

Frederick County Public Schools

Local Plan for the Education of the Gifted

2023-2029

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Local School Board Chairperson	Mr. Brandon Monk		
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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 <https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/gifted-education>

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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Italicized text from this point forward indicates the Virginia Department of Education template required for use by school divisions.

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General Information regarding the Gifted Program in Frederick County Public Schools

In section 8VAC20-40-40A of the Regulations, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
<i>General Intellectual Aptitude (GIA)</i>	K - 12
<i>Specific Academic Aptitude (SAA) - Choose an item.</i>	Insert grades
<i>Career and Technical Aptitude (CTA)</i>	Insert grades
<i>Visual and/or Performing Arts Aptitude (VPA) - Visual Arts</i>	3 - 8

(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

The vision of Frederick County Public Schools:

An innovative community where caring relationships and authentic learning inspire all students.

The mission of Frederick County Public Schools:

The Frederick County Public Schools community nurtures all learners to realize their dreams and aspirations through:

- Meaningful and *engaging* learning experiences
- A collective responsibility for continuous growth
- Embracing a culture of diversity and inclusiveness
- Fostering and supporting innovative ideas that challenge conventional thinking
- A commitment to forward-thinking learning environments

The **vision** of Frederick County Public Schools for gifted education is to cultivate caring relationships in an innovative environment to inspire all students.

The **mission** of Frederick County Public Schools for gifted education is to provide engaging learning opportunities to support innovative ideas and challenge conventional thinking that extend, enhance and/or accelerate learning. Through the collective responsibility of all stakeholders a culture of diversity and inclusiveness provides a forward-thinking learning environment.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) 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.

Frederick County Public Schools defines gifted students as those with outstanding talent who perform or show the potential to perform at outstanding levels of accomplishment when compared with others of their age, experience, or environment. These students exhibit high performance capability in general intellectual aptitude and visual arts to such a degree that they require special programs to meet their educational needs. Outstanding talents are present in students from a variety of backgrounds including, but not limited to race, color, national origin, religion, sex, age, political affiliation, disability, or veteran status.

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The division, in accordance with the Code of Virginia, recognizes that students in kindergarten through twelfth grade are identified as having potential, demonstrated abilities or high performance capabilities in the following areas:

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

Evidence of a student's readiness for general intellectual aptitude services includes the evaluation of gifted behaviors as determined by tools such as teacher and parent rating scales, superior academic performance on norm-referenced aptitude and achievement tests, criterion referenced achievement data, prescribed identification activities, student products, and records of awards, honors, and grades. The school division does not allow any single criterion to deny or guarantee eligibility for general intellectual gifted services.

The division, in accordance with the Code of Virginia, recognizes that students in grades three through eight are identified as having potential, demonstrated abilities or high performance capabilities in the following areas:

Visual and/or Performing Arts Aptitude – Visual arts aptitude: Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual arts.

Evidence of a student's readiness for visual arts services includes the evaluation of gifted behaviors as determined by tools such as teacher rating scales, superior performance on a two-dimensional drawing activity, superior performance on a three-dimensional creation, superior performance on a creativity exercise, and records of awards, honors, and grades. The school division does not allow any single criterion to deny or guarantee eligibility for visual arts gifted services.

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

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

- A. Identification:** As research identifies more effectual procedures or protocols for identification, review and revise regularly the process and procedures used to determine student eligibility for gifted general intellectual aptitude and visual and/or performing arts aptitude – visual arts aptitude.
- B. Delivery of Services:** Provide students eligible for gifted services and teachers full-day access every day to a designated gifted resource teacher by having one gifted resource teacher at each school every day for gifted general intellectual aptitude and aptitude and visual and/or performing arts aptitude – visual arts aptitude programs.
- C. Curriculum and Instruction:** Collaborate with instructional supervisors and teachers at all levels (K–12) to develop and implement differentiated and accelerated instruction in the general education classroom for gifted general intellectual aptitude and visual and/or performing arts aptitude – visual arts aptitude.
- D. Professional Development:** Educate staff and administrators on the gifted eligibility process from referral through delivery of service and best practices in gifted education for gifted general intellectual aptitude and visual and/or performing arts aptitude – visual arts aptitude.
- E. Equitable Representation of Students:** Research and analyze data for screening, referral, and identification for eligibility for gifted services of students including, but not limited to, students that are economically disadvantaged, students with limited English proficiency, and students with disabilities for gifted general intellectual aptitude and visual and/or performing arts—visual arts aptitude.
- F. Parent and Community Involvement:** Increase understanding of gifted programs for gifted general intellectual aptitude and visual and performing arts aptitude—visual arts aptitude among all stakeholders by using all available technologies, face-to-face meetings, and print media.

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

Candidates for the gifted program in the area of general intellectual aptitude may be discovered through the screening process which creates a pool of potential candidates. Candidates may also be discovered through direct referral.

The purpose of the screening process is to create a pool of potential candidates from all students in the school division. The screening process differs between grade levels. Frederick County Public Schools applies criteria for screening, identification, and placement of students eligible for gifted services uniformly without regard to race, color, national origin, religion, sex, age, political affiliation, disability, or veteran status.

K-3rd grade level screening—Multiple data points are used for screening purposes in kindergarten through third grade to include PALS data, IStation data, iReady data and other data that are available. The data is triangulated to reduce the possibility of teacher bias. Students referred through the screening process are evaluated.

4th to 8th grade level screening—Screening at these grade levels is a process through the efforts of the Gifted Resource Teachers who provide information to their faculties regarding the characteristics of gifted students and the referral process. Standards of Learning (SOL) scores are reviewed annually to identify students scoring 550 or higher on both the reading portion of the SOL test and the mathematics portion of the SOL test most recently administered and available. Other data points utilized for screening purposes include IStation data, iReady data and other data that are available. The data is triangulated to reduce the possibility of teacher bias. Students referred through the screening process are evaluated.

9th to 12th grade level screening—Screening at these grade levels is a process through the efforts of the Gifted Resource Teachers who provide information to their faculties regarding the characteristics of gifted students and the referral process. Grade point averages (GPA) are reviewed annually to identify students with a GPA of 3.75 or higher. Other data points utilized for screening purposes may include IStation data, iReady data and other data that are available. The data is triangulated to reduce the possibility of teacher bias. Students referred through the screening process are evaluated.

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Grade level(s)	Persons Involved in Screening	Materials examined for screening
K-3	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff ▪ Supervisor of Tiered Systems of Supports, EL & GT 	<ul style="list-style-type: none"> ▪ PALS data ▪ IStation data ▪ iReady data ▪ Any other relevant data
4-8	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff ▪ Supervisor of Tiered Systems of Supports, EL & GT 	<ul style="list-style-type: none"> ▪ Standards of Learning scores in reading and mathematics ▪ IStation data ▪ iReady data ▪ Any other relevant data
9-12	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff ▪ Supervisor of Tiered Systems of Supports, EL & GT 	<ul style="list-style-type: none"> ▪ Student grade point average ▪ IStation data ▪ iReady data ▪ Any other relevant data

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Screening Procedures for VPA - Visual Arts

Candidates for the gifted program in the area of visual and performing arts aptitude—visual arts may be discovered through the screening process which creates a pool of potential candidates. Candidates may also be discovered through direct referral.

The purpose of the screening process is to create a pool of potential candidates from all students in the school division. The screening process may differ between grade levels. Frederick County Public Schools applies criteria for screening, identification, and placement of students eligible for gifted services uniformly without regard to race, color, national origin, religion, sex, age, political affiliation, disability, or veteran status.

Students are screened annually for visual arts aptitude by a review of student art products and characteristics of creativity that might indicate a potential for giftedness in this aptitude during the required art classes in grades 2 through 5. The art teacher(s) at each school is responsible for this review. Grade 2-5 art teachers engage in formal screening activities at least one time per school at each grade level (2-5) for the year usually during first semester. The art teacher(s) also reviews classroom art displays and note students who win school-wide, district-wide, state-wide, or national art contests.

Grade 6-8 art teachers screen students who elect to take an advanced art class through formal screening activities similar to grades 2-5. The grade 6-8 art teachers also review classroom art displays and note students who win school-wide, district-wide, state-wide, or national art contests.

