

**Prince George County Public Schools**

**Prince George County Public Schools**

**Local Plan for the Education of the Gifted**

2017-2022

<b>LEA#</b>	<b>074</b>		
<b>Superintendent</b>	<b>Renee Williams</b>		
<b>Mailing Address</b>	<b>6410 Courts Drive, Prince George, Virginia 23875</b>		
<b>Gifted Education Coordinator/ Designee</b>	Willie Elliott	<b>Title</b> <b>Address</b> <b>Telephone</b> <b>E-mail</b>	Director of Gifted Services 6410 Courts Drive Prince George Virginia 23875 804-733-2700 wellriott@pgs.k12.va.us
<b>Local School Board Chairperson</b>	<b>Kevin S. Foster</b>		
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R9/3/17

# Prince George County Public Schools

## Local Plan for the Education of the Gifted

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

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

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### General Information regarding the Gifted Program in Prince George 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.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	7-12
Specific Academic Aptitude (SAA) - Science	7-12
Specific Academic Aptitude (SAA) - Mathematics	7-12
Specific Academic Aptitude (SAA) - History and Social Science	7-12
Career and Technical Aptitude (CTA)	Not Any
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	5-12
Visual and/or Performing Arts Aptitude (VPA) - Vocal Music	5-12
Visual and/or Performing Arts Aptitude (VPA) - Theatre	7-12

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Part I: A  
Philosophy  
Of  
Education  
For the Gifted

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## **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**

#### **Division Vision/Mission Statement**

##### *Mission Statement*

Prince George County Public Schools, in partnership with parents and the community, will provide a meaningful and challenging educational program in a safe environment that prepares all students for post-secondary education and the workforce and to be responsible citizens in a global society.

##### *Strategic Goal*

To provide students with the knowledge and skills to exceed state, national and international standards.

#### **Division Statement of Philosophy for Education of the Gifted**

Prince George County Public Schools believe, in support of our mission statement, that a rigorous educational program must be available to each gifted student. This rigorous program must support the maximum development of each gifted student both as an individual and as a worthy, contributing member of a global society.

#### **Guiding Principles for Gifted Services:**

1. Children who are gifted form a diverse group with a variety of needs: therefore, they require a range of significantly differentiated service options.
2. Children who are gifted learn facts, concepts and principles at a faster rate than other children of their age, experience and environment, therefore, they can often move through the curriculum at a more rapid pace that is more developmentally appropriate for them.
3. Children who are gifted share the ability to think with more complexity and abstraction and therefore, they require significantly differentiated curriculum. This complexity and abstraction may be seen in many ways, including, but not limited to the students' heightened dimension for analogous thinking, more persistent curiosity, advanced use of language, exceptional problem solving ability, and outstanding use of creative and imaginative expression.
4. Children who are gifted have some unique social needs including their sensitivity to expectations and feelings of others, their tendency to pursue perfection, their exceptional emotional depth and appreciation for and use of humor, and the fact that they may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being.
5. Because of their different learning and social needs, children who are gifted require time with others who are similar to them in order to establish cognitive relationships and to facilitate their academic and social growth.

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### Guiding Principles for Gifted Services: (con't.)

6. Some children who are gifted may not be reaching their potential. In fact they may not even be recognized as gifted. This may be particularly true of students with limited opportunities to learn, including, but not limited to students from culturally diverse or economically disadvantaged families, students with disabilities, and students for whom English is a second language. For these students, additional support is needed to offer opportunities for their giftedness to be recognized and developed.
7. Because the learning needs of children who are gifted are significantly different from other children of their age, experience, and environment, teachers responsible for these students must have an appropriate base of knowledge and skills to meet these needs and should enjoy working with these students.
8. When an appropriately differentiated education is not provided, children who are gifted do not thrive in school and may even suffer cognitive or affective harm; therefore, services for children who are gifted must be part of an overall educational program which supports excellence for all students. This excellence must include significantly differentiated opportunities for gifted students.
9. The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to an appropriately stimulating and challenging education to help ensure that their potential is developed.
10. When given appropriate educational opportunities, children who are gifted will become increasingly knowledgeable; therefore, their need for differentiation will increase in comparison to others of their age, experience and environment.

- (Adapted from a list originally created by Mary Ruth Coleman and James J. Gallagher, 1995)

In recognition of these beliefs the board commits to the development, implementation, and refinement of gifted programs, procedures, and support systems. These systems will be significantly differentiated, rigorous, and individualized in order to enhance gifted students' potential for excellence, provide emotional safety, and contribute to their continuous academic growth.

Special efforts will be made for early and continuous identification among all segments of the school population. High quality significantly differentiated programs will be provided on a continuum from kindergarten through grade 12.

Part I: B

Operational

Definition of Giftedness

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### 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.

#### **Operational Definition of General Intellectual and Specific Academic Aptitude Giftedness:**

Students who are identified for the *General Intellectual Gifted Program* called **PACE** (Program of Advanced and Creative Experiences), the *Specific Academic Aptitude Program* called **SAGE** (Specific Academic Gifted Experiences) and the potentially gifted program called **SOAR** (Studies of Advanced Reasoning) are identified by a school-level eligibility committee made up of highly qualified members who review the following criteria. These criteria are both quantitative and qualitative in nature. The eligibility committee focuses on the pattern of data that emerges during the review rather than on any one individual score.

Eligible students are students who:

- Demonstrate gifted characteristics as evidenced by a score at, near or above 57 on the Slocumb-Payne inventory completed by all core area teachers and parents.
- Demonstrate a high level of achievement and task commitment as evidenced by classroom grades of A/B in advanced, honors, AP, MYP, and dual credit classes. In classes without those designations an A is looked at as favorable, but not necessarily an indicator of a need for gifted services.
- Demonstrate high level of achievement, creativity and task commitment as evidenced by the criteria met on advanced performance tasks in math, science, social studies, and English.
- Demonstrate a high level of achievement, creativity, and task commitment as evidenced by honors and awards in relevant areas at a school-wide, state, regional or national level.
- Demonstrate high level of ability and creative thinking as evidenced by scores at, near or above the 95<sup>th</sup> percentile on a nationally standardized ability test.

PACE students are students who demonstrate general intellectual giftedness consistently within all core disciplines (math, English, science and social studies). SAGE students demonstrate specific academic giftedness consistently in one, two or three core areas. SOAR students are the students whose indicators of giftedness are inconsistent or inclusive, containing just a few strong pieces of data. They are placed in SOAR for a set period of time, usually one year. All SOAR students are assessed again at a time designated on their acceptance letter. Transfer students who were placed in a gifted program by a sending school will have their placement reviewed by each school’s Transfer Gifted Eligibility Committee so that the student’s prior placement can be honored. This decision is expected to be made as soon as possible, in fewer than 10 school days and no more than 20.

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### **Operational Definition of Visual and Performing Arts Giftedness:**

Students who are identified for the *Visual and/or Performing Arts Aptitude* program called **PAAS**, (Program of Artistically Advanced Services) or **PAAS Apprentice** are identified by a division-wide eligibility committee made up of highly qualified members who review the following criteria. These criteria are both quantitative and qualitative in nature. The eligibility committee focuses on the pattern of data that emerges during the review rather than on any one individual score.

Eligible students are students who:

- Demonstrate prior knowledge, task commitment and creativity as evidenced by a score at, near or above 8 on their Short Essay
- Demonstrate advanced ability, task commitment and creativity as evidenced by a score at, near or above 5 on the activities beyond the classroom listed on the application.
- Demonstrate advanced ability, task commitment and creativity as evidenced by a score at, near or above 3 on the Honors and Awards listed on the application.
- Demonstrate creativity as evidenced by their score at, near or above 17 on the Renzulli creativity checklist.
- Demonstrate task commitment as evidenced by their score at, near or above 18 on the Renzulli motivation checklist.
- Demonstrate a need for significantly differentiated instruction as evidenced by their advanced score on the Renzulli focus area checklists at near or above 44
- Demonstrate their advanced ability, task commitment and creativity as evidenced by a score at, near or above 26 on an interview completed by students and their parents/guardians.
- Demonstrate their advanced ability, task commitment and creativity as evidenced by an advanced score at near or above 68 on their adjudication.

Students must apply in each focus area that they are interested in being identified for.

*Caution: It is strongly recommended that they apply in no more than one focus area a year. The adjudication requirements are rigorous. Students who apply in more than one area often have found it difficult to create the time to meet all the criteria.*

PAAS-Art, PAAS-Vocal and PAAS-Theatre students are students who demonstrate giftedness consistently across the focus area. Apprentice students are the students whose indicators of giftedness are inconsistent or inclusive, containing just a few strong pieces of data. They are placed in the Apprentice program for a set period of time. All Apprentice students, are assessed again at a time designated on their acceptance letter. Transfer students who were placed in a gifted program by a sending school will have their placement reviewed by each school's Transfer Gifted Eligibility Committee so that the student's prior placement can be honored. This decision is expected to be made as soon as possible, in fewer than 10 school days and no more than 20.

## Part II: A-F

Program

Goals and

Objectives

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### **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.

#### **Division-Wide Five Year Goals and Objectives**

The main goal of our five year plan is to adjust our current gifted program aligning it with the current *Regulations Governing Education Services for Gifted Services*

##### **A. Identification:**

It is our five-year goal:

- To create sample lessons with **rubrics** in each subject area and at each grade level that are in line with the expectations set by Gifted Program's *Scope and Sequence of Critical Thinking , Creative Thinking and Independent Research Strategies and Skills* once that has been designed. These lessons and rubrics can be used to generate the required work-samples required for identification. They will also include sample lessons created to motivate and to help identify students from underserved populations. The sample lessons will be located on the Prince George Schools intranet. (PACE, SAGE, SOAR, PAAS)
- To screen all students in Prince George with a nationally-normed screening instrument at least one time during the elementary grades, middle or junior high and high school. (PACE, SAGE, SOAR, PAAS) (Dependent on the availability of funding.)

##### **B. Delivery of Services:**

It is our five year goal:

- To investigate and seek to improve upon the current service delivery models so that all identified gifted students receive a continuum of services that include significant differentiation with measureable student outcomes. (PACE, SAGE, SOAR, PAAS)
- To employ one instructional person (resource teacher of the gifted and/or PAAS coordinator) for each 1000 students in Prince George School as recommended in the SOQ. (Depending on the availability of funding.) Currently we have over 6000 students in Prince George, but only the equivalent of 4 full time teachers. (PACE, SAGE, SOAR, PAAS)

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### C. Curriculum and Instruction

It is our five year goal:

- To create or purchase a *Scope and Sequence of Critical Thinking, Creative Thinking and/or Independent Research Strategies and Skills* for the Gifted Program K-12. Based on this an evaluation report was designed that is sent home to parents. This scope and sequence provides a map for the academic growth of identified gifted students K-12. (PACE, SAGE, SOAR, PAAS)
- To create additional choices for identified gifted students including, but not limited to accelerated offerings at middle school, and honors, AP or dual enrollment classes in PAAS areas. (PACE, SAGE, SOAR, PAAS) (Dependent on the availability of funding.)

