerts, competitions, academic festivals.)

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- Notification is published of Gifted Education Advisory Committee board meetings.
- Information regarding gifted services is provided during kindergarten orientation, back to school nights, and new student orientation. Parents/guardians will have the opportunity to ask questions to the gifted resource teacher at the child's school.

Parent and community opportunities for active involvement may include the following:

- Attend Gifted Education Advisory Committee board meetings
- Serve as coach for Odyssey of the Mind, First Lego League Robotics, Destination Imagination, Math Olympiad, etc.
- Serve as guest speakers
- Serve as chaperones and classroom volunteers
- Participate in special events held during the school year related to gifted programs, such as academic festivals or weekend programs for students and parents
- Serve as judges in science, independent study, multicultural fairs, etc.
- Teachers, parents, students, and community members are encouraged to attend and participate in the Gifted Advisory Board and Division-wide events such as the Showcase of Excellence. Parents are invited to help monitor and update our Local Plan for Gifted Education.

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

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

Screening Procedures for General Intellectual Aptitude

The identification of gifted students is a continuous process in grades K-12 that is designed to find all students eligible for gifted services. Additionally, we consider special populations such as culturally diverse, low socio-economic, students with disabilities, and English language learners who are traditionally underrepresented. A broad screening includes multiple criteria to produce a pool of students who then may be formally assessed for identification. Professional learning will be offered annually on the needs and characteristics of gifted learners. Screening criteria and processes are reviewed annually to monitor effectiveness in encouraging the referral of traditionally underrepresented populations.

Gifted resource teachers will initially screen all Kindergarten students via classroom observations and response lessons. The classroom observations will allow the gifted resource teacher opportunities to record gifted behaviors and the response lesson will be designed to elicit higher-order thinking, creativity, problem solving, and logic. Responses are noted, evaluated, and maintained by the gifted resource teacher. Additionally, all Kindergarten students will be administered a culturally-fair, nationally-normed ability measure.

After the initial screening components are noted, the gifted resource teacher and classroom teacher review the observations of students' classroom performance and refer those students who exhibit characteristics of giftedness for formal identification during the second semester of Kindergarten.

Any of the following sources of information may place students in the screening pool:

- Record of classroom observations and response lesson results in Kindergarten.
- A group-administered aptitude test (Naglieri Nonverbal Ability Test, 2nd Edition) will be administered in Kindergarten.
- Throughout the school year, student work and performance are reviewed by classroom teachers and gifted resource teachers for evidence of readiness for advanced learning experiences.
- Transfer students new to Spotsylvania County Schools who have been identified for gifted services in another school district must complete the identification and screening procedures in accordance with the Spotsylvania County Schools' Local Plan for the Gifted. Transfer students may be tested within the first marking period in which they are enrolled or a 45 instructional day window (whichever is longer). If the OLSAT, NNAT2, WISC-IV, Stanford-Binet or CogAT has been administered within the past twelve

months, this score may be used. All other criteria for identification will need to be completed for an expedited evaluation. A student must be currently enrolled in Spotsylvania County Public Schools (SCPS) and may not be referred for the gifted identification process more than once during a twelve-month period. The twelve month period begins from the date of the decision letter.

- Transfer students new to Spotsylvania County Schools who have not previously been identified for gifted services in another school district may be referred for screening for identification for gifted services.
- The Division screens any additional student who is referred for screening for identification for gifted services, K-8. All staff members will consider special populations such as economically and culturally diverse, students with disabilities, and English-language learners.

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

Referral procedures for General Intellectual Aptitude

Referrals from parent/guardian, community members, professional educators, peers, or self-referrals are accepted on a continuous basis throughout the school year. Information regarding the referral and identification process is included in print materials available in the office of individual schools, from the gifted resource teacher, from the central office, and on the Division gifted resource webpage. In addition, schools may hold site-based meetings to disseminate information concerning referrals, identification, and services available. Referral forms may be obtained from gifted resource teachers and should be returned directly to him/her or to the school office to be forwarded to the gifted resource teacher.

Subsequent referrals may be accepted one calendar year or more from the date of final decision letter.

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

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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.