Grade level(s)	Persons Involved in Screening	Materials examined for screening
2-5	<ul style="list-style-type: none"> ▪ Art Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff 	<ul style="list-style-type: none"> ▪ Formal screening activities ▪ Review of student art work ▪ Noting students that win school-wide, district-wide, state-wide, or national art contests
6-8	<ul style="list-style-type: none"> ▪ Art Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff 	<ul style="list-style-type: none"> ▪ Formal screening activities for students electing to take an art class ▪ Review of student art work ▪ Noting students that win school-wide, district-wide, state-wide, or national art contests

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

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

Referral procedures for General Intellectual Aptitude

Candidates for the gifted program in the area of general intellectual aptitude may be discovered through the screening process which creates a pool of potential candidates and through direct referral.

Students may be referred for gifted identification by:

- School personnel
- Parent/Legal Guardian
- Student through self-nomination
- Student through peer nomination
- Community member

Referral forms may be obtained from the building administrator/designee or the Gifted Resource Teacher at each building and are returned to the building administrator/designee or the Gifted Resource Teacher. Information regarding gifted programs and the gifted referral process is published on the Frederick County Public Schools web site gifted link or may be obtained from the Supervisor of Tiered Systems of Supports, EL & GT.

Upon receipt of the Referral Form, the building administrator or designee will send a Parental Permission to Evaluate form to the parent or legal guardian within 15 instructional days. Upon receipt of the Parental Permission to Evaluate form, the student will advance to formal assessment. All required information is collected and verified by the Gifted Resource Teacher at each school. If the Parental Permission to Evaluate form is not returned within 30 instructional days, the referral process is terminated. Students would be considered new referrals should the Parental Permission to Evaluate form be received after the 30 instructional days.

The process from referral to Identification/Placement Committee decision is to be completed within 90 instructional days of the receipt of the Parental Permission to Evaluate form.

Students selected from nominations for Summer Residential Governor's School (SRsGS) Academic programs or Mentorships that submit an application to attend one of the SRsGS academic programs or mentorships are assessed and found eligible based on the procedures and criteria established by the SRsGS application process and the school division selection committee. SRsGS academic programs include: mathematics, science, & technology; humanities; and agriculture. SRsGS mentorships include NASA/NIA, Virginia Institute of

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Marine Science (VIMS), and medicine & health sciences. Program options may be reduced or eliminated if funding is not available.

Students applying for Mountain Vista Academic-Year Governor’s School for Science, Mathematics, and Technology (MVGS) are assessed and found eligible based on the procedures and criteria established by the MVGS Regional Planning Committee or the School Division Selection Committee. Applications are made available through the School Counseling Department at each high school, the MVGS web site, and the Frederick County Public Schools web site. Because MVGS is a regional program, continued participation is contingent upon the involvement of the participating localities.

Time (days)	Process of Referral	Persons Involved in Referral Process
Ongoing	Initiation of referral process by: <ul style="list-style-type: none"> ▪ Screening ▪ School personnel ▪ Parent or legal guardian ▪ Student (self or peer) ▪ Community member 	<ul style="list-style-type: none"> ▪ Referring source ▪ Gifted Resource Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Supervisor of Tiered Systems of Supports, EL & GT
15 Instructional days	<ul style="list-style-type: none"> ▪ Parental Permission to Evaluate form sent to parent/legal guardian upon receipt of referral form ▪ Referral forms received during the last marking period of the school year may result in the evaluation process carrying over to the next school year. ▪ If the Parental Permission to Evaluate form is not returned within 30 instructional days, the referral process is terminated 	<ul style="list-style-type: none"> ▪ Building Administrator(s) or designee(s) ▪ Gifted Resource Teacher
90 Instructional days	<ul style="list-style-type: none"> ▪ Identification process/collection of data begins upon receipt of Parental Permission to Evaluate form 	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher(s) ▪ Classroom teacher(s) ▪ School counselor(s)

Referral procedures for VPA - Visual Arts

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Candidates for the gifted program in the area of VPA visual arts aptitude may be discovered through the screening process which creates a pool of potential candidates and through direct referral.

Students may be referred for gifted identification by:

- School personnel
- Parent/Legal Guardian
- Student through self-nomination
- Student through peer nomination
- Community member

Referral forms may be obtained from the building administrator/designee or the Art Teacher(s) at each building and are returned to the building administrator/designee or the Art Teacher(s). Information regarding gifted programs and the gifted referral process is published on the Frederick County Public Schools web site gifted link or may be obtained from the Supervisor of Tiered Systems of Supports, EL & GT.

Upon receipt of the Gifted Visual Arts Referral Form, the building administrator or designee will send a Parental Permission for Gifted Art Evaluation form to the parent or legal guardian within 15 instructional days. Upon receipt of the Parental Permission for Gifted Art Evaluation form, the student will advance to formal assessment. Evaluation for gifted services in the visual arts may occur only one time during the school year in each building. In that case, referrals received after the evaluation time period will be processed during the next scheduled evaluation period. All required information is collected and verified by the Art Teacher at each school. If the Parental Permission for Gifted Art Evaluation form is not returned within 30 instructional days, the referral process is terminated. Students would be considered new referrals should the Parental Permission for Gifted Art Evaluation form be received after the 30 instructional days.

The process from referral to Identification/Placement Committee decision is to be completed during the next scheduled evaluation period for gifted visual arts eligibility upon the receipt of the Parental Permission for Gifted Art Evaluation form.

Time (days)	Process of Referral	Persons Involved in Referral Process
Ongoing	Initiation of referral process by: <ul style="list-style-type: none"> ▪ Screening ▪ School personnel ▪ Parent or legal guardian ▪ Student (self or peer) ▪ Community member 	<ul style="list-style-type: none"> ▪ Referring source ▪ Art Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Supervisor of Tiered Systems of Supports, EL & GT
15 Instructional days	<ul style="list-style-type: none"> ▪ Parental Permission for Gifted Art Evaluation form sent to parent/legal guardian upon receipt of referral form 	<ul style="list-style-type: none"> ▪ Building Administrator(s) or designee(s)

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Time (days)	Process of Referral	Persons Involved in Referral Process
	<ul style="list-style-type: none"> ▪ If Parental Permission for Gifted Art Evaluation form is not returned within 30 instructional days, the referral process is terminated 	
Next scheduled evaluation period	<ul style="list-style-type: none"> ▪ Identification process/collection of data begins upon receipt of Parental Permission for Gifted Art Evaluation form 	<ul style="list-style-type: none"> ▪ Art Teacher(s) ▪ Classroom teacher(s) ▪ School counselor(s)

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

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

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude

- 1. *Assessment of appropriate student products, performance, or portfolio – part of formal appeal process*
- 2. *Record of observation of in-class behavior*
- 3. *Appropriate rating scales, checklists, or questionnaires*
- 4. *Individual interview –part of formal appeal process*
- 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 VPA - Visual Arts

- 1. *Assessment of appropriate student products, performance, or portfolio*

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- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Record of previous achievements (awards, honors, grades, etc.)

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.

General Intellectual Aptitude

- Classroom Teacher(s)
- ^x Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: Appropriate specialist(s) such as Special Instructional Services teacher(s) or English Language teacher(s) (as needed)

- Classroom Teacher(s) – one or more (1+)
- Counselor(s) – one or more (1+)
- Principal(s) or Designee(s) – one (1)
- Gifted Resource Teacher – one (1)
- Appropriate specialist(s) such as Special Instructional Services teacher(s) or English Language teacher(s) (as needed)

b. *Type of Identification/Placement Committee*

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

- School-level Division-level

VPA - Visual Arts

- Classroom Teacher(s) – one or more (1+)
- Counselor(s) – one or more (1+)
- Principal(s) or Designee(s) – one (1)

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- Other – Art teacher – one (1)
- Appropriate specialist(s) such as Special Instructional Services teacher(s)
English Language teacher(s) (as needed)

c. *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.