### D. Professional Development:

It is our five year goal:

- To create and implement a sustainable on-going professional development plan for both new and experienced teachers and administrators of the gifted K-12 (PACE, SAGE, SOAR, and PAAS) that includes accountability for teacher and administrator attendance and teacher implementation. A special effort will be made to include staff development on the topic of Twice Exceptional, Underachieving gifted students and Compacting.
- To offer a continuous opportunity for teachers to enroll in the four graduate level classes necessary to obtain a license in gifted. (PACE, SAGE, SOAR, PAAS) (Dependent on the availability of funding.)

### E. Equitable Representation of Students:

It is our five year goal:

- To seek out and implement training focusing on cultural and linguistic diversity for teachers of the gifted and general education teachers and then to create and implement advanced performance tasks, lessons and characteristic checklists based on what is learned in that diversity training. (PACE, SAGE, SOAR, PAAS)

### F. Parent and Community Involvement:

It is our five year goal:

- To host an annual parent information meeting to inform the parents of identified gifted students. This meeting will inform parents about 1) the requirements listed in the *Scope and Sequence of Critical Thinking, Creative Thinking and Independent Research Strategies and Skills* for the Gifted Program K-12 and 2) the format of the corresponding *Report to Parents* designed to communicate student growth on the desired outcomes. (PACE, SAGE, SOAR, PAAS)
- To continue to implement an annual parent information night to inform **all** interested parents of students in elementary grades about the best practices for assuring that children reach their full potential. (PACE, SAGE, SOAR, PAAS)

Part III: A  
Screening  
To Find Potentially  
Gifted Students

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### **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**

- Screening Procedures for General Intellectual Aptitude
- Screening Procedures for Specific Academic Aptitude - English
- Screening Procedures for Specific Academic Aptitude - History and Social Science
- Screening Procedures for Specific Academic Aptitude - Mathematics
- Screening Procedures for Specific Academic Aptitude - Science

### **Creating Screening Pools for both General Intellectual and Specific Academic Gifted Services**

#### **(PACE, SAGE, SOAR)**

Pools of candidates for consideration for PACE, SAGE, and SOAR referrals are created annually in the following ways. Pools for PACE and SOAR are created in grades K-12. Pools for SAGE are created in grades 6-12. Teachers are asked to look for students who may be demonstrating gifted characteristics in all or just one academic area. (K-12) Although SAGE students are not identified until the end of grade 6, students thought to be SAGE may be referred in elementary grades and placed in the SOAR program until the end of grade 6 at which time they can be reviewed for SAGE. Please see page 21 for consideration for special populations.

### **Gifted General Intellectual and Specific Academic Screening at a Glance**

<b><u>Grade</u></b>	<b><u>Instrument</u></b>	<b><u>When</u></b>	<b><u>Comment</u></b>
K-12	Annual Staff Meeting - Includes checklists for each teacher to use when observing their students.	Fall Screening Meeting. Screening continues throughout the year.	Various checklists are shared at this meeting. Its purpose is to remind teachers that it is their responsibility to create a pool of students for consideration for spring referrals.
K-12	Each year all teachers are required to challenge all their students with open ended and accelerated assignments. They keep these products in a folder to use as samples should they decide to refer a child.	Annually ongoing throughout the school year.	Samples collected in all core areas. Math, science, social studies and English
K	Demonstration Lesson + Annual Meeting + Work Samples	Year round	Gifted resource teachers provide demonstration lessons while classroom teachers observe, for gifted behaviors.
K	CogAt (is dependent on funding) + Work Samples	January	Dependent upon annual funding. If administered teachers refer students scoring at the 90 <sup>th</sup> ile or higher
1	Annual referral meeting + Work Samples	Varies at schools	A meeting is held to encourage the referrals and ask teachers to revisit their screening pools and select the students to refer.
2	CogAT + Annual Meeting + Work Samples	2 <sup>nd</sup> semester	An ability test is administered to all 2 <sup>nd</sup> graders, usually in January. Teachers refer students at 90 <sup>th</sup> ile or above.
3-5	SOL Results + Annual Meeting + Work Samples	Fall/Spring	Classroom teachers are asked to review SOL scores for students who scored 580 or higher across the board, as well as observing for gifted characteristics, behaviors and products
6-9	SOL + Annual Meeting+ Work Samples	Fall/Spring	Classroom teachers are asked to review SOL scores for student who scored 580 or higher across the board, as well as observing for gifted characteristics, behaviors and products. Emphasis is placed on SAGE for the first time at the end of grade 6 and continues through grade 12.
10-12	SOL + PSAT Results + AP Potential List from The College Board + Annual Meeting + Work Samples	Fall/ Spring	Classroom teachers are asked to review SOL scores for student who scored 580 or higher across the board, as well as observing for gifted characteristics, behaviors and products. PSAT , SAT and AP Potential List only available on students who choose to take the tests.

## PACE, SAGE, SOAR: Screening

1. Principals or their designees scan results of standardized and criterion referenced tests administered across grade levels and highlight all those students scoring at or above the 90<sup>th</sup> percentile (on the Otis Lennon/CogAT) or at the advanced rating (at least a score of 580 on the SOLs). The names of these students are then called to the attention of the teachers for *consideration* for nomination to the gifted programs. The teachers may refer immediately. If they are uncertain, they may prefer to observe the student closely and continue to collect work samples until referrals are called for in the spring. They may decide to not refer the child based on other factors. (All students who have not repeated the grade and who score 90<sup>th</sup>ile and above on the CogAT in grade 2 or on the CogAt in grade K (when available) are automatic referrals.)
2. In the fall a staff development session is held for all instructional personnel (K-12). Copies of these agendas are submitted to the director. Attendees are instructed to screen every child in light of gifted characteristics, grades, and classroom performance. A variety of checklists are shared. Information about how gifted characteristics are demonstrated across various cultures and economic levels is also shared as it becomes available. Participants are instructed to create a screening pool of students who they may need to refer in the spring. Immediate referrals may be necessary particularly for transfer students. They are reminded about the importance of collecting work samples and the criteria for identification. They are also reminded that referrals are accepted throughout the year. They are also informed of the two recruiting windows: one in the fall for transfer students and one in the spring for new referrals.
3. Each fall new teachers attend a brief orientation program during New Teacher training week concerning the gifted programs that are available and their responsibility to screen and refer students.
4. Demonstration shared lessons, taught by the elementary resource teacher of the gifted throughout the year in all *kindergarten* classrooms, help teachers collect data on potentially gifted kindergarteners. From this data comes the pool of students for first semester referrals in kindergarten, particularly in years when CogAT testing is not economically feasible.
5. Kindergarten and first grade teachers are encouraged to nominate their top two students who are not already identified as gifted, minimally. More are preferred. Teachers are encouraged to refer on the basis of how quickly students learn new information.
6. Guidance personnel, K-12, screen the transcripts of transfer students for information indicating that new students may need immediate referral to the gifted programs. Students who were identified gifted in other school divisions are considered automatic SOAR students (upon receiving parent permission) and will be reevaluated during the next gifted referral window for evidence of their need for placement in PACE, SAGE or continued placement in SOAR. Names of these students are forwarded to the gifted resource teacher and the gifted director.
7. Each year all teachers are required to challenge their students with open ended and accelerated assignments. Student generated products from these assignments are kept in a folder to use as samples should they decide to refer a child.

## Screening for PAAS

Screening Procedures for VPA - Visual Arts  
 Screening Procedures for VPA - Theatre  
 Screening Procedures for VPA - Vocal Music

### **Creating Screening Pools for Visual/and Performing Arts Gifted (PAAS-Art & PAAS-Art Apprentice, PAAS-Vocal & PAAS-Vocal Apprentice, PAAS Theatre & PAAS Theatre Apprentice)**

Pools of candidates for consideration for Fine Arts gifted referrals are created annually in the following ways.

### **Gifted Visual and Performing Arts Screening at a Glance**

<b><u>Grade</u></b>	<b><u>Instrument</u></b>	<b><u>When</u></b>	<b><u>Comment</u></b>
4-12	Annual Screening Meeting for Art and Vocal - Includes checklists for each teacher to use when observing their students.	Annually at discretion of the principal. Usually January	Most of our referrals come from our PAAS teachers, but all teachers in the building should be made aware of the program each fall. Characteristic checklists should be shared.
6-12	Annual Screening Meeting for Theatre - Includes checklists for each teacher to use when observing their students.	Annually at discretion of the principal. Usually January	
8-9	Strong consideration is given to students who apply to ARGS, but who have not been identified for our PAAS program	Each January	

1. Each fall and in January PAAS teachers are reminded to look for possible spring referrals. Most PAAS teachers create a pool of candidates with whom they work throughout the year. Art, vocal and theatre teachers are asked to review the performance and characteristics of all their students annually. The students who exceed typical performance levels for students of the same age and who consistently display characteristics described by Renzulli in his creativity, motivation and fine arts checklists are then referred to the PAAS program for identification in February. The teachers may refer immediately, as soon as they are aware of the giftedness. If they are uncertain, they may prefer to observe the student closely until referrals are called for in February. They may decide to not refer the child based on other factors. Screening takes place in grades: (PAAS – PAAS-Art & Art Apprentice, PAAS-Vocal & Vocal Apprentice) 4-11 (PAAS – Theatre & Theatre Apprentice) Grades 6-11. Please see page 23 for consideration for special populations.
2. Classroom teachers are also reminded that the PAAS program exists and of the characteristics of students who are gifted in the area of the visual and performing arts. They are asked to be on the lookout for children with talent in visual, vocal and in the theatre. In February classroom teachers are reminded that teachers, parents, students and other professionals can refer students.
3. Each fall new teachers attend a brief orientation program during new teacher training week informing them that the gifted programs, including the PAAS program, are available and that their responsibility is to screen and refer students.

# Part III: B

## Referral Procedures

## Referrals: PACE, SAGE, SOAR

### 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

**Referral procedures for** Specific Academic Aptitude - English

**Referral procedures for** Specific Academic Aptitude - History and Social Science

**Referral procedures for** Specific Academic Aptitude - Mathematics

**Referral procedures for** Specific Academic Aptitude - Science

### PACE, SAGE, SOAR Referral Calendar

Dates on this calendar may change slightly from year to year as holidays and SOL testing windows vary. Check the website under Gifted Program - Identification - for the most recent calendar.

Action	First Semester Window	Second Semester Window
Referrals are accepted throughout the school year from parents or legal guardians, teachers, professionals, students, peers, self, or others.		
Recruiting windows ... Best time for referrals!	Opening week of school in the fall through end of the second week in October.	The first day of February through the last Friday of February.
Assessment windows	From the 4 <sup>th</sup> week of October through the end of the 3 <sup>rd</sup> week in November.	The second week of March till the end of the first week in April. (may shift slightly depending on Spring Break & SOL testing)
Eligibility Committees	On or before the second Friday in December.	On or before the end of the first week in May.
Decision Letter Mailed	On or before the third Friday in December.	On or before the end of the second week in May.