[Click here to select area of giftedness.](#)

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for [Click here to select area of giftedness.](#)

Insert Identification Procedures

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)
- Director of Teaching and Learning
- Other(s) Specify: Appropriate specialists, such as special education or ESOL teacher (as needed) and teacher representing student

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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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.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Aptitude test score(s)	School gifted resource teacher or school psychologist	School gifted resource teacher or school psychologist	School gifted resource teacher or school psychologist
Achievement test scores	School gifted resource teacher or school psychologist	School gifted resource teacher	School gifted resource teacher or school psychologist
Parent survey	Parent	School gifted resource teacher	School gifted resource teacher
Behaviors checklist	Classroom teacher(s)	School gifted resource teacher	School gifted resource teacher
Portfolio	Student	School gifted resource teacher	School gifted resource teacher
Response lesson	Elementary School gifted resource teacher	Elementary School gifted resource teacher	Elementary School gifted resource teacher
Academic record	Student and classroom teacher(s)	Classroom teacher(s)	School gifted resource teacher
Classroom observation	Classroom teacher, School gifted resource teacher, School Counselor, and/or School Psychologist	Classroom teacher, School gifted resource teacher, and/or School Psychologist	School gifted resource teacher

Written permission from the parent/guardian is obtained in order to begin the eligibility process for the child. Once written permission is received, the time frame for the eligibility process begins and is completed within ninety* (90) instructional days.

A school-level Identification/Placement Committee is established at each *elementary school* for each student referred for gifted identification. This Committee may consist of any of the following: two classroom teachers on or around grade level (including one who knows the child), gifted resource teacher, principal or designee, and Division Director of Teaching and Learning or other specialists as needed. The school’s gifted resource teacher, with assistance from regular classroom teacher(s), referred child, and parent/guardian, gathers assessment data, administers necessary standardized assessment instruments, completes the *Student Identification Profile* form, and the student profile folder for each student the Committee assesses. If additional testing is requested, a school psychologist will administer an individual ability assessment, such as the WISC-IV or Stanford Binet in order to be consistent with technical requirements. The Identification/Placement Committee is chaired by the school’s gifted resource teacher. The Committee members discuss the assessment information on the student identification profile form, guided by the Division’s criteria. The criteria are reevaluated at the end of each school year to ensure appropriateness for the Division’s student population. The Division Director of Teaching and Learning oversees all school-level committees to ensure consistency of identification and

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eligibility procedures. The Division does not allow any one single criterion to deny or guarantee gifted services to students. A profile-based method relying on committee consensus is used to determine whether or not a student is eligible for gifted services. All committee members indicate their participation by signing the *Student Identification Profile* form. The student's parent/guardian is notified in writing of the Committee's decision within ten (10) instructional days.

A division-level Identification/Placement Committee is established for each student referred for gifted identification in *middle school*. This Committee may consist of any of the following: middle school gifted resource teachers, principal or designee, and Division Director of Teaching and Learning or other specialists as needed. The school's gifted resource teacher, with assistance from regular classroom teacher(s), referred child, and parent/guardian, gathers assessment data, administers necessary standardized assessment instruments, and completes the *Student Identification Profile* form and the student profile folder for each student the Committee assesses. If additional testing is requested, a school psychologist will administer an individual ability assessment, such as the WISC-IV or Stanford Binet in order to be consistent with technical requirements. The Identification/Placement Committee is chaired by the school's gifted resource teacher. The Committee members discuss the assessment information on the student identification profile form, guided by the Division's criteria, which are reevaluated at the end of each school year to ensure appropriateness for the Division's student population. The Division Director of Teaching and Learning or designee oversees all division-level committees to ensure consistency of identification and eligibility procedures. The Division does not allow any one single criterion to deny or guarantee gifted services to students. A profile-based method relying on committee consensus is used to determine whether or not a student is eligible for gifted services. All committee members indicate their participation by signing the *Student Identification Profile* form. The student's parent/guardian is notified in writing of the Committee's decision within ten (10) instructional days.

** Instructional days are intended to designate any days on which 10-month employees are at the school site.*

Within ninety (90) instructional days of receiving written permission from the parent/guardian, the Identification/Placement Committee makes one of the following decisions:

- The student is identified eligible for gifted services in general intellectual aptitude beginning in Kindergarten
- The student is identified provisionally for a period of time not to exceed one academic year in general intellectual aptitude and is eligible for services
- The student is not identified and is not eligible for services at this time, but referrals may be accepted one calendar year or more from the date of final decision letter.

With the oversight of the Division Director of Teaching and Learning, each school's gifted resource teacher is responsible for record-keeping regarding student identification assessment data.

The identification process is complete when the principal or administrative designee signs the *Student Identification Profile* form to indicate to the school and the parent/guardian that the criteria have been correctly evaluated. The form is placed in the student's file and the parent/guardian receives a letter stating the recommendation of the Identification/Placement Committee.

The parent/guardian is notified in writing of the decision of the Committee. If a student is found eligible for gifted services, appropriate permission forms are enclosed. If a student is found ineligible for gifted services, the written notification includes information concerning the appeals process. The parent/guardian needs to contact the school's gifted resource teacher within ten (10) instructional days to set up a meeting to review the decision.

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

The Identification/Placement Committee at each school reviews the student profile to determine if a student currently meets the criteria. Students who are eligible may participate in any of the available services with parental permission. The Identification/Placement Committee may recommend specific services/options when they believe it to be in the best educational needs of the student.

