

Fredericksburg City Public Schools

Local Plan for the Education of the Gifted

2017-2022

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Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site http://www.doe.virginia.gov/instruction/gifted_cd/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/guardian 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

Area of Giftedness Identified by Fredericksburg City Public Schools	Grades Served
General Intellectual Aptitude (GIA)	K-12
Visual and/or Performing Arts Aptitude (VPA):	3-12

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 Scholars

Fredericksburg City Public Schools recognizes that outstanding gifts are present in children from all cultural groups, across all economic strata, and in all areas of human endeavors. Services for scholars who are gifted must be part of an overall educational program. It is our responsibility to discover, nurture, and develop the potential of each scholar.

These exceptional scholars require a differentiated instructional program that considers individual learning styles and unique capabilities. Fredericksburg City Public Schools is committed to identifying gifted scholars through grade twelve, and to provide these scholars with services that challenge them to expand their critical and creative thinking abilities in concert with the International Baccalaureate Programme.

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 Aptitudes (GIA):

Giftedness in the area of general intellectual aptitude represents a scholar's aptitude to reason, learn and problem-solve at a level that substantially exceeds their same-age peers. Scholars 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 scholar's aptitude 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 scholar must demonstrate giftedness in at least 3 out of the 4 areas in Tier 1 to move onto Tier 2, or 5 out of 7 areas of both Tier 1 and 2 to be eligible for full placement. If the scholar is from an underserved population (Low Socio-Economic Status-LSES, 504, SPED, English Language Learner-ELL), 4 areas of giftedness would allow the committee to make a provisional placement if deemed necessary. When both tiers of the evaluation are completed, areas evaluated and scored are cognitive assessment, achievement assessment, parent/guardian survey, practitioner survey/input, creativity assessment, portfolio and/or grades, and an interview.

Visual and Performing Arts (VPA):

A gifted identification in the area of visual and/or performing arts indicates scholars who demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity and/or advanced acquisition and mastery 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 scholar must demonstrate giftedness in at least 4 out of 5 areas listed below to be eligible for full placement. If the scholar is from an underserved population (LSES, 504, SPED, ELL), 3 areas of giftedness would allow the committee to make a provisional placement if deemed necessary. The areas both groups are evaluated and scored on are: parent/guardian survey, practitioner survey/input, and an interview. Additionally, scholars are evaluated and scored for Visual Arts with both a portfolio, and a creativity test. For Performing Arts, the additional assessments are an audition and a nationally normed assessment of music ability.

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.

- ◆Continue to provide staff development for practitioners and administrators in referral and identification of gifted scholars for both GIA and VPA; trainings will be documented through logs and/or agendas.
- ◆Collect data and analyze current identification practices to determine level of effectiveness for the screening process for the K-1 population in GIA.
- ◆Research best practices related to the identification process for the visual and performing arts programs.

A. Identification continued:

- ◆ Research and review the VPA process (esp. the responsibilities and timelines) 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 scholars, identified as gifted.

- ◆ Create a process by which the gifted scholars' progress within their gifted services can be measured and documented in both the GIA and VPA programs.
- ◆ Continue implementation of the International Baccalaureate Diploma Programme (DP), the International Baccalaureate Middle Years Programme (MYP), and the application and implementation process of the International Baccalaureate Primary Years Programme (PYP).
- ◆ Offer enrichment opportunities and/or needs for gifted scholars in GIA at the secondary level, as budgetary constraints allow.
- ◆ Analyze current practices to determine level of effectiveness for the servicing for the K-2 population in GIA.

C. Curriculum and Instruction:

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

- ◆ Develop and/or update pacing guides for all gifted education classes.
- ◆ Explore appropriate homework variations for identified as GIA gifted in elementary grades.
- ◆ Explore the feasibility of creating a "Makers Space" in the elementary school(s) fostering creativity and scholar inquiry.
- ◆ Explore the possibility of one or more staff members being charged with the responsibility of ensuring and supporting differentiation within the general classes for scholars identified as gifted throughout the division.
- ◆ Have practitioners of GIA create Thematic Units incorporating problem solving and critical thinking skills granting electronic access to all practitioners.