*Any exception to the above assessment schedule should be cleared with the director of gifted in writing in advance of the change.*

**Referral Procedures for PACE, SAGE and SOAR continued:**

1. Annually, usually in January, a Gifted Referral staff meeting is held. All instructional personnel (both new and experienced) are alerted that referrals for gifted are rigorously sought throughout the month of February. They are asked to take a final look at the screening pool that they have been creating since the fall. They are once again reminded about characteristics of gifted, the importance of providing work samples, and the criteria for identification.
2. At this referral meeting the complete referral process and sample referrals are made available to all instructional personnel. They are reminded of the process for obtaining referrals and are strongly encouraged to pursue these referrals at this time.
3. Each year reminders of the referral process, the characteristics, and how to obtain forms are placed in student handbooks and on the website. Brochures are available in school offices.

Additional Referral Information

- a. *Who May Refer:* Parents or legal guardians, teachers, professionals, students, peers, or others can refer. Students may refer themselves.
- b. *How Appropriate Forms are Obtained:* Referral forms can be obtained by contacting the principal, guidance counselor or resource teacher within each school. Forms are stored in a place designated by the school principal.
- c. *To Whom Forms are Returned:* Forms are returned to the principal or his/her designee. In most schools the gifted resource teacher is assigned this task.
- d. *Timeline for Form Acceptance:* Referral forms are accepted throughout the school year. Action begins as soon as the resource teacher receives the information. Permission is sent home within **10 instructional days** of an initiated referral. (Action is begun on summer or vacation referrals within **10 instructional days** after the return of students.) Persons completing forms are expected to return them in a timely manner. During the targeted screening and referral period a best practice deadline is specified. Often a cover letter will be included for students, parents and community members suggesting a timely date of return. As a matter of best practice persons making a referral should have no less than 48 hours and no more than 10 instructional days to return the forms. There are two windows for test administration in each school, one in the late fall, and one in the spring. This enables all students to be processed within the recommended 90 instructional days. The countdown for these 90 days begins on the date on which the **gifted resource teacher** receives the permission form (consent from parent or legal guardian for the student to be tested.) It is the responsibility of the gifted resource teacher to date each form in ink as it is received by him/her and ask the Star Base operator to enter that date into the county's data base in a timely manner.
- e. *How information about the Referral Process is Made Available to Parents of Student in Grades K-12, and Others in the Community:* Annually each school and the central office encourage parents, community members, and the students themselves to consider who might need gifted services and to take the action of making a referral in several of the following ways:
  - i. Descriptions of gifted programs services and referral process are published in handbooks and placed on the website and other electronic means.
  - ii. Announcements are made on PG TV and over school Public Address systems.
  - iii. Brochures are made available during parent meetings.
  - iv. A brochure is available in office areas.

## **Strategies for Screening and Identifying Special Populations of Gifted Learners**

Specific strategies used to screen and refer **special populations of gifted learners** (i.e., economically disadvantaged, culturally diverse, limited English speaking and/or students with a disability.)

### **1. Screening/Referral of Special Populations:**

- a. During the annual fall and/or staff development the topic, *strategies to screen and refer special populations* is a required item on the agenda. Up-to-date information, ideas on diversity, culturally sensitive checklists, twice-exceptional checklists, and theories as they become available are shared with all instructional personnel annually.
- b. Within each building, the principal directs the staff to make every reasonable effort to identify potential candidates within the ranks of special populations who both need and can benefit from specifically planned educational services.
- c. Principals, as they observe in classrooms, make note of and share with teachers examples of gifted behavior including those demonstrated in unusual ways.
- d. An annual elementary information meeting takes place for all parents of students interested in advanced options for their children.
- e. The use of a classroom checklist of gifted behaviors that lists how behaviors may be inappropriately as well as appropriately displayed in a classroom setting is reviewed with instructional personnel annually.
- f. The collection of work samples from products created from multicultural prompts is encouraged. These lessons, whenever possible, should be presented at Bank's Transformational Level.
- g. Dispensing of brochures and the placing information on our website help us to reach out to family members or community members who may not be aware of the manner in which a student displays evidence of potential.
- h. The Unit Test is available as an alternative test for the eligibility committee to recommend for some students. This is especially helpful in identifying students where language use is a possible barrier to identification.

### **2. Identification/Placement of Special Populations**

- a. Identification/eligibility committees may request special accommodations based on the needs of special populations. Students seeking a dual label must be assessed according to their pre-established IEP. The director of gifted must approve the substitute or additional adjudication.
- b. Holistic reviews are required of every student's profile.
- c. Multicultural products are encouraged.

*PAAS-Vocal, Visual, Theatre and Apprentice*

**PAAS Referral Calendar**

**PAAS Adjudication and Interviews Take Place Just Once a Year**

Action	Window
Referrals are accepted throughout the school year from parents or legal guardians, teachers, professionals, students, peers, self, or others.	
Recruiting window ... Best time for referrals!	The first day of February through the last Friday of February
Assessment date	Date may vary due to spring break, but usually is set for the 4 <sup>th</sup> Saturday in March.
Eligibility Committees	On or before the end of the first week in May
Decision Letter Mailed	On or before the end of the second week in May

*Any exception to the above assessment schedule should be cleared with the director of gifted in writing in advance of the change.*

1. Annually, usually in January, a PAAS Referral Staff Meeting is held. All instructional personnel (both new and experienced) are alerted that referrals for PAAS are rigorously sought throughout the month of February. They are asked to take a final look at the screening pool that they have been creating since the fall. They are once again reminded about characteristics of gifted, the requirements of the adjudication process and the criteria for identification.
2. At this referral meeting the complete referral process and sample referrals are made available to all instructional personnel. They are reminded of the process for obtaining referrals and they are strongly encouraged to pursue these referrals at this time.
3. Each year reminders of the referral process, the characteristics, and how to obtain forms are placed in student handbooks and on the website. Brochures are available in school offices.

**Additional Referral Information:**

- a. *Who May Refer:* Teachers, parents or legal guardians, professionals such as private art, vocal or theatre teachers, other instructional personnel, parents, peers and community members can refer. Students may refer themselves.
- b. *How Appropriate Forms are Obtained:* Referral forms can be obtained by contacting the principal, guidance office or PAAS teachers within each school. Forms are stored in a place designated by the school principal and on district website.

## Referrals: PAAS

- c. *To Whom Forms are Returned:* Forms are returned to the principal or his/her designee. In most schools the PAAS teachers are assigned this task.
- d. *Timeline for Form Acceptance:* Referral forms are accepted throughout the school year. Action begins as soon as the resource teacher receives the information. An acknowledgment of a parent or student referral is sent home within 10 instructional days of an initiated referral. (On summer or vacation referrals action is begun within 10 instructional days after the return of students.) Persons completing forms are expected to return them in a timely manner. During the targeted screening and referral period a best practice deadline is specified. Often a cover letter will be included for students, parents and community members suggesting a timely date of return. As a matter of best practice persons making a referral should have no less than 48 hours and no more than 10 instructional days to return the forms.
- e. *How the Referral Process is Made Available to Parents of Students in Grades K-12 and Others in the Community:* Annually each school and the central office encourage parents, community members, and the students themselves to consider who might need gifted services and take the action of making a referral in several of the following ways;
  - 1. Descriptions of Gifted Programs services and referral process are published in handbooks.
  - 2. Articles are placed in school or county newsletters and on the county's website.
  - 3. Announcements are made on school public address systems or on school TV stations.
  - 4. Announcements and/or written descriptions of programs and the referral process are distributed during a PTA meeting.
  - 5. A brochure is available in office areas.

### **Strategies for Screening and Identifying Special Populations of Gifted Learners**

Specific strategies used to screen and identify **special populations of gifted learners** (i.e., economically disadvantaged, culturally diverse, limited English speaking and/or students with a disability.)

#### **1. Screening/Referral of Special Populations:**

- a. During the annual staff development the topic, *strategies to screen and identify special populations* is a required item on the agenda. Up-to-date information, ideas, culturally sensitive checklists, twice-exceptional checklists and theories are shared with all instructional personnel annually.
- b. Within each building, the principal directs the staff to make every reasonable effort to identify potential candidates within the ranks of special population who both need and can benefit from specifically planned educational services.
- c. Principals, as they observe in classrooms, make note of and share with teachers examples of gifted behavior including those demonstrated in unusual ways.
- d. An annual elementary information meeting takes place for parents of students interested in advanced options for their children.
- e. The review of products created from multicultural prompts is encouraged. These lessons, whenever possible should be presented at Bank's Transformational Level.
- f. Making information available at parental meetings and placing articles on our website helps us to reach out to family members or community members who may be aware of the manner in which a student displays evidence of potential outside the classroom. Brochures may be mailed to the music ministers of local churches. The possibility of sharing information through local libraries and art leagues is being considered.

**2. Identification/Placement of Special Populations**

- a. Identification committees may request special adjudication accommodations based on the needs of special populations. Students seeking a dual label must be tested according to their pre-established IEP. The school psychologist and the director of gifted must approve substitute or additional adjudication.
- b. Holistic reviews are required of every student's profile.
- c. Multicultural products are encouraged.

Part III: C  
Identification  
Procedures  
Multiple Criteria  
Used To Determine  
Eligibility

**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.

**PACE, SAGE, SOAR**

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

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. NOTE: Selection of either item 5a or 5b or both counts as a single criterion.

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

- 1. Assessment of appropriate student products, performance, or portfolio:
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires:
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) CoGAT Form 6, Level 1, 2001. \*WISC III, Ravens Progressive Matrix, Toni 2 and the Universal Non-verbal Intelligence Test (UNIT) are available if requested by the Division-Wide or the School-Wide Identification Placement committee and approved by the Director of Gifted and the psychologists. The UNIT is especially effective with LEP students.

And/or

- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.) K-12
- 7. Additional valid and reliable measures or procedures

Specify:

*\*In rare cases other tests may be accepted pending approval of the School Psychologist and the Director of Gifted.*

2. Additional identification information for General Intellectual Aptitude  
Additional identification information for Specific Academic Aptitude - English  
Additional identification information for Specific Academic Aptitude - History and Social Science  
Additional identification information for Specific Academic Aptitude - Mathematics  
Additional identification information for Specific Academic Aptitude - Science

All the data above is gathered for every student referred to our Intellectual Aptitude program and to our Specific Academic Aptitudes Program. The committee then reviews all the data. PACE students are students who demonstrate general intellectual giftedness consistently within all core disciplines (math, English, science and social studies). SAGE students demonstrate specific academic giftedness consistently in one, two or three core areas. SOAR students are the students whose indicators of giftedness are inconsistent or inclusive, containing just a few strong pieces of data. They are placed in SOAR for a set period of time, usually one year. All SOAR students, are assessed again at a time designated on their acceptance letter. Transfer students who were placed in a gifted program by a sending school will have their placement reviewed by each school's Transfer Gifted Eligibility Committee so that the student's prior placement can be honored. This decision is expected to be made as soon as possible, in fewer than 10 school days and no more than 20.