The Identification/Placement Committee may, if unanimously agreed, find a student eligible for services even though the student does not meet all of the criteria. If this occurs, the Committee attaches documentation of supporting data and places the student provisionally. The following guidelines will be followed for provisional placement:

- A Provisional placement will not exceed 12 months, with the time-frame to be determined on a case by case basis. (Date to determine final placement must be noted on *Student Identification Profile* form.)
- A fifth grade student tested in the second semester may not be placed provisionally. The student may be retested one calendar year after the date of the decision letter, if referred by parent/student/teacher.
- A decision letter is sent to the parent/guardian that covers specific criteria relating to *Student Identification Profile* data strengths.
- At the end of the provisional placement, the Identification/Placement Committee meets to decide the final placement.
- If accepted, parents complete *Permission for Placement* form and return to the school's gifted resource teacher for placement in student's education folder.
- If, at the end of the provisional time frame a student is found ineligible, there is no opportunity to appeal the decision. A student may be referred again for screening for gifted services one calendar year from the date of the final decision letter.

Once a student is identified as eligible for gifted services, written notification of the decision of eligibility is sent home to the parent/guardian. Written parental permission is required for a student to receive gifted services.

The elementary building level or secondary division-level Identification/Placement Committee and administrator, with the following support as needed: the Director of Teaching and Learning, school counselor, and the school-level gifted resource teacher, or other teaching professionals, determine appropriate instructional placement of identified gifted students with respect to gifted education service options available.

In June of each school year, gifted resource teachers provide a list of identified gifted students and Rising Scholars for placement purposes within cluster classrooms with appropriately trained grade level teachers. The administrator, gifted resource teacher and other professional school staff will determine appropriate instructional placement of identified gifted students with respect to individual needs to be provided within our service model. Middle school students may also be placed in advanced level courses in areas of academic strength and/or interest.

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At the high school level, accelerated programs such as Advanced Placement (AP), Dual Enrollment, International Baccalaureate Programme (IB), and the Commonwealth Governor's School (CGS) are open to all students who are motivated and prepared through the appropriate course prerequisites and content curriculum (if required). The Commonwealth Governor's School (CGS) conducts a competitive application process to select gifted and highly motivated students with a challenging, differentiated, and interdisciplinary program in English, science, mathematics, and social studies. Information and applications can be found on the SCPS website.

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.

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

A parent/guardian is notified by letter requesting written permission to begin the identification process for a student that includes individual standardized testing and collection of additional information. The formal identification process is scheduled upon receipt of parental permission. An eligibility decision is made within ninety (90) instructional days from the time parent permission is received.

Once the Identification/Placement Committee determines eligibility and recommends appropriate placement, a letter is sent notifying parent/guardian of the decision. Gifted services and provisional placements only begin when the parent returns the *Permission for Placement* form. A provisional placement will not exceed twelve (12) months. In the case of a determination of ineligibility, the letter includes information concerning appeal options.

If the parent/guardian disagrees with the written decision of the Committee, the parent/guardian must contact the school within ten (10) instructional days to set up a conference between the school administrator and/or the gifted resource teacher to review the *Student Identification Profile* data. If the decision is still not to the satisfaction of the parent/guardian, the parent/guardian may decide to appeal the non-placement decision. A letter must be submitted within ten (10) instructional days to the Division Director of Teaching and Learning and the school Principal. The parent/guardian is directly informed of the appeal meeting date and whether further standardized testing is warranted to determine appropriate placement. If so, written permission is required from the parent/guardian before the student may be tested.

Information regarding the referral and identification process is available from the gifted resource teacher in each school and the SCPS website.

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.

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

The following steps take place when school personnel recommend a change in placement regarding gifted services.

1. On-going monitoring of each student's placement is conducted by the gifted resource teacher through observation of performance, adjustment to the program, and via conferences with the student, staff, and parent/guardian. In elementary school, an evaluation of the student's gifted class performance is sent home to the parent/guardian each nine weeks.
2. When a gifted student is having difficulty during gifted program services, the gifted resource teacher confers with some or all of the following school personnel to discuss reasons for concern and criteria for continued placement in the program: the administrator, general classroom teacher, guidance counselor, parent/guardian, and student. The gifted resource teacher, along with the parent/guardian and student, will determine the reason for the concern and establish a plan of action and a timeline for correction of the concern. This plan should be placed in writing on the *Plan of Action for Successful Performance – Student* form and signed by the student, parent/guardian, and gifted resource teacher. The goal is to facilitate success for every student.

If the criteria for success are not achieved, then the Identification Committee will meet to discuss the change in placement (inactive status or exit). The student may be referred for reevaluation prior to the Identification Committee meeting, as needed.