General Intellectual Aptitude

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>
<i>Scales for Rating the Behavioral Characteristics of Superior Students</i>	<ul style="list-style-type: none"> ▪ Current classroom teacher(s) in core content subjects ▪ Parent(s) 	Gifted Resource Teacher	Gifted Resource Teacher
Parent Response Form	<ul style="list-style-type: none"> ▪ Parent or legal guardian 	Gifted Resource Teacher	Gifted Resource Teacher
Teacher Response Form	<ul style="list-style-type: none"> ▪ Current classroom teacher(s) in core content subjects 	Gifted Resource Teacher	Gifted Resource Teacher
Olsat 8	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher 	Gifted Resource Teacher	Gifted Resource Teacher
KBIT-2R	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher 	Gifted Resource Teacher	Gifted Resource Teacher
PSAT or SAT	<ul style="list-style-type: none"> ▪ Administrator ▪ Supervisor ▪ Counselor 	The College Board Program	Gifted Resource Teacher
CogAT-Brief	<ul style="list-style-type: none"> ▪ Supervisor of Tiered Systems of Supports, EL & GT 	Supervisor of Tiered Systems of Supports, EL & GT	Supervisor of Tiered Systems of Supports, EL & GT
WIAT IV	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher 	Gifted Resource Teacher	Gifted Resource Teacher
KTEA III	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher 	Gifted Resource Teacher	Gifted Resource Teacher
WISC-V	<ul style="list-style-type: none"> ▪ School Psychologist 	School Psychologist	Gifted Resource Teacher
Grade Average	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher 	Gifted Resource Teacher	Gifted Resource Teacher

Eligibility, Decision Process, and Timeline

Identification procedures may begin following screening with a formal referral for consideration for services or may be initiated by direct referral from school personnel, parent/guardian, student through self-nomination, student through peer-nomination, or community member. Once a referral form and Parental Permission to Evaluate form are received, the gifted resource teacher provides building administrator(s) with documents that need to be completed in gathering information about the student. Referral forms received during the last marking period of the school year may result in the evaluation process carrying over to the next school year.

Frederick County Public Schools does not allow any one single criterion to deny or guarantee access to gifted services. The Identification/Placement Committee makes one of the following identification decisions.

- Eligible for services
- Not eligible for services
- Gather additional evaluative information

A Parental Permission to Evaluate form is sent by the building administrator or designee to the parent/guardian within 15 instructional days of receiving a referral form. If the Parental Permission to Evaluate form is not returned within 30 instructional days, the referral process is terminated. Students would be considered new referrals if the Parental Permission to Evaluate form is received after 30 instructional days.

Once the Parental Permission to Evaluate form has been obtained, the Gifted Resource Teacher is responsible for monitoring the information collected and ensuring that all required information is collected. The Gifted Resource Teacher is also responsible for administering and scoring assessment instruments. All assessment instruments are administered according to the specifications of the publisher. Gifted Resource Teachers are appropriately trained to administer all tests/measures listed for the identification of students eligible for gifted services.

The Identification/Placement Committee meeting will be scheduled by the building administrator or designee once the Gifted Resource Teacher notifies him/her that all the required data has been collected. The Identification/Placement Committee meeting will be held at the school within 90 instructional days from the receipt of the Parental Permission to Evaluate form.

Eligibility is determined by the Identification/Placement Committee using a profile-based method relying on committee consensus. The eligibility decision is based on the student scoring in point ranges. Parents will be informed by letter of the decision of the Identification/Placement Committee. The building administrator, Supervisor of Tiered Systems of Supports, EL & GT, and other school staff as necessary, are informed of the

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decision of the Identification/Placement Committee. The eligibility decision shall be made within 90 instructional days of the receipt of the Parental Permission to Evaluate form. If a student is found not eligible for services at this time, parents may appeal the decision (as described in the Notification Procedures section) or the student may be referred again during the next academic year.

All students, including underserved, culturally diverse, low socio-economic, and disabled populations will be considered in the screening and referral process. Frederick County Public Schools does not allow any one single criterion to deny or guarantee access to gifted services.

Upon notification, referral for formal assessment is automatically initiated for transfer students who were identified as gifted in another school division. Eligibility for gifted services shall be determined by the Identification/Placement Committee utilizing the criteria for identification used by Frederick County Public Schools.

Time (days)	Process of Identification	Persons Involved in Identification Process
Ongoing	<ul style="list-style-type: none"> ▪ Conduct formal screening ▪ Examine new test data that is available 	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff
Ongoing	Initiation of referral process by: <ul style="list-style-type: none"> ▪ Screening ▪ School personnel ▪ Parent or legal guardian ▪ Student (self or peer) ▪ Community member 	<ul style="list-style-type: none"> ▪ Referring source ▪ Gifted Resource Teacher(s) ▪ Building Administrator(s) or designee(s)
15 Instructional Days	<ul style="list-style-type: none"> ▪ Parental Permission to Evaluate form sent to parent/legal guardian upon receipt of referral form ▪ Referral forms received during the last marking period of the school year may result in the evaluation process carrying over to the next school year. ▪ If Parental Permission to Evaluate form is not returned within 30 instructional days, the referral process is terminated 	<ul style="list-style-type: none"> ▪ Building Administrator(s) or designee(s)

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Time (days)	Process of Identification	Persons Involved in Identification Process
90 Instructional Days	Identification process/collection of data begins upon receipt of Parental Permission to Evaluate form	<ul style="list-style-type: none"> ▪ Local school ▪ Gifted Resource Teacher
	Identification/Placement Committee meets to review data and make an eligibility decision: <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services ▪ Gather additional evaluative information 	<ul style="list-style-type: none"> ▪ Local school—use the county-wide profile form with the original maintained in the student’s cumulative record
	Identification/Placement Committee results signed by building administrator or designee and sent to parent/legal guardian: <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services ▪ Gather additional evaluative information 	<ul style="list-style-type: none"> ▪ Local school—use county-wide profile form with a copy maintained in the student’s cumulative record (original is sent to the parent/legal guardian)
10 Instructional Days	Appeals process—Parent/legal guardian must notify the building administrator or designee within 10 instructional days in writing within receipt of not eligible for GIA letter	<ul style="list-style-type: none"> ▪ Building administrator or designee forwards letter to the Gifted Resource Teacher who notifies the Supervisor of Tiered Systems of Supports, EL & GT

VPA - Visual Arts

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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>
<i>Scales for Rating the Behavioral Characteristics of Superior Students</i>	Current Art Teacher	Art Teacher(s)	Current Art Teacher
3-D Task	Current Art Teacher	Art Teacher(s)	Current Art Teacher
Creativity Task	Current Art Teacher	Art Teacher(s)	Current Art Teacher
Drawing / 2D Task	Current Art Teacher	Art Teacher(s)	Current Art Teacher
Portfolio	<ul style="list-style-type: none"> ▪ Current Art Teacher ▪ Student 	Art Teacher(s)	Current Art Teacher
List of awards/honors	<ul style="list-style-type: none"> ▪ Student ▪ Parent/Guardian 	Art Teacher(s)	Current Art Teacher

Identification procedures may begin following screening with a formal referral for consideration for services or may be initiated by direct referral from school personnel, parent/guardian, student through self-nomination, student through peer-nomination, or community member. Once a referral form and Parental Permission for Gifted Art Evaluation form are received, the art teacher provides building administrator(s) with documents that need to be completed in gathering information about the student.

Frederick County Public Schools does not allow any one single criterion to deny or guarantee access to gifted services. The Identification/Placement Committee makes one of the following identification decisions for each area in which a student has been referred.

- Eligible for services
- Not eligible for services
- Gather additional evaluative information

Names of referred students (either as a result of the screening process or by direct referral) are forwarded to the building administrator or designee at the appropriate school. A Parental Permission for Gifted Art Evaluation form is sent by the building administrator or designee to the parent/guardian within 15 instructional days of receiving a referral. If the Parental Permission for Gifted Art Evaluation form is not returned within 30 instructional days, the referral process is terminated. Students would be considered new referrals should the Parental Permission for Gifted Art Evaluation form be received after 30 instructional days.

The Art Teacher is responsible for monitoring the information collected and ensuring that all required information is collected once the Parental Permission for Gifted Art Evaluation form has been obtained. The Art Teacher is also responsible for administering and scoring

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assessment instruments. The evaluation of referred students for gifted visual arts has four components: an assessment of student’s three-dimensional product; the results of a Drawing/Creative Skills Test; an assessment of student’s drawing product; and observation of student’s in-class behavior completed by the art teacher using rating scales (*Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students—Artistic Characteristics*), checklists, questionnaires, and student’s awards, honors, and/or grades. All assessment instruments are administered according to the specifications of the publisher. Art Teachers are appropriately trained to administer all tests/measures listed for the identification of students eligible for gifted visual arts services.

The Identification/Placement Committee meeting will be scheduled by the building administrator or designee once the Art Teacher notifies him/her that all the required data has been collected. The Identification/Placement Committee meeting will be held at the school within 90 instructional days from the beginning date of the scheduled evaluation period.