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

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.

**PAAS**

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

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both count as a single criterion.

VPA - Theatre

VPA - Vocal Music

VPA - Visual Arts

- 1. Assessment of appropriate student products, performance, or portfolio:  
Adjudication: grades 4-12 for Art and Vocal and grades 6-12 for  
 Theatre
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires: The Renzulli creativity, motivation and artistic/musical/theatre forms are filled out by teachers and parents.
  
- 4. Individual (family) interview
  
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA):
- And/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
  
- 6. Record of previous achievements (awards, honors, grades, etc.)
  
- 7. Additional valid and reliable measures or procedures  
Specify: Personal statements indicating task commitments and interest

*\*In rare cases other tests may be accepted pending approval of the School Psychologist and the Director of Gifted.*

2. Additional identification information for VPA - Theatre  
Additional identification information for VPA - Visual Arts  
Additional identification information for VPA - Vocal Music

PAAS students are referred for a specific focus area: visual art, vocal music or theatre. All the above information pertaining to that focus area is gathered for each student referred. PAAS-Art, PAAS-Vocal and PAAS-Theatre students are students who demonstrate giftedness consistently across the focus area. Apprentice students are the students whose indicators of giftedness are inconsistent or inclusive, containing just a few strong pieces of data. They are placed in the Apprentice program for a set period of time. All Apprentice students are assessed again at a time designated on their acceptance letter. Transfer students who were placed in a gifted program by a sending school will have their placement reviewed by each school's Transfer Gifted Eligibility Committee so that the student's prior placement can be honored. This decision is expected to be made as soon as possible, in fewer than 10 school days and no more than 20.

# Part III: D

## Placement Procedures

**D. Placement Procedures (8VAC20-40-60A.3)**

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

**PACE, SAGE, SOAR**

**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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

2-4 **Classroom Teachers** (2 required) (1 Standing, 1 Limited Time)  
Referring Teacher, who knows the child and serves as the child's advocate, usually is present for only one referral. A second classroom teacher who is trained in gifted stays for all referrals in the school. This teacher should be experienced in the area of gifted education and have taken more than the minimum of 3 hours of classes at the graduate level if at all possible. At middle school, whenever possible, the entire team should be present. (In the rare occasions when consensus cannot be met, the team as a whole has one vote in the final decision.)

1 Gifted Education Resource Teacher(s) This teacher usually serves as the child advocate for a child referred by a parent or peer.  
(1 Required-Standing)-Coordinator's Designee.

1 Counselor – 1 Required. Standing.

0 School Psychologist(s) may attend upon request

0 Assessment Specialist(s)

1 Principal(s) or Designee(s)

0 Gifted Education Coordinator may attend upon request

0 Other(s) Specify: Elementary or Secondary Director upon request

- b. Type of Identification/Placement Committee

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

School-level

Division-level

**Recommendations for School-Wide Committee:** The principal should consider the following when forming the School's Identification Placement Committee:

1. A minimum of 5 members is required.
2. At least one member should have a license in gifted education or be pursuing it.
3. At least one member should know the child and be designated as a child's advocate. This is usually the referring teacher. When the parent or a student refers the child the principal appoints a member of the committee to this role. They should have some contact with the referring party. In most cases this will be the resource teacher or the counselor.
4. Every effort should be made to have the membership reflect the ethnic diversity of the student population of the school.
5. When a student with an IEP is referred, a member on the committee should have expertise in the area of special concern or should consult with someone who does. The child's case manager should attend the placement meeting.
6. Someone on the committee should be able to represent a countywide perspective. This is usually the resource teacher but may be another teacher or administrator. This is especially important at the elementary level where students are spread out over 5 schools.
7. Since the decisions made on this committee are based on both qualitative and quantitative data, it is imperative the committee be composed of the most qualified personnel in the school in the area of gifted education.

**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.

**PAAS**

**1. Identification/Placement Committee (8VAC 20-40-40D)**

- a) This section includes the **number** of persons comprising the Identification/Placement Committee by category.

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

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

- 1- Classroom Teacher(s) This must be a specialist in the focus area of the student. If possible it should be the referring teacher and he or she should serve as the student advocate
- 1 Gifted Education Resource Teacher(s) This is the PAAS teacher in the focus area. He or she serves as the child advocate in the case of a parent referral or in the case of a student whose referring teacher cannot attend the meeting.
- 0 Counselor – May attend upon request.
- 0 School Psychologist(s) May attend upon request
- 0 Assessment Specialist(s)
- 0 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator Required
- 1 Other(s) Specify: Another teacher or coordinator, preferably one with a background in the arts. This person stays the entire time to provide a county-wide perspective.

- b) Type of Identification/Placement Committee

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

- School-level                       Division-level

## Prince George County Public Schools

**Recommendations:** The director of gifted education should consider the following when forming the District's Identification Placement Committee:

1. A minimum of 4 members is required.
2. At least one member should have a license in gifted education or be pursuing it.
3. At least 2 members must be experts in the fine arts area being considered.
4. A least one member should know the child and be designated as a child's advocate. This is usually the referring teacher. When the parent or a student refers the child, the director appoints a member of the committee to this role. They should have some contact with the referring party. In most cases this will be the PAAS fine arts teacher from the school.
5. Every effort should be made to have the membership reflect the ethnic diversity of the student population of the school.
6. When a student with an IEP is referred, a member on the committee should have expertise in the area of special concern or should consult with someone who does. The child's case manager should attend the placement meeting.
7. Since the decisions made on this committee are based on both qualitative and quantitative data it is imperative the committee be composed of the most qualified personnel in the school in the area of gifted education and in the area of fine arts.

# Eligibility

- Criteria
- Using the Criteria to Make a Decision
- Timeline

Prince George County Public Schools

**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.

**PACE, SAGE, SOAR**

- General Intellectual Aptitude
- Specific Academic Aptitude - English
- Specific Academic Aptitude - History and Social Science
- Specific Academic Aptitude - Mathematics
- Specific Academic Aptitude - Science

**The Criteria for Eligibility**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Slocumb-Payne Teacher Perception Inventory	Current math, science, social studies and English classroom teacher(s) and by parents.	Gifted Resource Teacher checks the score. Committee evaluates it.	The classroom teacher(s) and parent give it to the gifted resource teacher who provides it to the committee
Grades	Current classroom teachers	Gifted resource teacher places grades on forms. Committee evaluates them.	Gifted Resource teacher provides it to the committee.
Performance Tasks	Current math, science, social studies and English classroom teacher(s) select one or more performance tasks.	The committee as a group.	The classroom teacher(s) provide(s) them to the committee.
Honors and Awards	Current math, science, social studies and English classroom teacher(s) and parents.	The committee as a group.	The classroom teacher(s) and parent give it to the gifted resource teacher who provides it to the committee
Ability Tests: CoGAT	CogAT is administered by the resource teacher in grade K for identification for K-SOAR program. It is also administered by classroom teachers in grades 2. CogAT is administered by all K teachers when funding is available. At all other grades the tests are administered by the gifted resource teacher or another qualified teacher/guidance counselor who has experience in test administration.	When given to an entire grade level the tests are sent away to the company to be scored. When administered only to referred students they are corrected by a team of teachers. Each test is scored twice to assure accuracy.	The scores are recorded by the gifted resource teacher who provides them to the committee.

## 2. Eligibility (con't)

Once the referral process is initiated, meaning that parent or other legal guardian has returned written consent for assessment and that that consent has been given to the gifted resource teacher, no more than 90 instructional days should pass before the decision process is complete and the decision letter is mailed to the parents.

### **Collecting the above data:**

The school-based committee collects all information needed to complete the profile. The job of collecting all information is the responsibility of the principal. In schools that have resource teachers this responsibility is delegated to them. They collect the information, enter the data on the profile form and arrange it so that all members of the committee can view it easily.

1. The referring party fills out the cover sheet, P.3-3. This form is dated. At this point the parent permission letter is sent home, pgs. 3-6 and 3-6a (ASAP and no later than 10 instructional days after the referral sheet has been filled out). No other data is collected without parent permission.
2. Parent permission is received and placed in the child's folder by the resource teacher.
3. Either the resource teacher or the classroom teacher must fill out the background information on 3-3a. The principal decides who is delegated the duty in the school.
4. The resource teacher, the guidance counselor, or another licensed, experienced teacher, or administrator administers and corrects all tests. Each school appoints the person who is responsible within their building. Under special circumstances, when a WISC is requested and approved, the school psychologist administers this test. Special permission to have the psychologist test students must be obtained in writing.
5. In grades K-12 all core teachers and the parent fill out a Slocumb-Payne scale. An observation page (3-9d) is also completed (K-12) by all parents. This calls for anecdotal information and information on honors and awards.
6. Work samples in all 4-core areas with accompanying criteria sheets (p 3-10) must be gathered by core teachers and submitted to the committee. Principals or resource teachers usually collect them from the classroom teachers.
7. The principal or resource teacher collects grades from the classroom teachers or guidance office.
8. The principals or resource teachers record information on p. 3-7 Data Collection Sheet in order to assist the committee in seeing patterns. Each committee member, as a rule, receives a copy of this page during the discussions. All copies are returned to the resource teacher and shredded following the meeting. The original remains in the student's folder.
9. When all data is assembled the principal calls a meeting of the Identification/ Placement committee.

## The Eligibility Process

### *Gifted/Talented Programs PACE, SAGE and SOAR Identification/Placement Guidelines*

*Eligibility for identification in the gifted programs is based on the following guidelines.*

*Identification/Placement Committees are encouraged to focus on the pattern of data that emerges during eligibility review.* Data collected is quantitative and qualitative, subjective, and objective. It is collected both in relation to general intellectual giftedness (PACE) and specific academic giftedness in math, English, science, and social studies (SAGE). The decision is a qualitative rather than a quantitative decision.