D. Curriculum and Instruction continued:

- ◆Have practitioners of VPA create a list of possible options to use the skills of the gifted VPA scholar in grading opportunities. Distribute or post electronically to give access to all practitioners using “practitioner share” or some other electronic means.
- ◆Building level administrators will monitor differentiation.

E. Professional Development:

Goal: To train general education practitioners on differentiation as an extension of the general education classroom and how to implement differentiated instruction for scholars identified as gifted.

- ◆Provide in-service to practitioners on a variety of differentiation techniques for gifted scholars in the general education classroom.
- ◆As funds allow, the division will support practitioners with requests of professional development in the area of differentiation for gifted scholars identified as either GIA or VPA.
- ◆Provide continued in-service training as requested to administrators and practitioners in grades 1-8 as needed on Measures of Academic Progress®, a computer adaptive interim assessment that measures scholar growth to help practitioners differentiate instruction.

F. Equitable Representation of Scholars:

Goal: To ensure that all scholars are afforded opportunities to be considered for identification in gifted programs and services.

- ◆Research best practices for screening and/or identifying scholars from underrepresented populations.
- ◆Investigate and research data from the annual cognitive screenings to determine if it supports equitable representation of scholars.
- ◆Provide staff development to practitioners in the characteristics and needs of scholars from underrepresented populations.
- ◆Monitor data of scholars identified as gifted to determine best practices for all populations.

G. Parent/guardian and Community Involvement:

Goal: To promote awareness of the gifted education programs and the needs of gifted scholars among parent/guardians, school staff and the community.

Create an informational packet for parent/guardians whose children have been referred for a possible gifted identification. It would include, but not be limited to: Gifted Education brochure, timelines, eligibility criterion, appeals process and contact names for each school.

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:

School counselors, classroom practitioners (K-12), gifted resource practitioners and/or content area specialist, review benchmark and MAP tests and other performance assessments for evidence of giftedness at least annually. Classroom practitioners and/or resource personnel (K-12) monitor their scholars for signs of giftedness and work with gifted practitioners as a resource and for input.

Three times throughout the year, all scholars 1st grade through 8th grade will be given a nationally normed achievement assessment (MAP tests). Additionally, as the budget permits, in the Fall all second grade scholars will complete a cognitive assessment screening. This additional information will be used for the purpose of selecting underachieving and underserved scholars for possible referral for giftedness. These tools will be used as additional screeners for scholars not identified (possibly due to the social economic status or another special population-SPED/504, ELL- during the general screening process). During the Kindergarten and First grade year the gifted resource practitioner will provide enrichment lessons for all kindergarten and first grade scholars. This procedure provides services to scholars in addition to identifying scholars who may need more services and thus would be referred for eligibility in a pull out program in their second grade year.

Screening Procedures for Visual and/or Performing Arts:

Music and Art practitioners 3-12 as well as general education practitioners and resource practitioners regularly review scholar performance and individual interests/talents of the scholars and refer for an evaluation of giftedness as appropriate.

Discussions and information related to traits of scholars who could be gifted in visual or performing arts are shared with practitioners/administrators during faculty/POD/dept. and/or professional learning community meetings at the beginning of the year and again at spring faculty/POD/dept. and/or professional learning community meetings. Special emphasis is placed on the recognition of gifted visual or performing arts characteristics of underserved, disabled, culturally diverse, low socio-economic populations. Information about underserved populations is provided at various meetings, in-services, and articles from professional journals are shared with practitioners.

Depending upon the specific need of an underserved scholar, a specialist or someone with knowledge of the individual is consulted with and accommodations are made related to screening for possible giftedness.