Eligibility is determined by the Identification/Placement Committee using a profile-based method relying on committee consensus. The eligibility decision is based on the student scoring in point ranges. Parents will be informed by letter of the decision of the Identification/Placement Committee. The building administrator Supervisor of Tiered Systems of Supports, EL & GT, and other school staff as necessary, are informed of the decision of the Identification/Placement Committee. The eligibility decision shall be made within 90 instructional days from the beginning date of the scheduled evaluation period. If a student is found not eligible for services at this time, parents may appeal the decision (as described in the Notification Procedures section) or the student may be referred again during the next academic year.

All students, including underserved, culturally diverse, low socio-economic, and disabled populations will be considered in the screening and referral process. Frederick County Public Schools does not allow any one single criterion to deny or guarantee access to gifted services.

Upon notification, referral for formal assessment is automatically initiated for transfer students who were identified as gifted in another school division. Eligibility for gifted visual arts services shall be determined by the Identification/Placement Committee utilizing the criteria for identification used by Frederick County Public Schools.

Time (days)	Process of Identification	Persons Involved in Identification Process
Ongoing	<ul style="list-style-type: none"> ▪ Conduct formal screening ▪ Observe students ▪ Review student work ▪ Note students that win school-wide, district-wide, state-wide, or national art contests 	<ul style="list-style-type: none"> ▪ Art Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff

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Time (days)	Process of Identification	Persons Involved in Identification Process
Ongoing	Initiation of referral process by: <ul style="list-style-type: none"> ▪ Screening ▪ School personnel ▪ Parent or legal guardian ▪ Student (self or peer) ▪ Community member 	<ul style="list-style-type: none"> ▪ Referring source ▪ Art Teacher(s) ▪ Building Administrator(s) or designee(s)
15 Instructional Days	<ul style="list-style-type: none"> ▪ Parental Permission for Gifted Art Evaluation form sent to parent/legal guardian upon receipt of referral form ▪ If Parental Permission for Gifted Art Evaluation form is not returned within 30 instructional days, the referral process is terminated 	<ul style="list-style-type: none"> ▪ Building Administrator(s) or designee(s)
Next scheduled evaluation period	Identification process/collection of data begins upon receipt of Parental Permission for Gifted Art Evaluation	<ul style="list-style-type: none"> ▪ Art Teacher(s) ▪ Classroom Teachers(s) ▪ School Counselor(s)
90 days from beginning date of the scheduled evaluation period	Identification/Placement Committee meets to review data and make an eligibility decision: <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services ▪ Gather additional evaluative information 	Local school-based Identification/Placement Committee including, but not limited to: <ul style="list-style-type: none"> ▪ Building administrator or designee ▪ School counselor ▪ Art Teacher ▪ Classroom Teacher (at least one) ▪ Other instructional support staff as needed
	Identification/Placement Committee results signed by building administrator or designee and sent to parent/legal guardian: <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services ▪ Gather additional evaluative information 	<ul style="list-style-type: none"> ▪ Building administrator or designee
10 Instructional Days	Appeals process—Parent/legal guardian must notify the building administrator or designee within 10 instructional days in writing within receipt of letter of denial of services	<ul style="list-style-type: none"> ▪ Building administrator or designee forwards letter to the Art Teacher who notifies the Supervisor of Tiered

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Time (days)	Process of Identification	Persons Involved in Identification Process
		Systems of Supports, EL & GT

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

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

General Intellectual Aptitude

Process of Determining Educational Services

Following the determination of eligibility, appropriate instructional services are determined by the individual school's Identification/Placement Committee through a review of the student's profile and of available placement options. The Identification/Placement Committee will study the strengths of the student and determine what is appropriate for the student. Parent and student input are also discussed. Parents are informed of the recommendation of the committee and appeal procedures. Written parental permission is required prior to placement.

Frederick County Public Schools is committed to providing services in settings that encourage differentiation of instruction. Gifted services are provided through school-based activities which comply with FCPS School Board and state objectives. Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration opportunities, or other extension activities.

School-based services are based on county-wide objectives for gifted education and are delivered in the following ways:

- In the general education classroom setting, it is the building administrator's responsibility to cluster group students eligible for gifted services with above average students. Students are cluster grouped with a gifted endorsed teacher when available.
- In the general education classroom setting, it is the building administrator's responsibility to accelerate students based on individual needs.
- In a collaborative resource model, the gifted resource teacher is a resource for classroom teachers. Working together, these teachers may develop appropriately differentiated learning experiences for students eligible for gifted services within the general education classroom. Students are cluster grouped with gifted endorsed teachers when available.
- At the secondary level, certain courses are designed specifically for students eligible for gifted services and high ability students. These courses include Honors, Advanced Placement, technical career focused courses, online courses and gifted elective courses. The gifted resource teacher is available to work with teachers to develop appropriately differentiated learning experiences within the general education classroom for students eligible for gifted services.
- There are county-wide activities available to students eligible for gifted services. The present experiences are designed to extend school-based activities and respond to students' interests. Opportunities include:
 - Summer Regional Governor's School - Blue Ridge Regional Environmental Studied Governor's School for rising 6th through 9th grade students
 - Summer Residential Governor's School for Academics, Mentorships, Visual and Performing Arts, and Foreign Language Academy programs for rising 11th and 12th grade students

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- Mountain Vista Academic-Year Regional Governor's School for Science, Mathematics, and Technology (3-year program)

Program options may be reduced or eliminated if funding is not available. Because MVGS is a regional program, continued participation is contingent upon the involvement of the participating localities.

VPA - Visual Arts Process of Determining Educational Services

Following the determination of eligibility, appropriate instructional services are determined by the individual school's Identification/Placement Committee through a review of the student's profile and of available placement options. The Identification/Placement Committee will study the strengths of the student and determine what is appropriate for the student. Parent and student input are also discussed. Parents are informed of the recommendation of the committee and appeal procedures. Written parental permission is required prior to placement.

Frederick County Public Schools is committed to providing services in settings that encourage differentiation of instruction. Gifted services for the visual arts are provided through school-based activities which comply with FCPS School Board and state objectives. Gifted services for the visual arts address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration opportunities, or other extension activities.

School-based services are designed under the direction of the building administrator working with the art teacher(s) and with support from the division instructional supervisors and the Supervisor of Tiered Systems of Supports, EL & GT. School-based services are delivered through differentiated curriculum that extends and/or accelerates content, process, and products. At the secondary level, certain elective courses are designed specifically for students eligible for gifted visual arts services. These courses include Select Art courses at the middle school level and Art I, Art II, Art III, Art IV, and AP Studio Art at the high school level.

There are county-wide activities available to students eligible for gifted visual art services. These experiences are designed to extend school-based activities and respond to students' interests. Opportunities include:

- Summer Regional Governor's School - Performing and Visual Arts Northwest Regional Governor's School (rising 9th through 12th grade students)
- Summer Residential Governor's School for Visual and Performing Arts programs (rising 11th and 12th grade students)

Program options may be reduced or eliminated if funding is not available.

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.

General Intellectual Aptitude

Parents/guardians receive written notification for the following:

- Request for permission to evaluate the student for eligibility for gifted services
- Request for permission to collect additional information and/or administer additional testing
- Committee decision regarding student eligibility for program services
- Request for permission for placement of the student if determined eligible for gifted program services

Monitoring student progress is ongoing. Re-evaluation may occur if the school's Identification/Placement Committee:

- Needs to gather new and/or updated information on students transferring from another school division; or
- Needs to gather new and/or updated information on students who have temporarily withdrawn from gifted program services and are seeking to re-enter.

Re-evaluation will occur if the school's Identification/Placement Committee:

- Needs to gather new and/or updated information on students who have permanently withdrawn from gifted program services and are seeking to re-enter.

Gifted Resource Teachers notify parents/guardians of student progress with a semester progress report for a year-long program and with a quarterly progress report for a semester program.

At the transition points of moving from elementary school to middle school and from middle school to high school, a general orientation meeting is held at the school level for parents/guardians to inform them of the opportunities available for their children

Parents/guardians may appeal any decision of the Identification/Placement Committee. To appeal the Identification/Placement Committee's decision, the parent/guardian should submit a written request to the building administrator or designee within ten (10) instructional days of receipt of the letter stating that the student was determined not eligible for gifted services.