*Committee members are asked to be sensitive to the needs of special populations in their school including socio-economically disadvantaged, minority, female, English as a Second Language, and twice-exceptional students.*

1. **Slocumb-Payne Inventory** – A score at, near or above 57 is considered superior. The checklist score should be reviewed in light of the strength of the Individual Observation Form. Both teachers and parents or guardians complete these forms.
2. **Grades** - A's or mostly A's and a few B's earned at the differentiated/ advanced, honors, MYP, AP or dual-credit level where the grading is based on differentiated assignments, i.e. those reflecting advanced critical and creative thinking. When the class is not offered at the advanced or honors level and grades are based on on-grade-level criteria, A's are reviewed by the committee but not seen as a strong indicator of the need for gifted services.
3. **Performance Assessment** - Outstanding performance is described on the form *Criteria for Advanced Performance Tasks*. The committee must review work sample in math, science, social studies and English.
4. **Honors and Awards** – The committee considers only awards and honors at the school-wide, county, state, national, or international level. The committee should consider, not so much the number of awards but the quality of the achievement to the discipline or the community
5. **Ability Testing** - A score at, near or above 95%ile is considered as an indicator of the need for gifted services

*When indicators of giftedness are few but strong and therefore evidence is inconsistent or inconclusive, the committee should review the data in relation to possible SOAR placement. This decision is also a qualitative rather than a quantitative decision.*

**Remember**

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

*Gifted Regulations July 2010*

## Coming to a Decision

1. Under the leadership of the principal or his designee, the committee reviews, discusses and summarizes the information on the profile in relation to the target scores. Each area is discussed *separately*.
2. Then the profile is examined holistically. The *holistic review* is especially important for students who represent underserved populations, but is completed for all children.
3. Whenever possible the committee comes to consensus. A vote may be taken if necessary. In those cases, the majority opinion prevails. Minority opinion members may, but are not required to, write a dissenting opinion, which is placed in the folder.
4. Notification of the decision made is mailed to parents within **20 instructional days** of the decision. The decision is shared with school administrators and the director also within that same time period. No child will be served without the permission of the parents.
5. **No single criterion** can deny nor guarantee access to the gifted programs services.
6. The entire process must take place within **90 instructional days** of the receipt of the permission to test by the gifted resource teacher.

## The Eligibility Timeline

### Gifted Testing-Window Guidelines PACE, SAGE, SOAR 2017-2022

No more than 90 **instructional** days should pass between the date on which the permission to assess is received by the gifted resource teacher and the date of the mailing of the eligibility decision letter.

Action	Time Frame	Comments
1. Referral from teacher, parent, student or community member.	Referrals are accepted throughout the year. Once testing begins, new referrals are held until the next testing window. The 90-instructional day countdown begins with the receipt by the gifted resource teacher of consent for assessment.	Referral cut-off dates for both fall and spring testing are determined annually and may shift from year to year in order to avoid conflict with SOL testing.
2. Permission is obtained from parents to begin the process.	The permission to assess letter is sent to parents within 10 instructional days of the child's referral.	In general parents have 10 instructional days to return this permission.
3. Checklists and honors and award information are sought from the parents.	In general, these forms are sent home with the permission letter within 10 instructional days of the child's referral.	Parents return this information with their permission.
4. Teachers are informed of the referral and begin collecting work samples	The alert to teachers that they need to be collecting work samples also happens within 10 instructional days after the referral unless the referral spans summer months in which case the alert is given to the teacher as soon as school begins.	Work samples must be submitted to the committee before or at the Eligibility Meeting.
5. Standardized testing dates are set and tests are administered.	Parents are informed of their child's testing window and tests are administered. The testing must take place so that there is sufficient time for the tests to be administered, corrected twice, and the scores recorded before the eligibility committee meets.	Annually testing windows are established by the director and posted on the website. The dates may have to be rearranged due to SOL testing window changes. It is the responsibility of each building principal to be sure no student waits longer than the recommended 90 instructional days for his/her eligibility decision. The resource teacher assists the principal with this duty.
6. Teachers are given the checklists and honors and awards forms and asked for student grades	This information must be in the hands of the principal or resource teacher no later than 5 instructional days before the eligibility meeting. Teachers should have no fewer than 10 instructional days to complete the necessary forms.	
7. Resource teachers gather and assemble all information for the eligibility meeting. They enter all the information on the chart.	Resource teachers should have no fewer than 5 instructional days prior to the eligibility meeting to assemble and enter this information.	Whenever possible a 3-year profile of test scores and grades is assembled for the student. This allows the eligibility committee to see the student's performance over time as well as within a one-year time frame.
8. The eligibility meeting is announced.	All participating members of the eligibility meeting should have a 5-day notice of the meeting.	

Prince George County Public Schools

**The Eligibility Timeline (con't)**

<b>Action</b>	<b>Time Frame</b>	<b>Comments</b>
9. The eligibility meeting is held.	As a rule of thumb the eligibility meeting should be held no later than 80- 85 instructional days after the referral so that between 5 and 10 instructional days remain to produce the final decision letters and get them ready for mailing.	
10. Eligibility letters are mailed to parents.	The mailing occurs 90 instructional days or less after the permission to test is received. Permission to participate is included for all those who qualify.	The letter invites parents to come to school and to view their child's information. If the student is identified for services, it also notifies them of an orientation.
11. Appeal	<p>Parents who disagree with the decision meet with first a member of the school committee within 10 instructional days of the date on the decision letter.</p> <p>They then meet with the director within 5 additional instructional days unless both parties agree on a different date. The parents then submit within 5 instructional days, in writing, the specific concern they would like to have considered in the review. No new information is allowed. The appeals committee meets within 10 instructional days and the decision of the appeals committee is mailed to parents within 5 instructional days.</p>	

**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.

- VPA - Theatre
- VPA - Visual Arts
- VPA - Vocal Music

**PAAS**

**The Criteria for Eligibility**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Short Essay	The students. Completed at school or at home	Two PAAS teachers, usually not including the one teaching the child.	Program director
Honors and Awards	Parents and student. Completed at school or at home.	Two PAAS teachers, usually not including the one teaching the child.	Program director
Renzulli Checklists	A teacher working with the student in the area of giftedness plus A parent or guardian	Two PAAS teachers, usually not including the one teaching the child.	Program director
Written Interview	Student and guardian respond to interview questions on application prior to Adjudication	Two adults usually classroom teachers not including the referring teacher.	Program director
Adjudication	Two teachers adjudicate the student who attends an adjudication scheduled on a Saturday,	Two Fine Arts specialists from the area, usually not including the one teaching the child.	Program director

The decision is made within 90 instructional days of notifying the parents of the exact adjudication date.

## Collecting the above data

The PAAS teacher collects all information needed to complete the profile. The job of collecting all information is the responsibility of the principal. In schools that have PAAS teachers this responsibility is delegated to them. They collect the information, enter the data on the profile form and arrange it so that all members of the committee can view it easily. The final 2 scores are added by the director in the central office (adjudication and interview).

1. The referring party fills out the cover sheet. This form is dated. At this point the parent permission letter is sent home (ASAP and no later than **10 instructional days** after the referral sheet has been filled out). No other data is collected without parent permission.
2. Parent permission is received and placed in the child's folder by the PAAS teacher.
3. The PAAS teacher fills out the background information.
4. The parents of the student fill out a home data sheet.
5. The student completes the personal response sections of the application. Parents may assist.
6. The director sends home the notification of adjudication letter, including the student's adjudication and interview schedule.
7. The director and PAAS specialists recruit adjudication and interview personnel.
8. Appropriate PAAS teachers, and the director or their designees attend all adjudications.
9. One arts teacher and the parent fill out the creativity, motivation and arts Renzulli-Hartman scales.
10. Visual Arts, Vocal and Theatre Adjudication Letters go home that outline the requirements for the adjudication.
11. The PAAS teachers **record all** information received from home and the school on the proper forms.
12. The director or her designee records adjudication scores in each student's folder.
13. The completed folders are forwarded to the director of gifted. They should be in the hands of the director at least 48 hours prior to the date of the identification meeting.
14. When all data, including the adjudication results are assembled the director calls a meeting of the Identification/Placement committee.
15. Within 20 instructional days of a committee decision letters explaining the results are mailed to the parents of the students.

## The Eligibility Process

### *Gifted/Talented Programs PAAS Identification/Placement Guidelines*

*Eligibility for identification in the gifted programs is based on the following guidelines.*

*Identification/Placement Committees are encouraged to focus on the pattern of data that emerges during eligibility review. Data collected is quantitative and qualitative, subjective, and objective. The decision is a qualitative rather than a quantitative decision.*

*Committee members are asked to be sensitive to the needs of special populations in their school including socio-economically disadvantaged, minority, female, English as a Second Language, and twice-exceptional students.*

1. **Renzulli Inventories** – Completed by both the parent and the teacher.
  - a. A score at near or above 44 or higher is considered superior on the Musical , Theatre or Visual Art checklist.
  - b. A score at, near or above 17 is considered superior on the Creativity checklist.
  - c. A score at, near or above 18 is considered superior on the Motivation checklist.

The checklist score should be reviewed in light of the strength of the Parent Narrative Form. (Both teachers and parents or guardians complete the Renzulli forms.)

2. **Adjudication** – scored by two adjudicators - Outstanding performance is considered to be a score at, near or above 170 on the vocal music, 68 on theatre or 340 on visual art adjudication.
3. **Interview** - A score at, near or above 15 is considered a superior score.
4. **Honors and Awards** – The committee considers a score at, near or above 4 as superior in regard to the honors and awards listed on the application.
5. **Activities in Focus Area** - A score at, near or above 6 is considered superior in regard to the activities listed on the application.
6. **Personnel Statement** - A score at, near or above 10 is considered superior on the brief essay submitted with the application.

*When indicators of giftedness are few but strong and therefore evidence is inconsistent or inconclusive, the committee should review the data in relation to possible PAAS- Apprentice placement. This decision is also a qualitative rather than a quantitative decision.*

**Remember**

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

*Gifted Regulations July 2010*

### Coming to a Decision.

1. Under the leadership of the director or her designee, the committee *reviews, discusses and summarizes* the information on the profiles in relation to the established criteria for the group as a whole.
2. Then individual profiles are examined holistically. The *holistic review* is especially important for students who represent underserved populations.
3. Whenever possible the committee comes to **consensus**. A vote may be taken if necessary. In those cases, the majority opinion prevails. Minority opinion members may, but are not required to, write a dissenting opinion, which is placed in the folder.
4. Notification of the decision made is mailed to parents within 20 instructional days of the decision. The decision is shared with school administrators within that same time period. No child will be served without the permission of the parents.
5. **No single criterion** can deny nor guarantee access to the gifted programs services.
6. The process centers around the adjudication dates offered annually (The adjudications are usually held in winter or early spring.)

## The Eligibility Timeline

### **Testing-Window Guidelines: PAAS** **2017-2022**

No more than 90 instructional days should pass between the date on which parent permission for adjudication is received by the PAAS teacher and the mailing of the eligibility decision letter.

b.