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 parent/guardians 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 parent/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

The School Psychologist, Gifted Coordinator, building level administrators, gifted resource practitioners, school counselors and the Director of Pupil Personnel services, are available for information concerning the characteristics of giftedness and the referral process. Information about gifted education and the referral process is included in the school newsletters for parent/guardians of scholars in grades K-12 during the school year.

Referrals:

Referrals forms can be located in the counseling office of each school. They will be accepted from educators, parent/guardians, community members, peers, or scholars themselves. The completed referral form is submitted to the counseling department at the school the scholar attends. Referrals for General Intellectual Aptitude eligibility are accepted throughout the year for scholars starting in the Fall of the second grade year (September through May in accordance with building level timelines).

Checklists of traits of gifted learners are provided for the practitioners 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 many opportunities (faculty/POD/Dept. and/or professional learning community meetings, in-services, etc.) and articles from professional journals are also shared with practitioners/staff.

Scholars in kindergarten and first grade will be provided enrichment lessons by the gifted resource practitioner. This procedure provides services to all scholars in K and 1st in addition to identifying scholars who may qualify for services and thus would be referred for eligibility in a pull out program in their second grade year.

Re-referrals will be accepted any time after the scholar has started the third quarter following the previous referral. For example, if a scholar 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 scholar's current status.

Transfer Scholars' Records Reviewed

Scholars who transfer into the division with an identification of giftedness from the previous school division (either in Virginia or from outside the Commonwealth), will be treated as a new referral in accordance with established timelines. The parent and/or practitioner must initiate the referral.

Participation in another locality's gifted program does not guarantee eligibility and/or placement in the FCPS Gifted Program. FCPS reserves the right to test all scholars referred for gifted services. Transfer scholars who provide assessment data that aligns with the FCPS plan, may have those results considered in determining eligibility for placement if the assessment was administered within one year of referral.

Visual and Performing Arts:

Referrals

Referral forms are available to all and can be obtained from the 3-12 schools' counseling office. The counseling office also collects the completed referral forms. Referrals for the Visual and Performing Arts (VPA) Gifted eligibility are accepted twice a year for scholars in grades 3-12 following the school's schedule.

Re-referrals will be accepted. 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 scholar's current status.

Product Assessment

The 3rd grade -11th grade classroom practitioners and/or art and music practitioners 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 practitioners begin portfolios, as needed for scholars who exhibit talent in the area of art. The music practitioners may conduct focus lessons/talent searches, as needed, throughout the course of the year.

Transfer scholars

Scholars who transfer into the division with an identification of giftedness in Visual/Performing Arts from a previous school division, either in Virginia or outside of the state, will be treated as a new referral in accordance with established timelines. The parent and/or practitioner must initiate the referral upon registering or entering school.

Transfer scholars who provide assessment data that aligns with the FCPS plan, may have those results considered in determining eligibility for placement if the assessment was administered within one year of referral. Participation in another locality's gifted program does not guarantee placement in the FCPS Gifted Program. FCPS reserves the right to test all scholars referred for gifted services.

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.

General Intellectual Assessment (GIA):

Eligibility determinations for General Intellectual Aptitude occur within 90 school days from the receipt of parent/guardian permission to assess and the notification to the parent/guardian of the decision. Following the eligibility determination, scholar placement for General Intellectual Services occurs at the beginning of the following nine-week period/semester if possible (depending upon schedule).

- 1. Assessment of appropriate scholar products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate practitioner rating scales, checklists, and parent/guardian questionnaires

- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA in Tier I)
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

Scholars with documented disabilities who have an IEP or 504 plan will be evaluated following their individual plans for accommodations as standardized tests allow. During the eligibility process, specialists from the scholar's area of need will be consulted.

Sample of an Eligibility Profile form: Appendix A

Visual/Performing Arts:

Eligibility determinations for Visual or Performing Arts occur once each semester (3-11), 90 business days from the receipt of parent/guardian permission to assess and the notification to the parent/guardian of the decision.