The building administrator or designee appoints an Appeals Committee within ten (10) instructional days of receiving the written appeal. The majority of the Appeals Committee should not have served on the original Identification/Placement Committee. The building administrator or designee not on the original Identification/Placement Committee will serve

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on the Appeals Committee with the Gifted Resource Teacher, school counselor, and two (2) general education teachers. As needed, other instruction support staff may serve on the Appeals Committee.

The Gifted Resource Teacher will have 45 instructional days from the receipt of the written appeal letter to collect additional data for the Appeals Committee. Data collected will include information from the initial assessment along with a portfolio assessment and additional testing as needed. The portfolio assessment will compare student work to that of other students at the same grade level and include parent input. Data from outside the school division may be submitted for consideration by the Appeals Committee.

The Appeals Committee will have 15 instructional days after the collection of the additional data to complete the appeal and to notify the parents/guardians of the committee's decision. The Appeals Committee may find the student either eligible for gifted services or not eligible for gifted services. The Appeals Committee decision will be forwarded to the Supervisor of Tiered Systems of Supports, EL & GT.

The decision of the school's Appeals Committee may be appealed to the Director of Middle and Secondary Instructional Services within ten (10) instructional days of receipt of the letter stating that the student was determined by the Appeals Committee to be not eligible for gifted services. A committee appointed by the Superintendent of Schools, or designee, will review the case and make a recommendation to the Superintendent within 30 instructional days of written receipt of the appeal. This committee will include one member of the school Identification/Placement Committee. All other members will not have been part of the school Identification/Placement Committee. The decision will be reported in writing to the parent/guardian within 15 instructional days of the Superintendent's Appeals Committee decision. This decision is final.

Time (days)	Process of Notification	Persons Involved in Notification Process
Ongoing	<ul style="list-style-type: none"> ▪ Conduct formal screening ▪ Examine new test data that is available 	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff
Ongoing	Initiation of referral process by: <ul style="list-style-type: none"> ▪ Screening ▪ School personnel ▪ Parent or legal guardian ▪ Student (self or peer) ▪ Community member 	<ul style="list-style-type: none"> ▪ Referring source ▪ Gifted Resource Teacher(s) ▪ Building Administrator(s) or designee(s)
15 Instructional Days	<ul style="list-style-type: none"> ▪ Parental Permission to Evaluate form sent to 	<ul style="list-style-type: none"> ▪ Building Administrator(s) or designee(s)

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Time (days)	Process of Notification	Persons Involved in Notification Process
	<p>parent/legal guardian upon receipt of referral form</p> <ul style="list-style-type: none"> ▪ Referral forms received during the last marking period of the school year may result in the evaluation process carrying over to the next school year. ▪ If Parental Permission to Evaluate form is not returned within 30 instructional days, the referral process is terminated 	
90 Instructional Days	Identification process/collection of data begins upon receipt of Parental Permission to Evaluate form	<ul style="list-style-type: none"> ▪ Local school
	<p>Identification/Placement Committee meets to review data and make an eligibility decision:</p> <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services ▪ Gather additional evaluative information 	<ul style="list-style-type: none"> ▪ Local school—use the county-wide profile form with the original maintained in the student’s cumulative record
	<p>Identification/Placement Committee results signed by building administrator or designee and sent to parent/legal guardian:</p> <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services ▪ Gather additional evaluative information 	<ul style="list-style-type: none"> ▪ Local school—use county-wide profile form with a copy maintained in the student’s cumulative record (original is sent to the parent/legal guardian)
10 Instructional Days	<p>Appeals process—Parent/legal guardian must notify the building administrator or designee within 10 instructional days in writing within receipt of not eligible for GIA letter</p>	<ul style="list-style-type: none"> ▪ Building administrator or designee forwards letter to the Gifted Resource Teacher who notifies Supervisor of Tiered Systems of Supports, EL & GT
10 Instructional Days	<p>Appeals Committee appointed, the majority of which did not serve on the original Identification/Placement Committee</p>	<ul style="list-style-type: none"> ▪ Building administrator or designee
45 Instructional Days	<p>Collection of additional data for Appeals Committee</p>	<ul style="list-style-type: none"> ▪ Gifted Resource Teacher

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Time (days)	Process of Notification	Persons Involved in Notification Process
15 Instructional Days	<p>Appeals Committee meets to review data and make an eligibility decision:</p> <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services 	<p>Local school-based Appeals Committee including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Building administrator or designee ▪ School counselor ▪ Gifted Resource Teacher ▪ General Education Teachers (at least two) ▪ Other instructional support staff as needed
	<p>Appeals Committee results signed by Building Administrator or designee and sent to parent/guardian</p> <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services 	<ul style="list-style-type: none"> ▪ Building administrator or designee
10 Instructional Days	<p>Appeals process—Parent/guardian must notify the Director of Middle and Secondary Instructional Services within ten (10) instructional days in writing within receipt of letter of denial of services</p>	<ul style="list-style-type: none"> ▪ Director of Middle and Secondary Instructional Services forwards letter to the Superintendent or designee
30 Instructional Days	<p>Appeals Committee appointed by the Superintendent of Schools or designee meets to review data and make an eligibility decision:</p> <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services 	<ul style="list-style-type: none"> ▪ Superintendent’s Appeal Committee will include one member of the original Identification/Placement Committee
15 Instructional Days	<p>Superintendent of Schools or designee notifies parent/guardian in writing of Superintendent’s Appeals Committee decision:</p> <ul style="list-style-type: none"> ▪ Eligible for GIA services ▪ Not eligible for GIA services 	<ul style="list-style-type: none"> ▪ Superintendent or designee

VPA - Visual Arts

Parents/guardians receive written notification for the following:

- Request for permission to evaluate the student for eligibility for gifted visual arts services
- Request for permission to collect additional information and/or administer additional testing
- Committee decision regarding student eligibility for visual arts program services
- Request for permission for placement of the student if determined eligible for gifted visual arts program services

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Monitoring student progress is ongoing. Re-evaluation may occur if the school's Identification/Placement Committee:

- Needs to gather new and/or updated information on students transferring from another school division; or
- Needs to gather new and/or updated information on students who have temporarily withdrawn from gifted visual arts program services and are seeking to re-enter.

Re-evaluation will occur if the school's Identification/Placement Committee:

- Needs to gather new and/or updated information on students who have permanently withdrawn from gifted visual arts program services and are seeking to re-enter.

Parents/guardians are notified of student progress regularly through the division online student information system.

At the transition points of moving from elementary school to middle school a general orientation meeting is held for parents/guardians at the school level to inform them of the opportunities available for their children

Parents/guardians may appeal any decision of the Identification/Placement Committee. To appeal the Identification/Placement Committee's decision, the parent/guardian should submit a written request to the building administrator or designee within ten (10) instructional days of receipt of the letter stating that the student was determined not eligible for gifted services.

The building administrator or designee working with the Supervisor of Tiered Systems of Supports, EL & GT appoints an Appeals Committee within ten (10) instructional days of receiving the written appeal. The Appeals Committee will be comprised of at least two (2) art teachers from other schools that work with students of the same grade level as the student whose eligibility is being appealed. The majority of the Appeals Committee should not have served on the original Identification/Placement Committee.

The Art Teacher will have 30 instructional days from the receipt of the written appeal letter to collect additional data for the Appeals Committee. Data collected will include information from the initial assessment along with any additional assessments. The Art Teacher will conference with the parent/guardian. At the conference, the Art Teacher will share samples with parents/guardians of evaluation products from students in the same grade that were eligible for gifted visual arts services. All names and identifying information will be removed. At this time, the parent/guardian will have the opportunity to withdraw the appeal. If the parent/guardian decides to continue with the appeal, the two (2) art teachers on the Appeals Committee review the original evaluation materials and any additional materials and complete a profile for the student. The two (2) art teachers will only be advised of the student's grade level to guide them in scoring the evaluation materials. All materials will be returned to the Supervisor of Tiered Systems of Supports, EL & GT to be forwarded to the student's art teacher for presentation to the Appeals Committee.

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The Appeals Committee will have 15 instructional days after the collection of the additional data to complete the appeal and to notify the parents/guardians of the committee’s decision. The Appeals Committee may find the student either eligible for gifted visual arts services or not eligible for gifted visual arts services. The Appeals Committee decision will be forwarded to the Supervisor of Tiered Systems of Supports, EL & GT.