<b>Action</b>	<b>Time Frame</b>	<b>Comments</b>
1. Referral from teacher, parent, student or community member.	Referrals are accepted throughout the year. Adjudication takes place only once a year.	Adjudications take place just once a year on 1- 2 Saturdays in winter or spring. These dates are usually determined the previous May.
2. Permission is obtained from parents to begin the process.	The permission letter is sent to parents approximately 4 weeks before the adjudication date.	In general parents have 10 instructional days to return this permission.
3. Checklists, honors and awards and other information needed are sought from the parents.	In general these forms are sent home with the permission letter.	Parents return this information with their permission.
4. Fine arts teachers are informed of the referral and asked to complete Renzulli checklists.	These forms are sent to the fine arts teachers approximately 5-6 weeks before the date of the adjudication.	Information should be in the hands of the PAAS resource teacher no later than 10 instructional days prior to adjudication.
5. All checklists, short essays and lists of honors and rewards are assessed by 2 fine arts teachers.	This process begins two weeks prior to the adjudication date and is completed no later than the day before adjudications.	
6. Adjudications and interviews take place.	All students are adjudicated and interviewed on one of the two Saturdays. If for some reason a student cannot attend they must wait until the following year to adjudicate.	
7. The PAAS Coordinator and or Director of gifted enter all data on a student data sheet.	Information from the checklists, essay, honors and awards as well as adjudication and interview are entered within 15 instructional days of the adjudication date.	
8. The eligibility meeting is announced.	All participating members of the eligibility meeting should have a 5-day notice of the meeting. Substitutes may need to be hired to cover classes of the standing PAAS specialist.	
9. The eligibility meeting is held.	As a rule of thumb the eligibility meeting should be held no later than 35 instructional days after the adjudication.	
10. Eligibility decision letters are mailed to parents	The mailing occurs 20 instructional days or less after the eligibility meeting.	The letter invites parents to view their child's information. If identified the letter also notifies them of an orientation meeting.
11. Appeals.	Parents who disagree with the decision meet with first a member of the school committee within 10 instructional days of the date on the decision letter. They then meet with the director within 5 additional instructional days unless both parties agree on a different date. The parents then submit within 5 instructional days, in writing, the specific concern they would like to have considered in the review. No new information is allowed. The appeals committee meets within 10 instructional days and the decision of the appeals committee is mailed to parents within 5 instructional days.	

# Determination of Services

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

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

**PACE, SAGE, SOAR**

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

- a. **Matching Potential and Options.** Under each gifted program offered by Prince George Schools, all service options available to that program are listed on the eligibility form. Using all data at its disposal the committee seeks a match between assessed potential of the student and the options provided. The committee directs the resource teacher to check all those options that meet the needs demonstrated on the student profile. This step takes place before committee members sign the forms. Initially most students are recommended for all options.
- b. **Keeping Options Updated.** For PACE and SAGE students program, placement is updated annually by the classroom teachers, and resource teacher through the Annual Review process. It is expected that all students will be eligible again for all options under their placement. Parents are notified of the committee's recommendations if a change in services is recommended or required. For more details refer to *Required Re-evaluations: Annual Review PACE, SAGE*.
- c. According to this gifted plan, identified PACE, SAGE, and SOAR (SOAR with PACE or SOAR with teacher) students, in grades 1-8, are cluster grouped and placed with teachers having graduate training in differentiating instruction for gifted students. Once students enter grade 6 it is expected that gifted students will be enrolled in advanced, honors, dual credit, MYP, and/or AP classes and that they are clustered in those classes if possible. Due to that instructional expectation, the teachers of those classes are required to have graduate training in gifted education. Should an identified gifted student fail to meet criteria set by the division for enrollment in those classes, or choose to be in regular classes: 1.) The cluster-grouping rule no longer applies to that particular child. 2.) The teacher of the regular classes is not required to show evidence of differentiation in his or her plan. 3.) The classroom teacher and the gifted resource teacher meet with and encourage the student to seek appropriately challenging classes in the future.
- d. For SOAR students, program placement is reviewed on the date specified for their reevaluation by the identification placement committee.

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

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

**PAAS**

VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

- a. **Matching Potential and Options.** Under each gifted program offered by Prince George Schools all service options available to that program are listed on the eligibility form. Using all data at its disposal the committee seeks a match between assessed potential of the student and the options provided. The committee directs the PAAS teacher to check all those options that meet the needs demonstrated on the student profile. This step takes place before committee members sign the forms.
- b. **Keeping Options Updated.** For PAAS students, program placement is updated annually by the PAAS teachers, and the principal through the Annual Review process. It is expected that all students will be eligible again for all options under their placement. Parents are notified of the committee's recommendations if a change in services is recommended or required. For more details refer to *Required Re-evaluations*.
- c. For PAAS-Apprentice students' program, placement is reviewed on the date specified for their re-evaluation by the identification placement committee.

Part IV  
Notification  
Procedures

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

### **PACE, SAGE, SOAR**

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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

- a. **General Rule:** Parent permission forms are collected by the principal or designee and filed with the student profile.
- b. **List of Notifications:** **Parental notification** takes place at the following times:
  1. When a student is first referred, parents are notified in writing by the principal, and a yellow file is created. Their permission is required before any data is collected. This is sent home ASAP and no later than **10 instructional days** of the date on the referral.
  2. Permission for testing is requested at the same time that the initial letter is sent home. Also included are parent observation forms, a description of the programs and services, and the appeals process.
  3. Once the committee has made its decision concerning eligibility and services, another letter is sent to parents within **20 instructional days**. No student is placed in a program without the written consent of the parents or guardians. Parents are invited in for one-to-one conference. Parents of SOAR students are informed about the limited duration of their child's placement.
  4. Parents whose children are accepted into the programs are invited to an annual orientation meeting. At this meeting parents are notified of the Below Average Grade policy that may temporarily remove their children from pullout service options. This regulation was put in many years ago at the direction of our School Board. Classroom teachers also address curriculum adaptations.
  5. Parents of students in PACE and SAGE are notified about their child's annual review if a change in services is recommended. When the annual review is sent home, parents are invited in for a conference. If there are any serious concerns or changes in services, they are discussed. Should school personnel recommend a change in program placement, that is a shift from one program to another, or an exiting from the program, the Change of Program Placement Procedures or the Exiting Procedures must be followed.
  6. Parents/guardians wishing to appeal the identification outcome, change in placement, or exit decision should refer to page 59.

**Part IV, continued**

***For PACE, SAGE and SOAR***

- c. The **public is notified** of the timelines and methods of referring students in the several of the following ways:
  - 1. School handbooks
  - 2. One parent meeting per school
  - 3. PA school TV announcements
  - 4. School newsletters
  - 5. Brochures which are available in offices.
  - 6. Website

## Notification Procedures

### PAAS

VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

- a. **General Rule:** Parent permission forms are collected by the PAAS teacher and filed with the student profile.
- b. **List of Notifications: Parental notification** takes place at the following times:
  1. When a student is first referred, parents are notified in writing by the PAAS teacher and a file is created. Their permission is required before any data is collected. This is sent home ASAP and no later than 10 instructional days of the date on the referral.
  2. Notice of the adjudication dates and other forms that must be completed by the parent and student are sent home in February as well as a description of the programs and services, and the appeals process. A permission to adjudicate is included. The receipt of this permission by the PAAS teacher is the beginning of the 90-day window.
  3. A letter is mailed approximately two weeks before the adjudication date that assigns the student an exact time and date.
  4. Once the committee has made its decision concerning eligibility and services, another letter is sent to parents within 20 instructional days notifying them of the decision. Permission for services form is included. No student is placed in a program without the written consent of the parents or guardians. Parents are invited in for one-to-one conference.
  5. Parents whose children are accepted into the programs are invited to an annual orientation meeting. At this meeting parents are notified of the Below Average Grade policy that may temporarily remove their children from pullout service options. This regulation was put in many years ago at the direction of our School Board. PAAS teachers also address curriculum adaptations.
  6. Parents of students are also notified about their child's annual review. They are told that if there are any serious concerns or changes in services they would be notified. Should school personnel recommend a change in program placement, that is a shift from one program to another, or an exiting from the program, the Change of Program Placement Procedures or the Exiting Procedures must be followed.
  7. Parents/guardians wishing to appeal the identification outcome, change in placement, or exit decision should refer to page 63.
- c. The public is notified of the timelines and methods of referring students in several of the following ways:
  1. School handbooks
  2. Annual announcements in local newspapers
  3. One PTA meeting per school
  4. PA announcements in schools
  5. School newsletters
  6. Brochures are available in offices
  7. Website

## Part V

# Change in Services

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

PACE, SAGE, SOAR

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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Science

1. **Instructional Services and Reevaluation** - Some local definitions:

- a. **Change in Program:** School personnel, parents, and/or students may request a change in program placement. When someone believes that a child's potential is either being over challenged or under challenged by their current placement in one Gifted Program they can recommend a move. The move may be from PACE into SAGE or into SOAR or the move may be from SAGE into PACE or into SOAR. (Any SOAR change in placement is built into the program.) Change in Program Placement requires certain procedures to be followed and it requires the written permission of the parent. The Identification/Placement committee makes the final decision.
- b. **Change in Services:** School personnel, parents, and/or students may request a change in services within a program. When the school recommends that a student add or delete one of the many services listed under the SOAR, PACE or SAGE programs a parent must be notified. *An appropriate match between student potential and program services is the ultimate goal. This requires the collection and analysis of information from a variety of sources.* Some of these services (such as advanced, honors, MYP, dual credit and AP classes) have achievement criteria established by the school board. Parents are notified if their children no longer can access that service and when they may access it for the first time through class scheduling forms. If removed from one option, the students remain in the gifted programs and continue to benefit from all other options. Other changes require that parents are notified and invited in to discuss the reason for changes. If parents request service changes they must put their request in writing. A conference to discuss the reasons for the change is requested. The consent of the principal is required. If the change is approved the child is officially removed from or added to that service for the remainder of the year unless otherwise specified in writing. Service options will again be recommended at the end of the year in the Annual Review process. When the school and/or the parents have removed the student from all or almost all services, particularly differentiated classroom instruction, they have, in effect, implied that the student is no longer in need of the program's services and that as such should be removed or exited from it. At this point Exiting Procedures could be followed. When the parent or the school requests options only available in other programs a Change in Program Placement may be appropriate. Ordinarily a change in services rather than program does not result in a return to the Identification/Placement committee.

## 2. Required Re-evaluations

### a. Annual Review PACE, SAGE

Each year the classroom teacher(s) and the resource teacher(s) review current grades, classroom performance on differentiated assignment and test scores, if any, of PACE and SAGE students. Together they determine whether the data questions or supports the appropriateness of the program placement and services recommended. Parents are notified in writing of any recommended change. *It is expected that most students will continue in the programs and their service options will increase or stay the same.*

### b. SOAR Review

From the beginning students are placed in SOAR for a specified period of time, usually one year. At the end of this time the identification/placement committee once again reviews the student. Any of the program options are again available at this time, including the option of a return to the regular program. Should a parent refuse reevaluation and the term of the placement has ended the child is automatically back in the regular program. It is hoped that SOAR placement will clearly identify the student's need or lack of need for gifted differentiated instruction. No formal exiting procedure is needed because by definition their placement was only for a set period of time.

### c. Below Average Grade Reviews (PACE, SOAR, SAGE)

At the end of each grading period identified students whose grades are below grade level (U, D, or F) receive formal letters encouraging problem solving. The problem solving should include input from the parent(s), teacher(s), the student him/herself, the counselor and/or an administrator. The intent is to intervene before a pattern of underachievement can be formed. After repeated failed attempts to earn on grade level grades a recommendation for temporary discontinuation of participation in pullout sessions, such as resource sessions, field trips, or seminars is made. The student is still considered in the gifted programs and continues to receive other services.