Note: A student's placement may change but the identification remains intact (unless the student exits), and, at other points in his/her school career, appropriate placement may include gifted classes.

The following steps take place when a parent/guardian requests a change in placement regarding gifted services.

1. At any time during the school year, the parent/guardian of a gifted student may request a change in placement to inactive status or exit the student from the gifted program.
2. At any time during the school year, the parent/guardian of a gifted student may request in writing a change in placement by contacting the gifted resource teacher.
3. Upon parent/guardian request, a *Change of Identification/Placement Status* is completed by the gifted resource teacher. Once placement is changed, the student may not participate in the gifted program for the remainder of the year. The parent's written request is attached to the *Change of Identification/ Placement Status* and placed in the student's education record.
4. After a change in placement that results in the student going to inactive status from the gifted program, it is the parent/guardian's responsibility to notify in writing the gifted resource teacher within the first five (5) instructional days of the next school year if gifted services are to be resumed. Upon written notification for a return into the gifted program,

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the gifted resource teacher will complete a *Change of Identification/Placement Status* form that is placed in the student's education record.

5. When a student exits the program, the gifted tag is removed from the database and requires re-screening for identification for gifted services. The re-screening referral must be one calendar year from the exit date.

Note: A student's placement may change but the identification remains intact (unless a student exits), and, at other points in his/her school career, appropriate placement may include gifted classes.

The following steps take place when a student, parent/guardian, counselor, teacher, administrator, or a gifted resource teacher recommends a reevaluation of a student's identification:

1. Students identified eligible for gifted services are reviewed annually to ensure appropriate placement.
2. If reevaluation is being considered for change of placement (inactive status or active) or to exit a student from the gifted program, the parent/guardian is notified in writing of the reevaluation and the appeals process on the *Reevaluation of Identification/Placement*. The gifted resource teacher also sends the parent/guardian the *Reevaluation Assessment Data Permission Request* form. The Parent/guardian has five (5) instructional days to return the permission form, which is required in writing, to begin collection of further assessment data. The gifted resource teacher completes the *Student Identification Profile* form using current data or newly-acquired data. The Identification/Placement Committee will meet within ninety (90) instructional days from the time the notification is sent to the parent/guardian. The student's current record of performance, work samples, and test scores are used for this review. The Identification/Placement Committee discusses the data compiled in the *Student Identification Profile* form. The Committee uses consensus to determine whether or not the student remains eligible for gifted services. The student must exit the gifted program through the same process that was used for initial identification. The decision of the Committee is recorded on the *Student Identification Profile*. The Identification/Placement Committee recommends one of the following:
 - a. The student is identified gifted in general intellectual aptitude;
 - b. The student's change in placement is exit with no services. Referrals will be accepted one calendar year from the date on the final decision letter for reevaluation.

A copy of the *Student Identification Profile* is placed in the student's education record. The parent/guardian is notified in writing of the decision. If the student is exited from the program, the parent/guardian is advised of the requirements for referral for identification for gifted services. The student must exit the gifted program through the same process that was used for identification. This process may be used in the reevaluation of a student who was placed provisionally in the gifted program for not more than one academic year.

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

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

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

If the parent/guardian disagrees with the written decision of the Committee, the parent/guardian should contact the school to set up a conference between the gifted resource teacher and/or the school administrator to review the data of the decision. This is done within ten (10) instructional days of date on the decision letter sent by the Identification/Placement Committee. If the conference outcome is not to the satisfaction of the parent/guardian, the parent/guardian may request the convening of the Spotsylvania County Schools' Appeals Committee. This written request is made to the Division Director of Teaching and Learning and the school administrator within ten (10) instructional days of the conference. Upon receiving the written request for an appeal, the Spotsylvania County Schools' Appeal Committee will convene within thirty (30) instructional days.

The steps of the appeals process are:

1. The Spotsylvania County Schools' Appeal Committee meets as needed.
2. The Committee includes the Division Assistant Superintendent for Instruction, the Division Director of Teaching and Learning, two on or near grade level gifted resource teachers from other schools, and any specialists as needed. The gifted resource teacher representing the student presents documentation to the Committee. None of the members of the Appeal Committee, except for the Division Director of Teaching and Learning, has participated on the school-level Identification/Placement Committee.
3. The Division Director of Teaching and Learning notifies the party requesting the appeal in writing regarding meeting date, time, location, and format.
4. If the Appeal Committee deems it necessary to request additional assessment data in determining identification or placement of the student, the Division Director of Teaching and Learning obtains written permission from the parent/guardian.
5. During the Appeal Committee meeting, the parent/guardian making the appeal has a maximum of ten (10) minutes to state the reason for the appeal. The parent/guardian may present data from sources outside the school division. Committee members may ask questions for a maximum of twenty (20) minutes of the party making the appeal. At the end of thirty (30) minutes, the Appeal Committee will meet privately to discuss the information presented by the parent/guardian.
6. If additional standardized testing is done by school sources, these data are presented by the school psychologist or other diagnostician to the committee. Committee members may ask questions of the psychologist or other diagnostician.
7. The Appeal Committee analyzes the original *Student Identification Profile Form*, additional assessment data, and data presented by the party making the appeal to determine a decision.
8. The Appeal Committee's decision is recorded on the *Appeal Committee* form and placed in the student's education record.
9. The Division Director of Teaching and Learning notifies the parent/guardian and the school of the decision of the Appeal Committee in writing within seven (7) instructional days.
10. There is no option to appeal a non-placement appeal.
11. Parent/guardian may re-refer a student one calendar year from the date of the final decision letter sent.