The decision of the school’s Appeals Committee may be appealed to the Director of Middle and Secondary Instructional Services within ten (10) instructional days of receipt of the letter stating that the student was determined by the Appeals Committee to be not eligible for gifted services. A committee appointed by the Superintendent of Schools, or designee, will review the case and make a recommendation to the Superintendent within 30 instructional days of written receipt of the appeal. This committee will include one member of the school Identification/Placement Committee. All other members will not have been part of the school Identification/Placement Committee. The decision will be reported in writing to the parent/guardian within 15 instructional days of the Superintendent’s Appeals Committee decision. This decision is final.

Time (days)	Process of Notification	Persons Involved in Notification Process
Ongoing	<ul style="list-style-type: none"> ▪ Conduct formal screening ▪ Observe students ▪ Review student work ▪ Note students that win school-wide, district-wide, state-wide, or national art contests 	<ul style="list-style-type: none"> ▪ Art Teacher(s) ▪ Classroom Teacher(s) ▪ Building Administrator(s) or designee(s) ▪ Other instructional support staff
Ongoing	Initiation of referral process by: <ul style="list-style-type: none"> ▪ Screening ▪ School personnel ▪ Parent or legal guardian ▪ Student (self or peer) ▪ Community member 	<ul style="list-style-type: none"> ▪ Referring source ▪ Art Teacher(s) ▪ Building Administrator(s) or designee(s)
15 Instructional Days	<ul style="list-style-type: none"> ▪ Parental Permission for Gifted Art Evaluation form sent to parent/legal guardian upon receipt of referral form ▪ If Parental Permission for Gifted Art Evaluation form is not returned within 30 instructional days, the referral process is terminated 	<ul style="list-style-type: none"> ▪ Building Administrator(s) or designee(s)
Next scheduled evaluation period	Identification process/collection of data begins upon receipt of Parental Permission for Gifted Art Evaluation	<ul style="list-style-type: none"> ▪ Art Teacher(s) ▪ Classroom Teachers(s) ▪ School Counselor(s)

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Time (days)	Process of Notification	Persons Involved in Notification Process
90 days from beginning date of the scheduled evaluation period	Identification/Placement Committee meets to review data and make an eligibility decision: <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services ▪ Gather additional evaluative information 	Local school-based Identification/Placement Committee including, but not limited to: <ul style="list-style-type: none"> ▪ Building administrator or designee ▪ School counselor ▪ Art Teacher ▪ Classroom Teacher (at least one) ▪ Other instructional support staff as needed
	Identification/Placement Committee results signed by building administrator or designee and sent to parent/legal guardian: <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services ▪ Gather additional evaluative information 	<ul style="list-style-type: none"> ▪ Building administrator or designee
10 Instructional Days	Appeals process—Parent/legal guardian must notify the building administrator or designee within 10 instructional days in writing within receipt of letter of denial of services	<ul style="list-style-type: none"> ▪ Building administrator or designee forwards letter to the Art Teacher who notifies the Supervisor of Tiered Systems of Supports, EL & GT
10 Instructional Days	Appeals Committee appointed, the majority of which did not serve on the original Identification/Placement Committee	<ul style="list-style-type: none"> ▪ Building administrator or designee ▪ Supervisor of Tiered Systems of Supports, EL & GT
30 Instructional Days	Collection of additional data for Appeals Committee	<ul style="list-style-type: none"> ▪ Art Teacher ▪ Parent/guardian
15 Instructional Days	Appeals Committee meets to review data and make an eligibility decision: <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services 	Local school-based Appeals Committee including, but not limited to: <ul style="list-style-type: none"> ▪ Building administrator or designee ▪ School counselor ▪ Art Teacher ▪ Two (2) art teachers from another school within the division ▪ Other instructional support staff as needed

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Time (days)	Process of Notification	Persons Involved in Notification Process
	Appeals Committee results signed by building administrator or designee and sent to parent/guardian <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services 	<ul style="list-style-type: none"> ▪ Building administrator or designee
10 Instructional Days	Appeals process—parent/guardian must notify the Director of Middle and Secondary Instructional Services within ten (10) instructional days in writing within receipt of letter of denial of services	<ul style="list-style-type: none"> ▪ Director of Middle and Secondary Instructional Services forwards letter to the Superintendent or designee
30 Instructional Days	Appeals Committee appointed by the Superintendent of Schools or designee meets to review data and make an eligibility decision: <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services 	<ul style="list-style-type: none"> ▪ Superintendent’s Appeals Committee will include one member of the original Identification/Placement Committee
15 Instructional Days	Superintendent of Schools or designee notifies parent/guardian in writing of Superintendent’s Appeal Committee decision: <ul style="list-style-type: none"> ▪ Eligible for VPA services ▪ Not eligible for VPA services 	<ul style="list-style-type: none"> ▪ Superintendent or designee

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

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

General Intellectual Aptitude

Students remain eligible for gifted services as they progress from grade to grade. To ensure that children's instructional needs are met, a parent/guardian or student may initiate a request for change in gifted service(s). The request is made in writing to the building administrator or designee. Students who have formally exited the program shall be considered new referrals should they wish to be considered for eligibility for gifted services at a later date.

Parents/guardians may withdraw a student temporarily for participation in gifted program services by making the request in writing. Resumption of participation shall require written parental permission and review by the school's Identification/Placement Committee.

Based on regular progress reports and teacher evaluations, students receiving gifted services may be recommended for a change of instructional services, including exit from program services, at the request of the parent/guardian or student. The parent/guardian or student wishing to initiate a change in service must make the request in writing to the building administrator or designee. The Identification/Placement Committee reviews the current data and service recommendations are made. The parent/guardian has the right to appeal the change in instructional services and/or exit from services decision. The appeal process is the same as the appeal process when eligibility is being determined.

As students matriculate between elementary and middle school and between middle school and high school, informational group meetings are held at the school level with students and parents/guardians to discuss programs offered at each grade level. Parents/guardians are notified of these meetings via newsletters, FCPS website, and/or notices sent home by the child's school.

Mountain Vista Regional Academic-Year Governor's School (MVGS) has withdrawal policy/procedures specific to that program.

VPA - Visual Arts

Students remain eligible for gifted visual arts services as they progress from grade to grade in grades three through eight. To ensure that children's instructional needs are met, a parent/guardian or student may initiate a request for change in gifted visual arts service(s). The request is made in writing to the building administrator or designee. Students who have formally exited the program shall be considered new referrals should they wish to be considered for eligibility for gifted visual arts services at a later date. Parents/guardians may withdraw a student temporarily for participation in gifted visual arts program services by

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making the request in writing. Resumption of participation shall require written parental permission and review by the school's Identification/Placement Committee.

Based on regular progress reports and teacher evaluations, students receiving gifted visual arts services may be recommended for a change of instructional services, including exit from program services, at the request of the parent/guardian or student. The parent/guardian or student wishing to initiate a change in service must make the request in writing to the building administrator or designee. The Identification/Placement Committee reviews the current data and service recommendations are made. The parent/guardian has the right to appeal the change in instructional services and/or exit from services decision. The appeal process is the same as the appeal process when eligibility is being determined.

As students matriculate between elementary and middle school informational group meetings are held with students and parents/guardians at the school level to discuss programs offered at each grade level. Parents/guardians are notified of these meetings via newsletters, FCPS website, and/or notices sent home by the child's school.

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

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

Frederick County Public Schools differentiated curriculum design is based on the *Virginia Standards of Learning*. The *Virginia Standards of Learning* set academic standards and measure achievement through annual testing. When possible, Gifted Resource Teachers work closely with the classroom teachers, and teams of teachers to adapt core curriculum for the students eligible for gifted services as well as provide supplemental learning experiences, as appropriate, through outside activities. In the general education classroom, differentiation of the content, process, product, and learning environment according to the student's readiness, interest, and learning profile creates an instructional environment in which the student takes an active role in learning. Students are encouraged to become self-directed, independent learners and to develop organizational, research, and communication skills. Students are cluster grouped with a gifted endorsed teacher when available.