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

Specify:

- 1- Nationally normed assessment of music aptitude audition for Performing Arts
- 2- Audition for Performing Arts
- 3- Nationally normed creativity test for Visual Arts
- 4- Portfolio for Visual Arts

Scholars with documented disabilities who have an IEP or 504 plan will be evaluated following their individual plans for accommodations as standardized tests allow. During the eligibility process, specialists from the scholar's area of need will be consulted.

Sample of an Eligibility Profile form: Appendix A

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.

- Classroom Practitioner(s)
- Gifted Education Resource Practitioner(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education administrator/designee
-

Other(s) Specify: For VPA only: music and/or art practitioners 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 and parent notification within 90 business days (September – June) of the school division's receipt of the parent/guardian(s') or legal guardian(s') consent for assessment.

General Intellectual:

Tier 1:

- a. Achievement Test (standardized)
- b. Cognitive Abilities Test (standardized)
- c. Parent/guardian Survey
- d. Practitioner Survey

Tier 2:

- a. Creativity Test
- b. Portfolio and/or grades
- c. Interview

At the Identification/Placement Committee meeting, each stakeholder reports the appropriate data, which is then recorded. Notations are made for scholars who are identified as **underserved: disabled (SPED or 504), English language learners-ELL, and/or having low socio-economic status-LSES (with parent/guardian permission)**. Appropriate accommodations (scholars from special populations will be evaluated following their individual needs -sped/ELL etc.- for accommodations as much as possible), including consideration for a provisional placement, are made for these scholars. The committee reviews each item and determines if the data shows evidence supporting identification. The committee may request additional information if needed.

Scholars who demonstrate giftedness in achievement and cognitive testing will be found eligible for gifted services without further assessment. Scholars who demonstrate giftedness in 3 out of 4 components of Tier 1 will be administered the Tier 2 assessments.

Scholars who progress to Tier 2, would require a total of five (5) areas of endorsement to support gifted identification (5 out of 7). *Underserved scholars* may qualify, if deemed necessary by the committee, for a **provisional placement** if four (4) areas of evidence support the gifted identification (4 out of 7) for up to one-year period. The committee may also request that a scholar be **monitored** to review updated criterion for a period not to exceed one year.

The eligibility process is completed within 90 school days from the receipt of the parent/guardian permission to assess. Parent/guardians of scholars who did not qualify for gifted services are notified by letter; the letter contains contact information for questions and information on how to initiate the appeals process if desired. Guidelines are also provided for re-referring their scholar if appropriate.

For scholars for whom the committee determines services are needed, a parent/guardian permission form is included with the notification which must be signed and returned to the school before placement can occur. Scholars may be identified for more than one of our

gifted services (General Intellectual Aptitude (GIA), or Visual/Performing Arts (VPA). When the scholar reaches sixth grade (6), if dually identified, scholars may have the option of participating in one or both the General Intellectual and the Visual Performing Arts programs as their individual schedule and the Master Schedule allows.

The Counseling department at the school notifies the scholar's classroom practitioners, the gifted resource practitioner, the administration and any other appropriate personnel of the scholar's eligibility and placement once parent/guardian permission is received. **NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility.**

Sample of an Eligibility Profile form **GIA: Appendix A**

Visual and Performing Arts:

Upon receipt of the parent permission the evaluation process begins. Each school establishes and maintains an Identification/Placement Committee that meets twice a year to determine the eligibility of each scholar referred by reviewing the completed components.

Four out of five areas of evidence supporting identification are required for placement in the gifted education **Visual/Performing Arts Program**. The committee may also request that the scholar be **monitored** for a period of up to one year for possible growth.

If the **scholar is underserved**, the scholar requires three out of five areas to be identified (3 out of 5). The committee may also determine the need for a **provisional placement** for one year. To be eligible for the provisional placement the underserved scholar needs **three out of the five areas** of evidence supporting identification.

The eligibility and notification process is completed within 90 school days from the receipt of the parent/guardian permission to assess. Parent/guardians of scholars who did not demonstrate giftedness receive a letter; the letter contains contact information for question and information for initiating the appeals process if desired. Guidelines are also provided for re-referring the scholar.