## 3. Optional Reevaluation

### Change in Program Requests – PACE AND SAGE

Within the Gifted Programs a teacher, parent or student himself may perceive a need to shift from one program to another. This shift is built into the SOAR placement, including a return to the regular program. If a change in programs is recommended, from PACE into SAGE or SOAR, or from SAGE into PACE or SOAR, the request is taken to the school's identification/placement committee. The committee gathers additional information that includes a written summary from the individual requesting the change stating the reason for the change. The committee should meet initially within 10 instructional days of the written request. A decision should be made within 90 instructional days of the initial recommendation. All information regarding the initial placement is reviewed plus up-to-date information in all data categories listed on the initial identification/placement form. Additional testing may be administered at this time with the signed permission of the parents. The school's identification/placement committee will then determine the best placement for the student. Signed permission from the parents must be obtained in order to shift a student from one program to another. If exiting the programs completely is recommended, then exiting procedures must be followed.

#### 4. Exiting Request (PACE/SAGE)

##### a. Explanation

A student who has been identified and placed in the PACE or SAGE programs may exit from the program temporarily or permanently. The parent or the school can initiate this action. If the student initiates it no action will be taken without the written permission of a parent or guardian. All requests are submitted to the principal and forwarded to the Identification/Placement Committee. (Exiting the SOAR program is built into the original definition of the program. SOAR placement is by definition a temporary placement. At the end of the period the child returns to the regular program if his/her parents refuse permission for a return to the identification/placement committee.)

##### b. Parent/Student Exiting Request:

1) *Student Request:* If a student, under the age of 18 makes a request, his parents must sign the request. If the parents do not agree to the exiting, the resource teacher or counselor should assist the family in setting up a problem-solving plan to work with the student. If the parent agrees, or if the parent originates the request, the parent may choose to do one of the following:

2) *Parent Permanent Exiting Request:*

The parents must put in writing the reason(s) for the Permanent Exiting Request. The letter must contain a signature and a date as well as the reason(s). The official withdrawal date must be in writing. A conference between parents and school personnel is required. This effectively removes the child from the program. No child will remain in the program without parental consent. Should the child wish to return (s)he must go through the entire identification process again. This withdrawal will be reported in writing to the identification placement committee, the principal, the student's teachers and the director of gifted. The parent's letter will be placed in the student's cumulative folder.

3) *Parent Temporary Exiting Request:*

The parent may put in writing a request for a temporary exit from the program and all of its services. They must sign and date it. This request goes to the identification/placement committee. They must meet within 10 instructional days of the request. Based on the request and input from the school personnel who are working with the student, the committee can then grant a temporary removal from the program and all of its services while a problem-solving team works with the parents, student and the teachers. This committee decision requires specific goals and a specified time period, not to exceed one year per request. If approved all affected parties should be informed. At the end of the time the child is considered to be back in the program. Again all affected parties should be informed. If the problem continues or if the request for temporary removal is denied the parents can revert to #2 above.

c. **School Personnel Make Exiting Requests**

The person makes the request in writing, stating the reasons. The request may be for permanent or temporary exiting of the program. It is signed and dated and turned into the principal or his designee.

1) *School Personnel Requests Temporary Exit:*

The exit request for temporary removal is sent to the school's identification/placement committee. Parents must be informed. The committee meets within 10 instructional days of the request. They should make every effort to seek written input from the parents of the student. Then, as above, they may initiate a problem-solving process to deal with the concerns listed. Parents must be notified, agree to the plan in writing, and should be active in the problem-solving plan. The plan must have definite goals and a time line. At the end of the problem-solving time the student is returned to program. The referring party may refer the child for permanent exiting if the problem-solving plan is unsuccessful.

2) *School Personnel Requests Permanent Exit:*

- a) The exit request for permanent removal is sent to the school's identification/placement committee. They inform the parent and the director within 10 instructional days of the receipt of the request. They initiate written permission for individualized testing that will include a WISC test administered by the psychologist and begin to gather updated data in all areas of the original referral. They forward all information gathered to the director within 10-instructional days of the request.
- b) The director sends a notice to the parents informing them of the date that the Division-wide Committee meeting is to be held. They must have at least one-week notice. They are invited to address the Division-wide meeting in person or in writing prior to its deliberations. If the parents should so desire the student may also address the committee in person or in writing before it goes into deliberation. Should the parents refuse testing or fail to address the meeting the committee is authorized to make a decision based on the information available.
- c) The Division-wide Identification/Placement Committee makes the final decision.
- d) If the Division-wide Committee recommends exiting, the parent must sign their recommendation. They will be notified in writing of the committee decision within five instructional days of the decision. Once the parents have signed the exiting decision, the decision is final and all affected parties should be informed. If the student remains in the program (s)he must participate successfully in some of its options.
- e) The student must go through the school's identification/placement process in order to re-qualify just as a new student would.
- f) Reasons why a student might be considered for exiting:
  - i. The student is participating successfully in none or very few of the options under his or her program placement.
  - ii. There exists evidence of personal/social problems that are thought to be related to stress or pressure associated with gifted identification.

## 5. Appeals

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

The Appeals Procedure is sent home along with a summary of programs and the permission to begin the referral process and testing.

### **Appeals Procedures**

*Includes how and when, committee involved and time line.*

- Level 1: Parents/guardians who have initial questions regarding the identification/placement decision shall contact their principal and/or resource teacher who are members of the identification/placement committee. This must take place within 10 instructional days of the date on the decision letter.
- Level 2: If the parents/guardians continue to have questions regarding the completeness of the evaluation or the interpretation/use of data collected they may request a meeting with the division's director of gifted programs within 5 instructional days of their meeting with the member of the School Identification/Placement Committee. This meeting will be held within 5 instructional days of the request unless both parties have agreed upon a later date.
- Level 3: If an understanding or resolution cannot be reached, the parents/guardians may initiate a formal appeal of the decision by submitting a written request to the director of gifted within 5 instructional days from the date of their meeting with the director. The request should include specific concerns that they would like to have considered in the review. The Division-Wide Identification/Placement Committee will consider the appeal. This committee will review all information that was used in determining the student's decision. *No new information from any source within or without the school system is collected or included.* Appeals are heard within 10 instructional days of the receipt of the written request. The finding of the Division- Wide Appeals Committee will be mailed to the parents within 5 instructional days of the final decision. (If the Division-Wide Committee's exiting decision is appealed an Exiting Appeals Committee is formed. The committee is made up of a Superintendent or her designee, Director of Gifted, a resource teacher, counselor or psychologist, and a teacher. One member must know the child and the majority of the members must have not served on either the School-Wide or the Division-Wide Committee. The superintendent appoints members of this appeals committee. They, too, meet within 10 instructional days, make the final decision and mail the results to the parent.)

## 6. Notification

1. Once the committee has made its decision concerning eligibility and services, another letter is sent to parents within **20 instructional days**. No student is placed in a program without the written consent of the parents or guardians. Parents are invited in for one-to-one conference. Parents of SOAR students are informed about the limited duration of their child's placement.
2. Parents whose children are accepted into the programs are invited to an annual orientation meeting. At this meeting parents are notified of the Below Average Grade policy that may temporarily remove their children from pullout service options. This regulation was put in many years ago at the direction of our School Board. Classroom teachers also address curriculum adaptations.
3. Parents of students in PACE and SAGE are notified about their child's annual review if a change in services is recommended. When the annual review is sent home, parents are invited in for a conference. If there are any serious concerns or changes in services, they are discussed. Should school personnel recommend a change in program placement, that is a shift from one program to another, or an exiting from the program, the Change of Program Placement Procedures or the Exiting Procedures must be followed.

## Change in Instructional Services

VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

## PAAS

### Change in Services

#### 1. **Instructional Services and Reevaluation** - Local definition

School personnel, parents, and/or students may request a change in services within a program. When the school recommends that a student add or delete one of the services listed under the PAAS programs a parent must be notified. *An appropriate match between student potential and program services is the ultimate goal. This requires the collection and analysis of information from a variety of sources.* Some of these services (such as advanced, honors, MYP, dual credit, or AP classes) have achievement criteria established by the school board. Parents are notified if their children no longer can access that service and when they may access it for the first time. If removed from one option, the student remains in the gifted programs and continues to benefit from all other options. These changes require that parents are notified and invited in to discuss the reason for changes. If parents request service changes they must put their request in writing. A conference to discuss the reasons for the change is required. The consent of the principal is required. If the change is approved the child is officially removed from or added to that service for the remainder of the year unless otherwise specified in writing. Service options will again be recommended at the end of the year in the Annual Review process. When the school and/or the parents have removed the student from all or almost all services, particularly differentiated classroom instruction, they have, in effect, implied that the student is no longer in need of the program's services and that as such should be removed or exited from it. At this point Exiting Procedures would be followed. When the parent or the school requests options only available in other programs a Change in Program Placement may be appropriate. Ordinarily a change in services rather than program does not result in a return to the Identification/Placement committee.

#### 2. **Required Re-evaluations**

##### a. **Annual Review PAAS**

Each year the PAAS teacher(s) and the principal(s) review current grades, and classroom performance on differentiated assignments of all PAAS students. Together they determine whether they question or support the appropriateness of the program placement and services recommended. Parents are notified in writing if a change is recommended. *It is expected that most students will continue in the programs and their service options will increase or stay the same.*

##### b. **Annual Review PAAS-Apprentice**

From the beginning students are placed in PAAS Apprentice for a specified period of time, usually two years. Students placed in PAAS Apprentice in elementary school will be reevaluated at the end of grade 7. At the end of this time the identification/ placement committee once again review students. Any of the program options are again available at this time, including the option of a return to the regular program. Should a parent refuse reevaluation and the term of the placement has ended the child is automatically back in the regular program. It is hoped that PAAS-Apprentice placement will clearly identify the student's need or lack of need for gifted differentiated instruction. No formal exiting procedure is needed.

## Change in Instructional Services: PAAS (con't)

c. **Below Average Grade Reviews (PAAS)**

At the end of each grading period identified students whose grades are below grade level (U, D, or F) in the areas of identification receive formal letters encouraging problem solving. The problem solving should include input from the parent(s), teacher(s), the student him/herself, the counselor and/or an administrator. The intent is to intervene before a pattern of underachievement can be formed. After repeated failed attempts to earn on grade level grades a recommendation for temporary discontinuation of participation in pullout sessions, such as resource sessions, field trips, or seminars is made. The student is still considered in the gifted programs and continues to receive other services. Below Average Grade lists are shared with the District Identification/Placement Committee at least once annually for problem solving purposes. (Only grades in identified areas are reported.)