Students in kindergarten and grade 1 will be served by the Gifted Resource Teacher in a push-in model. Students in grade 2 will transition from a push-in model at the beginning of the academic school year to a pull-out model around the beginning of second semester of the academic school year. Students in kindergarten through grade 2 will be served on average once a month for 50 minutes. Students in grades 3-5 will be served by the Gifted Resource Teacher in a pull-out model. Students in grades 3-5 will be served on average once a week for 75 minutes. Students in middle school grade 6 will be served by an elective course designed for and available only to students eligible for gifted academic services. These students will be served for approximately 50 minutes per day for 30 days (first elective rotation). Students in middle school grades 7-8 will be served by an elective course designed for and available only to students eligible for gifted academic services. These students will be served for approximately 50 minutes per day for 90 days (one semester) minimum. Students in high school grades 9-12 will be served by an elective seminar course designed for and available only to students eligible for gifted academic services. These students will

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be served for approximately 25 minutes per quarter if they have a scheduled study hall period. Students in high school grades 11-12 will be served by an elective course designed for and available only to students eligible for gifted academic services. These students will be served for approximately 90 minutes every other day for 45 days (one semester) minimum.

Grade Level	Instructional Program Model	Average Recommended Time
K-1	<ul style="list-style-type: none"> ▪ Regular classroom differentiated curriculum design ▪ Push-in model 	50 minutes/month
2	<ul style="list-style-type: none"> ▪ Regular classroom differentiated curriculum design ▪ Transition from push-in model to pull-out model 	50 minutes/month
3-5	<ul style="list-style-type: none"> ▪ Regular classroom differentiated curriculum design ▪ Pull-out model 	75 minutes/week
6	<ul style="list-style-type: none"> ▪ Regular classroom differentiated curriculum design ▪ Elective course 	45-50 minutes/30 sessions/year
7-8	<ul style="list-style-type: none"> ▪ Regular classroom differentiated curriculum design ▪ Elective course 	45-50 minutes/45 sessions/semester
9-12	<ul style="list-style-type: none"> ▪ Regular classroom differentiated curriculum design ▪ Seminar model/elective pull-out model 	25 minutes/quarter
11-12	<ul style="list-style-type: none"> ▪ Regular classroom differentiated curriculum design ▪ Elective course 	90 minutes/45 sessions/semester

VPA - Visual Arts

Frederick County Public Schools differentiated curriculum design is based on the *Virginia Standards of Learning for Visual Arts*. The *Virginia Standards of Learning for Visual Arts* set standards for visual arts instruction. In the gifted visual art classroom, differentiation of the content, process, product, and learning environment according to the student's readiness, interest, and learning profile creates an instructional environment in which the student takes an active role in learning. Students are encouraged to become self-directed, independent learners and to develop visual arts skills necessary for creative, expressive and artistic production.

Students in grades 3-5 will be served by the Art Teacher in a pull-out model. Students in grades 3-5 will be served on average once a week for an additional class period of approximately 45 minutes of visual arts instruction. Students in middle school grade 6 will be served by an elective course designed for and available only to students eligible for gifted visual arts services. These students will be served for approximately 45 minutes per day for 30 days (one elective rotation). Students in middle school grades 7-8 will be served by an elective course designed for and available only to students eligible for gifted visual arts services. These students will be served for approximately 45 minutes per day for 90 days (one semester) minimum.

Grade Level	Instructional Program Model	Average Recommended Time
3-5	Pull-out model	40-45 minutes/week
6	Elective course	40-45 minutes/30 sessions/year
7-8	Elective course	40-45 minutes/90 sessions/semester

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

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

General Intellectual Aptitude

At the elementary level, students eligible for gifted services are cluster grouped with other high achieving students within the general education classroom by the building administrator with a gifted endorsed teacher when available. When possible, Gifted Resource Teachers work closely with the general education classroom teachers and teams of teachers to adapt core curriculum for students eligible for gifted services as well as provide supplemental learning experiences, as appropriate, through alternate activities.

At the middle school level, students eligible for gifted services are cluster grouped with other high achieving students within the general education classroom and by team by the building administrator with a gifted endorsed teacher when available. When possible, Gifted Resource Teachers work closely with the general education classroom teachers and teams of teachers to adapt core curriculum for students eligible for gifted services as well as provide supplemental learning experiences, as appropriate, through alternate activities.

At the high school level, courses designed to meet the needs of students eligible for gifted services and high achieving students are selected by the student based on student interests and strengths. Self-reflection and scheduling may result in students eligible for gifted services being cluster grouped with other high achieving students with a gifted endorsed teacher when available. Independent expression, critical thinking, problem-solving, and group discussions are encouraged. Rigorous, challenging curriculum is designed by general

education teachers or teams of teachers in collaboration with the Gifted Resource Teacher if necessary to meet the unique cognitive needs of students eligible for gifted services.

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

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

General Intellectual Aptitude

Students eligible for gifted services may meet the requirements for accelerated courses which are designed to specifically meet the needs of high achieving students and students eligible for gifted services. Students in accelerated courses have the option of earning high school credit upon the successful completion of the course(s) earlier than their age-level peers. Dual enrollment courses from the local community college and Advanced Placement courses allow students to earn both secondary and collegiate credits earlier than their age-level peers. Students may earn dual enrollment courses from the local community college and graduate with an Associate's degree along with their high school diploma. Students may also apply to and be selected for placement in the Mountain Vista Regional Academic-Year Governor's School for Science, Mathematics, and Technology (MVGS). Because MVGS is a regional program, continued participation is contingent upon the involvement of the participating localities.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

Students eligible for gifted services are offered courses which are designed to allow gifted learners to work independently during the school day and week. Students are encouraged to become self-directed, independent learners and to develop organizational, research, and communication skills.

At the elementary level, students eligible for gifted services are served in a pull-out model that incorporates research skills. Students are encouraged to work independently on projects associated with the concept of the curriculum framework.

At the secondary level, students eligible for gifted services are served by elective courses that focus on research and independent study. Students are encouraged to work independently on projects in their area of interest.

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude

Gifted Resource Teachers work closely with individual teachers and teams of teachers when possible to adapt core curriculum for students eligible for gifted services in the general education classroom as well as provide supplemental learning experiences, as appropriate, through outside activities. Instructional strategies may include direct teaching, pre-testing, curriculum compacting, the use of varied text and resource materials, learning contracts, higher-order questioning, creative problem-solving, problem-finding, student choice, cooperative learning, research, and independent or small group study contracts. This instruction shall include academic rigor; challenging content experiences; use of innovative, unique resources and materials; allowance for multiple responses; diverse products; and creative and critical investigations into contemporary and futuristic issues.

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

Students eligible for gifted services will be assessed for academic growth in accordance with Frederick County Public Schools policy and procedures.

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

The Regulations Governing Educational Services for Gifted Students defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude

and

VPA - Visual Arts

Frederick County Public Schools curricula for gifted learners use an integrated approach in order for each student to develop to his/her maximum potential. The curricula are based on the *Virginia Standards of Learning* but are qualitatively different to meet the distinct needs and characteristics of gifted learners. Differentiation in the general education classroom is the theoretical foundation of the service model in Frederick County Public Schools. The guiding principles of differentiation the FCPS follow are from the work of Dr. Carol Tomlinson, University of Virginia. This model is built on the theoretical foundation of Vygotsky's Theory of Proximal Development, the multiple intelligence theories of Howard Gardner, Robert Sternberg's Triarchic Theory of Intelligence, Sandra Kaplan's model for differentiating curriculum, and other work of leading gifted education theoreticians and researchers. The guiding principles are the use of ongoing assessment and adjustment, appropriately challenging tasks, and flexible grouping. General education classroom teachers may differentiate by content, process, product, and learning environment according to the student's readiness, interest, and learning profile. The primary focus of the academic curriculum for learners identified as general intellectual aptitude is to provide rigorous academic course work, while emphasizing higher level thinking skills and problem finding and problem solving in which multifaceted instructional practices are emphasized. Elements of Parnes' creative problem-solving and information processing model, Bloom's taxonomy, and Renzulli's enrichment triad model are also incorporated into the educational experiences of gifted learners.

Additionally, FCPS theoretical foundations are based on the following guiding principles from the *National Association for Gifted Children Pre-K—Grade 12 Gifted Programming Standards* (2019):

▪ **Gifted Education Programming Standard 1: Learning and Development**

Description: Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.