Scholars for whom the committee finds services are needed, a parent/guardian permission form is included with the notification and must be signed and returned to the school before placement can occur.

Scholars may qualify for more than one of our gifted programs (General Intellectual Aptitude GIA, or Visual/Performing Arts VPA). When the scholar reaches sixth grade (6), if dually identified, scholars may have the option of participating in one or both the General Intellectual and the Visual Performing Arts services as their individual schedule and the Master Schedule allows.

When written parent permission is received, the Counseling department at the school notifies the school personnel to initiate the assessments.

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility.

Sample of an Eligibility Profile form VPA: **Appendix A**

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/or Performing Arts

Fredericksburg City Public Schools is committed to identify and serve gifted scholars of all backgrounds. The holistic-decision making process allows factors noted on the scholar data form to be considered when placing scholars 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 scholar's performance.

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

- Access to referral materials and information in convenient places throughout the system for parent/guardians or guardians of underrepresented scholars.
- 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 scholars 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 City
- Notice and information about the identification process provided in native languages found in the City
- Specialized characteristics checklists for a variety of underserved populations
- Staff development offered for all classroom practitioners 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 scholars 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 scholars from certain populations i.e. ELL, Special Education, 504, Low Socio-Economic Status.

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

- 1) The scholar meets the eligibility criteria for full placement and is in need of gifted services. In addition, classroom practitioners will differentiate instruction based on the scholar's gifted needs.
- 2) The scholar does not meet eligibility criteria for gifted services at this time.
- 3) The scholar does not meet eligibility criteria for gifted services but significant areas of strength are noted. The committee decides to monitor the scholar for a period up to one year.
- 4) The scholar meets the eligibility criteria for provisional identification. The committee will reconvene within one year to determine continued placement.
- 5) The scholar does not meet the criteria for gifted services but definite strengths are observed. The practitioner of the gifted, as appropriate, consults with the general classroom practitioner to discuss those strengths and how to differentiate for them in the general education classroom.

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

This section includes the procedures used for (a) notifying parent/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) parent/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/guardian after the eligibility determination has been determined. This letter is from the Office of Pupil Personnel Services and sent out within 30 business days of the meeting. Permission to place the scholar in the gifted program is included in the notices of eligibility. These permission forms must be signed prior to the placement of the scholar in the gifted program. Parent/guardians of scholars who did not demonstrate giftedness also receive a letter; in the letter the parent/guardian is told who to contact with questions and how to initiate the appeals process if desired. It additionally states how to re-refer their scholar if they have questions or would like the school to re-consider the determination in the future. Participation in more than one service component of the Gifted Program is determined by individual schools.

Appeals:

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 current Local Plan for Gifted Education. This committee shall have access to all records which are pertinent to the case.

The Appeals Committee consists of the Superintendent (or designee), the school psychologist who did not serve on the school based Identification/Placement Committee and one practitioner from each school who did not serve on the initial school based Identification/Placement Committee meeting for the scholar. The gifted coordinator will serve as a consultant. This Committee shall be appointed by the Superintendent.

When an appeals request is received in writing indicating the reason for the appeal, the Appeals Committee will meet and review the gifted plan, input from the school that determined the scholar’s eligibility, and concerns from the parent/guardian. 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, and no significant issues impacting the decision were brought up by the parent/guardians or school, the Appeals Committee will make a recommendation to the Office of Pupil Personnel Services to inform the parent and give them information about making future referrals. If there was deviation from the plan that the Appeals Committee determined impacted the eligibility outcome, the Appeals Committee will make a recommendation to the Office of Pupil Personnel Services.

The Appeals Committee must meet within fifteen (15) instructional days from the date of appeal. A final decision must be made within thirty (30) instructional days from the time of the initial receipt of appeal. The parent will be sent notification within ten (10) instructional days after the appeal of the final decision.