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.

Spotsylvania County Schools' Office of Gifted Services provides challenging learning experiences that are designed to meet the unique learning needs of a broad range of students in grades K-12. Through a continuum of service delivery models, students are prepared for increased rigor as they progress through grade levels. Students found eligible for gifted services exhibit exceptional performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and to develop their potential, these students require a differentiated curriculum.

Gifted Services, Grades K-5

Gifted resource teachers provide a variety of service delivery models which may include pull-out, collaborative or consultative teaching to enhance the learning experience of students eligible for gifted services. Classroom teachers work with the gifted resource teacher to plan lessons for the identified child or children that provide more challenging content, assignments, resources, and/or instructional grouping within the classroom. In addition, pull-out time is allotted for the affective needs of the students to be met, as well as having the opportunity to go in greater depth and breadth of topics of interest to them.

Gifted Services, Grades 6-8

Gifted resource teachers provide a variety of service delivery models including pull-out, collaborative and consultative teaching to enhance the learning experience of students eligible for gifted services. In addition to providing direct classroom instruction (pull-out), gifted resource teachers collaborate with classroom teachers and provide curriculum and instruction that challenges students to learn at a faster rate, think on a higher level, and/or study sophisticated and complex content by enriching and extending the curriculum. Advanced coursework in some areas is available in middle school. The current Spotsylvania Coursework Catalog will list all the available class options. Appropriate intellectual materials may be used to extend the curriculum. Independent studies that appeal to the specific aptitudes and interests of identified students are encouraged and various extracurricular opportunities are shared by gifted resource teachers for identified gifted students to extend and enrich these subject or interest areas.

Rising Scholars, K-8

Rising Scholars is designed to find and nurture advanced academic potential in students from historically underrepresented populations beginning in Kindergarten. Curricular interventions

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and support are provided through the collaboration of the classroom teacher and the gifted resource teacher. As students progress through elementary school, continuing opportunities for accessing rigorous coursework are provided.

Advanced Placement, Grades 9-12

Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. Each high school has a plan of action to recruit students from traditionally underrepresented populations for inclusion in AP coursework. The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. The AP program is offered across content areas, including Virtual Virginia online coursework. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations. The current Spotsylvania Coursework Catalog will list all the available class options.

International Baccalaureate, Grades 9-12

International Baccalaureate Diploma (IB) courses in high school are open to all students who seek academic rigor. Students apply to participate in the program as 8th graders and begin the designated IB courses in 11th grade. IB provides a comprehensive, rigorous education emphasizing analytical thinking, reading, and writing skills with an international perspective. High school students who complete IB courses demonstrate mastery of the subject material by earning qualifying scores on externally graded IB examinations. The current Spotsylvania Coursework Catalog will list all the available class options.

Dual Enrollment, Grades 9-12

Dual enrollment courses are offered in conjunction with local community colleges and universities. These college-level courses vary by high school. The current Spotsylvania Coursework Catalog will list all the available class options.

The Commonwealth Governor's School, Grades 9-12

The Commonwealth Governor's School is an academic year Governor's School that provides gifted and talented, as well as highly motivated, high school students with challenging academic courses in a unique environment. Students take their core high school classes in English, Math, Science, and Social Studies at CGS. All of the courses offered are Honors, Dual Enrollment, and/or Advanced Placement courses.

Insert Evidence of Service Options

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.

Gifted students are cluster-grouped in a heterogeneous classroom with a teacher who has received training in gifted education. Although cluster groups vary according to the size of the school and the number of students identified, the ideal cluster group is between four and seven students. Students are provided instructional time 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.

Service delivery models provide acceleration and enrichment opportunities for students. Whole-grade and subject-based accelerative options are available for qualified students K-12. In addition, the curriculum is differentiated for gifted students and provides structure for how their academic needs should be met through instruction.

Specific instructional strategies may include mathematics and scientific inquiry, historical analysis and research, independent research, and persuasive writing and speaking with evidence to support an opinion.

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.