- 1.1.1 Educators engage students with gifts and talents in identifying interests, strengths, and needs.
- 1.1.2 Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities.
- 1.2.1 Educators develop activities that match each student’s developmental level and culture-based learning needs.
- 1.3.1 Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.
- 1.4.1 Educators provide role models for students with gifts and talents that match their interests, strengths, and needs.
- 1.4.2 Educators identify outside-of-school learning opportunities and community resources that match students’ interests, strengths, and needs.
- 1.5.1 Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents.
- 1.5.3 Educators develop specialized, research-supported intervention services for students with gifts and talents who are underachieving (whose learning is not commensurate with their abilities) to develop their talents.
- 1.6.1 Educators help students identify college and career goals that are consistent with their interests and strengths.
- 1.6.3 Educators provide students with college and career guidance and connect students to college and career resources.

▪ **Gifted Education Programming Standard 2: Assessment**

Description: Assessments provide information about identification and learning progress for students with gifts and talents.

- 2.1.1 Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness.
- 2.4.1 Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents.

- 2.4.2 Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.
- 2.4.4 Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.
- **Gifted Education Programming Standard 3: Curriculum Planning and Instruction**
Description: Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.
 - 3.1.1 Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.
 - 3.1.3 Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners.
 - 3.1.4 Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.
 - 3.1.5 Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.
 - 3.1.6 Educators pace instruction based on the learning rates of students with gifts and talents and compact, deepen, and accelerate curriculum as appropriate.
 - 3.2.1 As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.
 - 3.3.1 Educators develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives.
 - 3.3.3 Educators use high-quality, appropriately challenging materials that include multiple perspectives.
 - 3.4.1 Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.
 - 3.4.2 Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest.
 - 3.4.3 Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents.

- 3.5.1 Educators model and teach metacognitive models to meet the needs of students with gifts and talents such as self-assessment, goal setting, and monitoring of learning.
- 3.5.2 Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration.
- 3.6.1 Educators use current, evidence-based curricular resources that are effective with students with gifts and talents.

▪ **Gifted Education Programming Standard 4: Learning Environments**

Description: Learning environments foster a love for learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes.

- 4.1.1 Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
- 4.2.2 Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers.
- 4.3.3. Educators provide opportunities to promote lifelong personal and social responsibility through advocacy and real world problem-solving, both within and outside of the school setting.
- 4.5.4. Educators provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals.

▪ **Gifted Education Programming Standard 5: Programming**

Description: Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.

- 5.1.1 Educators use multiple approaches to accelerate learning within and outside of the school setting.
- 5.1.2 Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
- 5.1.3 Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.
- 5.2.1 Educators who provide gifted, general, special, and related professional services collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents.

▪ **Gifted Education Programming Standard 6: Professional Learning**

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation, and the Standards for Professional Learning. Institutions of higher education utilize these standards and the NAGC Faculty

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Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards.

Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.

- 6.1.1 State agencies, institutions of higher education, schools and districts provide comprehensive, research-supported professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education.

When possible, rigorous, challenging curriculum is designed by general education teachers in collaboration with Gifted Resource Teachers in a cooperative effort to meet the unique cognitive needs of students whose area of giftedness is General Intellectual Aptitude. Art teachers work directly with the students to provide appropriate differentiation for their most highly able students. All general education classroom teachers and art teachers use a variety of supplemental content in an integrated manner.

To meet the varied needs of learners to include whole class, small, flexible groups within and outside the general education classroom, and individual instruction a variety of flexible groupings may be used. General education teachers provide lessons that allow for multiple responses, with opportunities for diverse products that challenge the students.

Other programs that provide opportunities for students to learn with and from their intellectual and/or artistic peers include:

- Mountain Vista Academic-Year Regional Governor's School for Science, Mathematics, and Technology (3-year program)
- Summer Residential Governor's School for Academics, Mentorships, and Foreign Language Academy programs (rising 11th and 12th grade students)
- Summer Residential Governor's School for Visual and Performing Arts programs (rising 11th and 12th grade students)
- Summer Regional Governor's Schools
 - Blue Ridge Regional Environmental Studies Governor's School - BREGS (rising 6th through 9th grade students)

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- Performing and Visual Arts Northwest Regional Governor's School - PAVAN (rising 9th through 12th grade students)

Program options may be reduced or eliminated if funding is not available. Because MVGS, PAVAN, and BREGS are regional programs, continued participation is contingent upon the involvement of the participating localities.

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

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

General Intellectual Aptitude

Students are encouraged to plan a course of study that will meet graduation requirements and prepare them to meet their educational and career goals. Students should focus on the future they want to build for themselves while planning for today's rapidly changing workplace.

Opportunities for students eligible for gifted services to select advanced courses at a pace and sequence commensurate with their learning needs increase as students advance from elementary school to middle school to high school. Honor, Advanced Placement, and dual enrollment courses are designed for students who wish to accelerate their course of study to include courses that may be taken for college credit. At the secondary level, honors, Advanced Placement, and dual enrollment courses are available to all students. Students should be prepared to accept rigorous course requirements.

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.*

Frederick County Public Schools employs licensed instructional personnel qualified in their assigned subject areas. The Gifted Resource Teacher is required to meet Virginia Gifted Endorsement standards within three (3) years of hire date.

All teachers will receive local professional learning opportunities. On-going, research-supported training opportunities that address the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and social and emotional needs of students eligible for gifted services may be made available through building level professional learning opportunities, division-wide professional learning opportunities, study groups, online or electronic communities, as well as opportunities to attend workshops and seminars conducted by experts in the field of gifted education. Administrators provide resources needed for professional learning in gifted education such as release time, funding for continuing education, substitute support, webinars, or mentors. Gifted Resource Teachers may provide professional learning opportunities to all teachers by consultation, collaboration, co-planning instruction, shadowing, and team teaching. Gifted Resource Teachers also provide assistance to general education teachers by promoting the awareness of professional organizations and publications relevant to gifted education. Graduate-level coursework toward the gifted endorsement is also encouraged for all teachers not holding the gifted endorsement.

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.

Frederick County Public Schools has an established Gifted Advisory Committee as noted in the Regulations Governing Educational Services for Gifted Students (8VAC20-40-10 et.seq.) that reviews annually *the Frederick County Public Schools Local Plan for the Education of the Gifted*, evaluates division-wide needs, establishes priorities, monitors implementation, and submits an annual report containing findings of program effectiveness and recommendations to the Division Superintendent and to the School Board.

The purpose of an annual review is to assess the extent to which gifted program goals have been realized. The Supervisor of Tiered Systems of Supports, EL & GT will collect evidence-based data from various stakeholders (students, parents, and professional staff) to examine four (4) aspects of the *FCPS Local Plan for the Education of the Gifted*: context and design, inputs, processes, and outcomes. Context review evaluates how educational programs are situated in a setting in respect to its identified needs and level of support. Design review is used to assess curricular materials and overall program design features as displayed in program documents and other written materials. Design review is concerned with comprehensiveness, logical consistency, relationship to need, and appropriateness for the target audience/grade level. Input review would examine a program to determine if there is sufficient infrastructure to function effectively based on the goals for the program. Availability of resources is the key concern. Process review would examine the extent to which the program design is being implemented. Outcome review would assess what happened as a result of the program (i.e. academic growth). Classroom observations by the building level administrator or designee along with observations by the Supervisor of Tiered Systems of Supports, EL & GT will provide critical information. Annual surveys of stakeholders will also provide an important source of information. Data collected for assessing the academic growth of students eligible for gifted services will be reviewed. Both qualitative and quantitative data will be collected to help review, understand, and evaluate the program's strengths, potential weaknesses, and areas for improvement.

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

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.


The Frederick County Public Schools Gifted Advisory Committee shall be comprised of parents, school personnel, and other community members as stated in the Regulations Governing Educational Services for Gifted Students (8VAC20-40-10 et.seq.) of the Commonwealth of Virginia. The By-laws of the Frederick County Public Schools Gifted Advisory Committee state that the membership of the Gifted Advisory Committee will consist of parent-community members and professional-staff members. All members are appointed to a one-year term by the School Board with the advice and recommendation of the Division Superintendent. The Superintendent of Schools prepares a balanced list of recommended Gifted Advisory Committee members to the School Board for approval. Membership is not limited to one term. Members of the Gifted Advisory Committee will elect officers to conduct the business of the committee. Committee advisors will provide direction to the Gifted Advisory Committee based upon School Division goals and current initiatives. A calendar of meetings will be established each year and a copy of the calendar made available on the FCPS website. All meetings are open to the public.

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.

	George C. Hummer Ed.D.	10.9.2023
Division Superintendent's Signature	Printed Name	Date