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

This section includes the policy for written notification to parent/guardians 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) parent/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/or Performing Arts Aptitude

Parent/guardians receive information on the scholars' progress through informal assessments and nine-week reviews. Program placement of each scholar is subject to periodic review. Procedures may be initiated by the scholar, parent/guardian, counselor, classroom or gifted practitioner to determine if the scholar's needs are being met through avenues other than with the delivery of gifted services. Parent/guardian written notification/permission will occur as part of any change in instructional services.

If parent/guardians request that the scholar be withdrawn from gifted *services*, a written request shall be made through the gifted education practitioner. In such cases, the scholar remains identified, but does not participate in the Program.

If the classroom practitioner, counselor or the gifted resource practitioner, believe the scholar's needs are being met without the inclusion of gifted education services, a request may be made for the change in instructional services. The parent/guardian will be consulted and notified in writing of the proposed change in services. In such cases, the eligibility committee would reconvene to determine if gifted services continue to be needed. The scholar remains identified, though the delivery of services may cease.

RIGHTS OF PARENT/GUARDIAN

1. Informed written consent must be obtained from a parent/guardian before a child can be given individual or group psychological tests.
2. The parent/guardian has the right to know the results of any criterion used to determine identification.
3. The parent/guardian has the right to know the reasons why the child did or did not qualify for the Gifted Program.
4. The parent/guardian has the right to appeal the decision of the building level Gifted Identification/Placement Committee to the Gifted Education Appeals Committee.
5. The parent/guardian has the right to know the reasons for the Appeals Committee's decision.
6. The parent/guardian has the right to be informed in writing of any problems the child may be having in the program.
7. The parent/guardian has the right to know of any change in 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. Parent/guardians 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 practitioner provides enrichment instruction for scholars in kindergarten and first grade. These lessons are aimed at enhancing critical thinking and problem-solving skills. The gifted education for identified gifted scholars in grades two through eight focuses on inquiry based learning which stems from both general classroom curriculum (SOLs) and high level theme based instruction. Problem solving, creativity, analytical, critical, and thinking skills are all stressed.

The extensive high level academic offerings/classes at the high school continue to enhance scholar problem solving and critical thinking skills development. Gifted scholars benefit from differentiation to develop the skills to effectively collaborate with classmates. These scholars are counseled to participate in Advanced Placement classes, Dual Enrollment Courses, and International Baccalaureate Diploma Classes. To further increase their offerings, scholars identified as gifted will be able to participate in events to interact with their intellectual peers and give them opportunities in a variety of settings and/or situations to tap into their interests and/or 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 an 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 may 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 practitioners on differentiation and how to enhance the curriculum and meet the academic needs of the identified gifted scholars in their classrooms. For the general intellectual programs, the scholars in elementary school grades 2nd-5th receive services once or twice a week in the resource room and in K/1 it's provided on a rotational basis either in the classroom and/or the resource room. At the middle school level, the general intellectual curriculum is delivered as an enrichment extension (on an A/B schedule) for gifted scholars through the Honors English class. At the high school, the scholars elect classes which meet as scheduled in the master schedule following the criterion for HS verified credits, college credits, dual enrollment, virtual classes, Middle Years Programme (through 10th grade) and AP classes. The International Baccalaureate (IB) Diploma is an additional option for scholars in the eleventh and twelve grades. The Visual/Performing Arts Programs are delivered in grades 3-12 by the art, music, and resource practitioners. At the elementary level, VPA programs are provided through a "specials" rotation schedule. At the secondary level, VPA programs are provided through elective courses as determined by the master schedule.

D. Service Options Provide Instructional Time to Work Independently

Scholars have opportunities to work independently through differentiated instruction assignments and units of study that incorporate project based learning assignments. For age appropriate scholars virtual school placements are available and scholars can proceed at their individual 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 may be compacted and/or extended to provide differentiation for scholars 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. Practitioners often implement alternative activities for scholars that provide opportunities for higher convergent and divergent thinking. Scholars 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 practitioner and results are measured by scholar products, curriculum assessment and practitioner 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, benchmarks and normed assessments. Information will be monitored for scholars participating in virtual school placements in accordance with best practices..