Gifted learners are provided ongoing opportunities to investigate, research, and work independently through advanced study during pull-out time with the gifted resource teacher. Independent study is encouraged and fostered so that students can develop knowledge and skills in areas of personal interest. At the high school level, year-long independent studies credit course opportunities are facilitated by the Gifted Coordinator.

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.

Curriculum and instruction for gifted learners is designed to challenge and engage advanced learners. Students engage in activities that build and develop critical and creative thinking and problem-solving. Students have ongoing opportunities for self-reflection that help them develop meta-cognition.

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.

Identified gifted students demonstrate progression towards achievement through assessment of their performances. Criteria for student performance may include demonstration of in-depth knowledge, advanced application of skills, and/or a deep understanding of the content, issues, and real world problems in an area of study or discipline. The final product for an advanced learner becomes more than an indicator of student learning. It is a means of assessing a student's ability to apply, transfer, and extend their learning as they ultimately become producers of knowledge.

Tools used to collect data on identified gifted students may include: unit plans that include pre-, on-going, and post-assessment; complex performance-based assessments; exams for secondary school students; peer reviews; progress reports; and/or a checklist of gifted growth. Rubrics are designed and used to encourage self-assessment.

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At the elementary level, the resource teacher prepares a periodic progress report on each child. This allows the student and the parent to note the opportunities for differentiated instruction provided for the student. Periodic conferences with parents are another means to document differentiation and review assessments of student growth.

Secondary students identified as gifted demonstrate academic growth through common formative assessments and grades for coursework. In addition, these students take the Virginia Standards of Learning tests for any and all verified credited courses that they are taking. High school students who complete Advanced Placement, International Baccalaureate, or Dual Enrollment courses demonstrate master of subject material by earning qualifying grades on AP, IB, and DE examinations. The Commonwealth Governor's School also requires students to complete a culminating project each year to synthesize their learning and tie it to both the curriculum "pillars" of CGS and the community. Periodic conferences with parents are another means to document differentiation and review assessments of student growth.

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.

The curriculum for identified gifted students is differentiated according to content, process, and product according to a student's readiness, interest, and learning profile. Differentiated instruction for advanced learners provides a rigorous and complex study that will nurture task commitment and match the cognitive and/or talent development of identified gifted students. Curriculum in both gifted resource settings and specific academic classes will highlight advanced content through a conceptual framework, developmentally appropriate higher level thinking skills, and authentic assessment strategies. Gifted resource teachers are available to support teachers with appropriately challenging gifted learners clustered within the regular education classrooms. Reference and training in Bloom's taxonomy, Carol Ann Tomlinson, Beverly Shaklee, Susan Winebrenner, and Howard Gardner will support the foundation of curriculum development that will engage students in exploring and deepening their understanding of important ideas/concepts.

In the gifted program, units endeavor to develop higher order, critical, divergent thinking, and problem solving skills, as well as developing skills that allow for self-directed learning and appropriate self-expectations. Gifted program services extend and enrich the curriculum. The curriculum helps gifted students realize that the processes of learning help to develop and actualize giftedness. Reference and training in Joyce Van Tassel-Baska, Joseph Renzulli, Grant Wiggins, and Jay McTighe will support curriculum development.

Units, lessons, and resources designed to challenge students in the four core subject areas are available to staff and students that may include:

Language Arts

- William and Mary Language Arts units and Navigator Novel Guides developed by the Center for Gifted Education at the College of William and Mary
- Jacob's Ladder developed by the Center for Gifted Education at the College of William and Mary
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- InterAct Units
- CLEAR Units – National Research Center on the Gifted & Talented University of Virginia
 - The **CLEAR** Curriculum model is a framework for designing high-quality, authentic curriculum appropriate for diverse learners, including students identified as gifted and those capable of advanced work.

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Social Studies

- William and Mary Social Studies units developed by the Center for Gifted Education at the College of William and Mary
- Materials, lessons, and resources from the Library of Congress
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- InterAct Units
- Publications from the National Council for the Social Studies

Science

- William and Mary Science units developed by the Center for Gifted Education at the College of William and Mary
- The National Geographic JASON Project units
- STEM/STEAM/STREAM
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- InterAct Units
- Publications by the National Science Teachers Association.

Mathematics

- William and Mary Mathematics units developed by the Center for Gifted Education at the College of William and Mary
- National contests and challenges (ie Virginia Math League, Math Olympiad)
- Project M2/M3: Mentoring Mathematical Minds/Young Mathematicians – Kendall Hunt
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- InterAct Units
- Math Rules!
- Math 24
- Publications by the National Council of Teachers of Mathematics.