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

Fredericksburg City Public Schools provides an academically demanding curriculum. It is designed to build on individual scholar strengths and to provide educational opportunities that are responsive to the needs of all scholars. Classroom activities are designed to differentiate for the academic readiness and pacing of scholars on all levels. Elementary scholars are accelerated on an individual basis. Our differentiation of curriculum and instruction loosely follows NAGC (National Association for Gifted Education) recommendations that include: acceleration of instruction, a high degree of complexity, in-depth study, advanced content and/or variety in content and form.

Scholars in grades K-12 have opportunities to accelerate learning in the regular classroom in specific core areas through regular classroom practitioner interventions, differentiation, consultation with the gifted resource practitioner and administration. Additionally, there is information available in faculty/pod/department meetings and in-service days to enhance their knowledge base related to appropriate differentiation methods. There is some clustering of gifted scholars, however, the general education practitioners have support through many specialists (gifted resource practitioners, IB Coordinators, literacy coaches, math specialists, gifted coordinator etc.) to enhance and develop their skills to become proficient in differentiated instruction. At times, scholars 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.

At our elementary level the gifted scholars receive differentiated instruction from their classroom practitioners in addition to a pull out program which enhances higher level thinking skills, creation of products, and problem finding and solving. The curriculum focuses on critical thinking skills related to various issues, themes, and ideas within and across areas of study. Differentiation is monitored by our administrators with support from both specialists and coordinators.

Our middle school youth are clustered/grouped when possible and scheduled into classes. The English class is an honors class and has as an extension Humanities enrichment period. This Humanities period delves into higher level thinking, creation of products, and problem finding/solving areas. It focuses on issues, themes, and ideas within and across areas of study and the scholars work at increasing levels of complexity that differ significantly from those of their typical age peers. Identified scholars are also invited to apply to the Regional Governor's School each summer.

Our high school scholars have the opportunity to take higher-level classes, especially as upper classmen. We offer advanced classes, AP classes, IB classes, dual enrollment classes and virtual classes to meet the needs of the gifted scholars. Through the IB (International Baccalaureate) concept scholars are provided a high level, globally based, intrinsically interesting and unique opportunities. Identified gifted scholars may apply to the Regional Governor's School each summer and/or to the state sponsored Summer Residential Governor's School Program.

A number of academic, problem-solving, creative competitions, contests and enrichment experiences are offered to scholars at all levels. As available, information related to gifted enrichment opportunities offered by external agencies (i.e. DOE, W&M etc.) is disseminated to scholars and/or parents.

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.

Gifted services for identified GIA scholars at the elementary level meets once or twice a week throughout the year. Services for all K and 1st grade scholars meet on a rotation regularly throughout the year.

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

The services for scholars identified in Visual/Performing Arts are offered through course selection (with prerequisites, auditions etc.) and practitioner differentiation at the secondary level. At the third through fifth grade the Visual/Performing Arts programs are included in the specials rotation.

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 parent/guardian 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 parent/guardians, 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 extending the Virginia Standards of Learning;
 - 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 scholars to be global citizens and lifelong learners. There are five ½ day in-service days in the school calendar that are used to develop the knowledge base of our practitioners/staff. The gifted GI practitioners will meet throughout the school year and explore the competencies and discuss their

need for PD. Ever-changing technological advancements and research on 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 scholars in addition to our identified gifted scholars.

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 scholars 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/reviewed 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, MAP results will be analyzed for scholars 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 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's division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

The division elects not to establish a Local Advisory Committee for Gifted Education. In lieu of a advisory committee, the division will conduct periodic surveys and/or focus group meetings to solicit input and feedback from scholars, parents, practitioners and other members of the school community.

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 parent/guardians or legal guardians of each referred student, and to others upon request.

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

School Board Chairperson	Printed Name	Date
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Division Superintendent’s Signature	Printed Name	Date
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**FREDERICKSBURG CITY PUBLIC SCHOOLS
GIFTED EDUCATION PROGRAM
STUDENT DATA PROFILE FOR GENERAL INTELLECTUAL**

Name _____ School: _____ DOB _____ / _____ / _____ Grade _____
 Referred by _____ Check if appropriate: underserved (LSES, 504, SPED, ESL)

Tier I Date: _____ / _____ / 20

	General Intellectual: Profile Information	Profile Evidence	Evidence Supporting Identification	Evidence Not Supporting Identification
1	Information from Parent(s): Date: _____ / _____ / 20	/17	<input type="checkbox"/>	<input type="checkbox"/>
2	Information from Teacher(s): GES-3 Date: _____ / _____ / 20 I: _____ C: _____ SAA: _____ LA: _____	/4	<input type="checkbox"/>	<input type="checkbox"/>
3	Standardized Aptitude Test: Date: _____ / _____ / 20	Full Scale: _____ % Verbal: _____ % Nonverbal: _____ %	<input type="checkbox"/>	<input type="checkbox"/>
4	Standardized Achievement Test: Date: _____ / _____ / 20	Total Achievement: _____ % Reading: _____ % Math: _____ %	<input type="checkbox"/>	<input type="checkbox"/>

Tier II Date: _____ / _____ / 20

5	Assessment of Student Performance Date: _____ / _____ / 20		<input type="checkbox"/>	<input type="checkbox"/>
6	Interview Conducted by: _____, Date: _____ / _____ / 20		<input type="checkbox"/>	<input type="checkbox"/>
7	Creativity Test: Date: _____ / _____ / 20	_____ %	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Identification/Placement Committee Decision: Initials Of Committee Members: _____

**FREDERICKSBURG CITY PUBLIC SCHOOLS
GIFTED EDUCATION PROGRAM
STUDENT DATA PROFILE FOR VISUAL ARTS**

Name _____ School : _____ DOB / / _____ Grade _____ Date: / /20
 Referred by _____ Check if appropriate: underserved (LSES, 504, SPED, ESL)

	Visual Arts: Profile Information	Profile Evidence	Evidence Supporting Identification	Evidence Not Supporting Identification
1	Assessment of Student Performance: Portfolio Committee Date: / /20		<input type="checkbox"/>	<input type="checkbox"/>
2	Creativity Test: Date: / /20	%	<input type="checkbox"/>	<input type="checkbox"/>
3	Interview: Conducted by: _____ Date: / /20		<input type="checkbox"/>	<input type="checkbox"/>
4	Information from Teacher(s): Date: / /20		<input type="checkbox"/>	<input type="checkbox"/>
5	Information from Parent(s): Date: / /20		<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Identification/Placement Committee Decision:

Initials Of Committee Members: _____

**FREDERICKSBURG CITY PUBLIC SCHOOLS
GIFTED EDUCATION PROGRAM
STUDENT DATA PROFILE FOR PERFORMING ARTS**

Name _____ School : _____ DOB / / _____ Grade _____ Date: / / 20
 Referred by _____ Check if appropriate: underserved (LSES, 504, SPED, ESL)

	Performing Arts: Profile Information	Profile Evidence	Evidence Supporting Identification	Evidence Not Supporting Identification
1	Assessment of Student Performance: Audition Committee Date: / / 20		<input type="checkbox"/>	<input type="checkbox"/>
2	Assessment of Aural Aptitude: Date: / / 20		<input type="checkbox"/>	<input type="checkbox"/>
3	Interview: Conducted by: _____ Date: / / 20		<input type="checkbox"/>	<input type="checkbox"/>
4	Information from Teacher(s): Date: / / 20		<input type="checkbox"/>	<input type="checkbox"/>
5	Information from Parent(s): Date: / / 20		<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____
 Identification/Placement Committee Decision: _____
 Initials Of Committee Members: _____