The Division's theoretical foundations are based on these guiding principles from within the *Program Design* section of the *National Association for Gifted Children Pre-K-Grade 12 Gifted Program Standards*:

- Rather than any single gifted program, a continuum of programming services must exist for gifted learners.
- Gifted educational programming services must be an integral part of the general education day.
- Flexible grouping of students must be developed in order to facilitate differentiated instruction and curriculum.

Spotsylvania County Public Schools incorporates a variety of instructional strategies used to accelerate and enrich the content as well as engage the students in inquiry and enhance student understanding. Gifted learners encounter instructional strategies such as: learning centers, tiered activities, learning contracts, compacting, group investigations, independent studies, creative problem solving activities, flexible grouping, critical thinking skills activities, open-ended activities, self-directed learning activities, varied questioning methods, and variation in pacing. Each of these strategies results in an advanced content, process, and product, according to a student's learning profile, interest, and readiness level. Curriculum is delivered in an instructional setting that is non-threatening and in which gifted students are encouraged to further explore their abilities and interests. Opportunities are provided for students to take risks and demonstrate perseverance, while developing realistic expectations and goals as life-long learners.

The instructional environment is learner-centered while also relating units that enhance and extend the core subject matter and Standards of Learning. Gifted resource teachers support grade level teams, individual subject-area teachers or departments to determine the needs of gifted students. They

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provide appropriate instructional strategies to classroom teachers in order to differentiate the curricula so that gifted students are appropriately challenged.

Spotsylvania County Public Schools incorporates a variety of self, peer, and teacher assessments that support recent educational research. Assessment is ongoing and integrally related to instruction. Emphasis is placed on the following assessments: KWL (Know, Want to learn, Learned), rubrics, flowcharts, self-evaluation, goal setting, authentic projects, organizers or concept maps, checkpoints or journals, observation/dialogue, peer-evaluation, pre- and post-test performance tasks. Assessments are clear and concise and provide feedback for the gifted students.

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.

The Office of Teaching and Learning has developed guidelines, policies, and procedures for appropriate access to gifted programs and advanced courses. Elementary and middle schools follow identification and placement procedures outlined in the *Local Plan for the Education of the Gifted*. The *Local Plan* provides an overview of gifted services including testing, screening, and identification procedures. This information is available to community members via gifted resource teachers and the division website.

Each elementary school has gifted resource staffing according to school enrollment, as well as gifted enrollment. The gifted resource teacher helps to make service delivery model determinations. Beginning in Kindergarten, students who exhibit a need for additional challenges may be served by the gifted resource teacher or classroom teacher.

The division has guidelines and regulations regarding whole-grade and subject-based accelerative options that provide for appropriate access to a pace and sequence commensurate with the learning needs of the student.

Advanced course options at the Secondary level include advanced, AP, IB, Honors, and Dual Enrollment courses. All high schools offer advanced coursework for students seeking high levels of academic challenge and college credit. In middle school, parents may enroll their child in advanced coursework in subjects that are currently listed in the course registration catalog. Guidelines exist for the eligibility placement based on student performance and test scores.

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.

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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.

Methods of Selection

The Executive Director of Human Resources recommends gifted resource teachers responsible for the instruction of gifted students, with input from school principals and the Division Director of Teaching and Learning.

Gifted Resource Teachers are chosen based on the following qualifications for selection:

- Minimum three (3) years successful classroom teaching experience, including demonstrated ability to differentiate content, process, and product, and to individualize instruction
- Demonstrated success in working with gifted students
- Understanding and appreciation of the special needs of gifted students, including ELL students and twice exceptional gifted students
- Training and/or experience in gifted education and/or commitment to participate in continuing professional development activities in these areas
- Professional knowledge in various content areas
- Broad range of knowledge and interests
- Virginia Department of Education endorsement in gifted education

Methods of Evaluation

School administrators evaluate gifted resource teachers with input from the Division Director of Teaching and Learning. When a gifted resource teacher serves two schools, s/he is assigned to a home school and that principal evaluates the gifted resource teacher in collaboration with the other principal sharing the teacher and the Division Director of Teaching and Learning. The Division Director of Teaching and Learning supports the school administrator in promoting continuous growth for gifted resource teachers. All teacher evaluations follow Spotsylvania County Public Schools' procedures for teacher evaluation.

Licensure

Full-time gifted resource teachers must have a VDOE endorsement in gifted education. A teacher who has a cluster of gifted students is required to receive training in characteristics and needs of gifted learners, as well as differentiation strategies. Options include appropriate

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coursework, division and site-based professional learning provided by current gifted resource teaching staff.

Professional Development

Gifted resource teachers are provided a continuum of professional learning to meet the social-emotional, cognitive, and learning needs of gifted learners. Gifted resource teachers also collaborate with general education classroom teachers to work together to meet the learning needs of students.

Professional learning relevant to gifted education may include:

- Differentiation strategies
- Training in the identification of gifted students
- Collaboration strategies for inclusion practices
- Learning and social-emotional needs of twice exceptional learners
- Strategies for teaching rigor, depth and breadth
- Research-based issues in gifted education
- Rising Scholars program and training
- Response to Intervention/Intelligence
- Underrepresented populations in gifted education
- Attending regional, state, and national gifted and talented education conferences

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.

The annual review of the effectiveness of the gifted education program is based on the following criteria:

1. A report on the central screening and selection process for gifted services includes the number of students referred, screened, and found eligible by ethnic group and gender
2. The number and ethnicity of students who take middle school advanced coursework
3. The number of students identified as twice exceptional
4. The number of students identified as gifted and ELL
5. The number of students identified as Rising Scholars
6. The number of AP course offerings
7. The number of AP courses taken by individual students by graduation
8. The number of students who take an AP course and achieve a score of 3 or higher on the AP exam

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.

Categories	Minimum Number Represented
Parent	3
Teachers	1
Administrators	1
K-12 Coordinator	1
Community	1
Students	1

BYLAWS Spotsylvania County Schools Advisory Committee for Gifted Education

I. Purpose

- A. The Gifted Education Advisory Committee exists to serve as an advisory board to the school division through the superintendent on issues relating to the education of identified gifted students.
- B. It is the duty of the committee to facilitate communication and participation of parents, the community, and educators in local planning and maintaining of gifted education of identified gifted students.

II. Responsibility

- A. The Gifted Education Advisory Committee advises the division superintendent in the following ways:
 - 1. By annually reviewing the local Plan for Gifted Education and its implementation;
 - 2. By working to evaluate county-wide needs and assist in the development of priorities and strategies designed to provide needed educational services to gifted students;
 - 3. By disseminating information to the community about programs of interest and benefits to gifted students;
 - 4. By fulfilling such other responsibilities as may be requested by the division superintendent.

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- B. Committee recommendations to the division superintendent are only made after first being approved at a meeting of the committee at which a quorum, meaning majority of the current committee membership, is present.

III. Membership

- A. Members are appointed to the committee by the division superintendent or his/her designee. The term of office is for two years subject to reappointment. To provide for continuity, half of the membership shall be appointed each year. Except for the teacher and administrator members, all committee members are to be residents of Spotsylvania County. The membership shall reflect, to the extent possible, the ethnic and geographic make-up of the school system. Efforts shall be made to ensure that each educational level is represented.
- B. The committee is to be composed of not fewer than eight or more than seventeen members. Members are nominated by division and school level administrators and, whenever possible, membership shall include at least:
 - 1. Three parents or guardians of gifted students;
 - 2. A community member who is not a parent of an identified gifted student;
 - 3. A current teacher of gifted Spotsylvania students;
 - 4. A school administrator;
 - 5. A high school student;
 - 6. The Director of Teaching and Learning.
- C. Members are expected to:
 - 1. Become knowledgeable about gifted education requirements of the Commonwealth of Virginia;
 - 2. Become knowledgeable about the Spotsylvania County Gifted Education Program;
 - 3. Attend meetings regularly;
 - 4. Participate as a member of a study group or sub-committee when deemed necessary for the efficiency of the committee;
 - 5. Work to improve effective community support for the Program for Gifted Education;
 - 6. Positively represent gifted students by focusing attention on issues relevant to improving educational services for the student population.
- D. The Director of Teaching and Learning and/or the Liaisons for Gifted Education provide the committee with updates regarding the Gifted Education Program, prepares the

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meeting agenda, records and distributes meeting minutes, compiles and distributes an annual report of the activities of the committee, and provides technical/clerical support to the committee.

IV. OFFICERS

- A. The officers of the committee consist of a Chairman and Vice-Chairman. They are selected by the committee not later than the second meeting of each school year.
- B. The Chairman presides at meetings and assists the Director of Teaching and Learning with the agenda.
- C. The Vice-Chairman presides over meetings in the absence of the Chairman.
- D. Officers are elected by a majority of the members present at the first meeting of the year and serve a one-year term. Vacancies are filled at the next regular meeting. If a vacancy occurs in the position of Chairman, the Vice-Chairman assumes that position.

V. MEETINGS

- A. A minimum of four meetings is to be held each school year. A calendar of meetings is established at the first meeting of each year. Meeting place is the Spotsylvania Administrative Office unless otherwise established. Additional meetings can be called if necessary.
- B. Meeting dates are publicized through the division's website and through the gifted resource teachers.
- C. Interested citizens are welcome to attend meetings.

VI. REVISIONS OF BY-LAWS

The by-laws of the Gifted Education Advisory Committee must have the approval of the division superintendent and at all times remain consistent with any and all policies and regulations of the Spotsylvania School Board and regulations of Spotsylvania County Public Schools.

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