3. **Exiting Request - PAAS**

a. **Explanation**

A student who has been identified and placed in the PAAS programs may exit from the program **temporarily** or **permanently**. The parent or the school can initiate this action. If the student initiates, no action will be taken without the written permission of a parent or guardian. All requests are submitted to the principal and forwarded to the Identification/Placement Committee. (Exiting the PAAS-Apprentice program is built into the original definition of the program. PAAS-Apprentice placement is by definition a temporary placement. At the end of the period the child returns to the regular program if his parents refuse permission for a return to the identification/placement committee.)

b. **Parent/Student Exiting Request:**

a. *Student Request:* If a student, under the age of 18 makes a request, his parents must sign the request. If the parents do not agree to the exiting, the PAAS teacher or counselor should assist the family in setting up a problem-solving plan to work with the student. If the parent agrees, or if the parent originates the request, the parent may choose to do one of the following:

b. *Parent Permanent Exiting Request:*

The parents must put in writing the reason(s) for the Permanent Exiting Request. The letter must contain a signature and a date as well as the reason(s). The official withdrawal date must be in writing. A conference between parents and school personnel is required. This effectively removes the child from the program. No child will remain in the program without parental consent. Should the child wish to return (s) he must go through the entire identification process again. This withdrawal will be reported in writing to the identification placement committee, the principal, the student's teacher in the area of identification and the director of gifted. The parent's letter will be placed in the student's cumulative folder.

## Change in Instructional Services: PAAS (con't)

c. *Parent Temporary Exiting Request:*

The parent may put in writing a request for a temporary exit from the program and all of its services. They must sign and date it. This request goes to the identification/placement committee. They must meet within 10 instructional days of the request. Based on the request and input from the school personnel who are working with the student, the committee can then grant a temporary removal from the program and all of its services while a problem solving team works with the parents, student and the teachers. This committee decision requires specific goals and a specified time period, not to exceed one semester per request. If approved all affected parties should be informed. At the end of the time the child is considered to be back in the program. Again, all affected parties should be informed. If the problem continues or if the request for temporary removal is denied the parents can revert to #5 above.

c. **School Personnel Make Exiting Requests**

The person makes the request in writing, stating the reasons. The request may be for permanent or temporary exiting of the program. It is signed and dated and turned into the principal or his designee.

1) *School Personnel Requests Temporary Exit:* The exit request for temporary removal is sent to the school's identification/placement committee. Parents must be informed. The committee meets within 20 instructional days of the request. They should make every effort to seek written input from the parents of the student. Then, as above, they may initiate a problem-solving process to deal with the concerns listed. Parents must be notified, agree to the plan in writing, and should be active in the problem-solving plan. The plan must have definite goals and a timeline. At the end of the problem-solving time the student is returned to program. The referring party may refer the child for permanent exiting if the problem-solving plan is unsuccessful.

2) *School Personnel Requests Permanent Exit:*

a. The exit request for permanent removal is sent to the district's identification/placement committee. They inform the parent and the director within 10 instructional days of the receipt of the request. They initiate written permission for individualized review that will include an adjudication. They forward all information gathered to the director within 10 instructional days of the request.

b. The director sends a notice to the parents informing them of the date that the Division-wide Appeals Committee meeting is to be held. They must have at least one-week notice. They are invited to address the Division-wide meeting in person or in writing prior to its deliberations. If the parents should so desire the student may also address the committee in person or in writing before it goes into deliberation. Should the parents refuse adjudication or fail to address the meeting, the committee is authorized to make a decision based on the information available.

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### 2) *School Personnel Requests Permanent Exit (con't):*

- c. The Division-wide Identification/Placement Committee makes the final decision. If the Division-wide Committee recommends exiting, the parent must sign their recommendation. They will be notified in writing of the committee decision within five instructional days of the decision. Once the parents have signed the exiting decision, the decision is final, and all affected parties should be informed. If the student remains in the program (s)he must participate successfully in some of its options. The student must go through the school's identification/placement process in order to re-qualify just as a new student would.
- d. Reasons why a student might be considered for exiting:
  - The student is participating successfully in none or very few of the options under his or her program placement.
  - There exists evidence of personal/social problems that are thought to be related to stress or pressure associated with gifted identification

### **A. Appeals**

This section includes the process used when an identification decision is appealed.

The Appeals Procedure is sent home along with a summary of programs and the permission to begin the referral process and testing.

#### **Appeals Procedures**

*Includes how and when, committee involved and time line.*

- Level 1: Parents/guardians who have initial questions regarding the identification/placement decision shall contact their principal and/or resource teacher who are members of the identification/placement committee. This must take place within 10 instructional days of the date on the decision letter.
- Level 2: If the parents/guardians continue to have questions regarding the completeness of the evaluation or the interpretation/use of data collected they may request a meeting with the division's director of gifted programs within 5 instructional days of their meeting with the member of the School Identification/Placement Committee. This meeting will be held within 5 instructional days of the request unless both parties have agreed upon a later date.
- Level 3: If an understanding or resolution cannot be reached, the parents/guardians may initiate a formal appeal of the decision by submitting a written request to the director of gifted within 5 instructional days from the date of their meeting with the director. The request should include specific concerns that they would like to have considered in the review. The Division-Wide Appeals Identification/Placement Committee will consider the appeal. This committee will review all information that was used in determining the student's decision. *No new information from any source within or without of the county is collected or included.* Appeals are heard within 10 instructional days of the receipt of the written request. The finding of the Division-Wide Appeals Committee will be mailed to the parents within 5 instructional days of the final decision.

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### Notification

1. Once the committee has made its decision concerning eligibility and services, another letter is sent to parents within 20 instructional days notifying them of the decision. Permission for services form is included. No student is placed in a program without the written consent of the parents or guardians. Parents are invited in for one-to-one conference.
2. Parents whose children are accepted into the programs are invited to an annual orientation meeting. At this meeting parents are notified of the Below Average Grade policy that may temporarily remove their children from pullout service options. This regulation was put in many years ago at the direction of our School Board. PAAS teachers also address curriculum adaptations.
3. Parents of students are also notified about their child's annual review. They are told that if there are any serious concerns or changes in services they would be notified. Should school personnel recommend a change in program placement, that is a shift from one program to another, or an exiting from the program, the Change of Program Placement Procedures or the Exiting Procedures must be followed.

Part VI: A  
Evidence that  
Services for the Gifted are  
Continuous and Sequential

**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.

PACE, SAGE, SOAR

**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
- Specific Academic Aptitude - English
- Specific Academic Aptitude - History and Social Science
- Specific Academic Aptitude - Mathematics
- Specific Academic Aptitude - Science

**Gifted Services K-12: PACE, SAGE, SOAR**  
**Evidence that Services for the Gifted are Continuous and Sequential**

	K	1	2	3	4	5	6	7	8	9	10	11	12
Cluster Grouped		X	X	X	X	X	X	X	X				
Placed with a teacher trained in gifted education	X	X	X	X	X	X	X	X	X	X	X	X	X
Receive differentiated instruction	Within Class	Within Cluster Class	Advanced or MYP	Advanced or MYP	Advanced, Honors or MYP	Honors or MYP	Honors or MYP	Honors AP Dual Credit	Honors AP Dual Credit				
Within class Independent Study: No Credit	X	X	X	X	X	X	X	X	X	X	X	X	X
Group Investigative Study: Pull – Out or Exploratory	*	X Pace Pull-out	X Pace, SAGE Exploratory	X Pace, SAGE Exploratory	*								
Independent Study for Advanced Credit										X	X	X	X
Group/Individual Guidance Sessions		X	X	X	X	X	X	X	X	X	X	X	X
Eight day summer enrichment program	**	X	X	X	X	X	X	X	X	**			
Summer regional Governor’s School***							X	X	X	X			
Summer Residential Governor’s School ***											X	X	
Appomattox Regional Governor’s School ****										X	X	X	X
Maggie L. Walker Governor’s School for Government and International Study, ****										X	X	X	X

\*Services are being designed in this area at this grade level.

\*\*Summer Enrichment may occasionally be offered for kindergarten and ninth grade students. All Summer Enrichment options are competitive. There is a local application process.

\*\*\*Summer Regional and Summer Residential Governor’s Schools are also competitive programs. Students compete through a regional or state application process.

\*\*\*\*Both of these comprehensive (full time) Governor School Programs are competitive. Students are selected through a regional application process.

### Evidence that Service Options are Continuous and Sequential

Service	General Intellectual- PACE (GIA)	Specific Academic – SAGE (SAA)	Potentially Gifted - SOAR	Notes on present program and ideas for continuous improvement
<p>Grouped for differentiated instruction with a teacher trained in gifted education</p>	<p>K-12 – math, science, social studies and English</p>	<p>7-12 – math, science, social studies and English</p>	<p>K-12 math, science, social studies and English</p>	<p>Once honors, AP, and dual credit classes begin scheduling may make it impossible to follow the cluster grouping in every case; however, in all cases the identified students are placed with a teacher trained in gifted education.</p> <p>The middle school gifted resource teacher will be added to the Gifted Instructional Advisory and Networking Team for the 15-16 school-year.</p> <p>Currently the children in kindergarten are placed with teachers trained in gifted education but not necessarily cluster grouped because they are identified mid-year. We are working on a plan to provide instruction to these children as an academic group.</p> <p>A kindergarten teacher will be added to the Gifted Instructional Advisory and Networking Team for the 17-18 school year. Our goal is to update on kindergarten service delivery model for identified gifted students in that grade.</p> <p>Revisit the work done with College of William and Mary with regards to units designed to assist with differentiation.</p> <p>The Gifted Instructional Advisory and Networking Team:</p> <ol style="list-style-type: none"> <li>1. Created goals and objectives for gifted students K-12.</li> <li>2. Selected higher order thinking strategies for use by all cluster teachers of students in grades 1-5 and guaranteeing that lessons will be taught at a rigorous level: <ul style="list-style-type: none"> <li>• Kaplan’s Depth and Breadth Strategies</li> <li>• Six-Hat Thinking Strategies</li> <li>• ASCD’s Habits of Mind</li> </ul> </li> <li>3. Selected Problem Based Learning (PBL) as a focus for instruction. The committee will write two PBL units. Members of the committee will implement them in their classrooms in 17-18. All cluster teachers will implement PBL in 18-19.</li> <li>4. Designed rubrics to use with the thinking strategies</li> <li>5. Created a staff development plan for 18-19.</li> <li>6. Prepared fall workshops for cluster teachers of the gifted to explore <u>compacting</u>.</li> </ol>

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Service	General Intellectual- PACE (GIA)	Specific Academic – SAGE (SAA)	Potentially Gifted - SOAR	Notes on present program and ideas for continuous improvement
Independent Study opportunities – no credit	K-12	7-12	K-12	Through our 5-year plan we are establishing a scope and sequence chart of independent study skills and strategies K-12 to accompany this branch of the program. Currently independent study curriculum centers on areas of intense interest determined by the student.
Pull-out sessions, 2 hours per week, working on a Group Investigative Project (1-8) Or Independent Study Class for Advanced Credit(9-12)	1-8 - Pull-out 9-12 – Independent Study	7 Pull-out 8 in development 9-12 – Independent Study		<p>The Group Investigative Studies follow a pattern of study that includes:            The Inductive Thinking Model introduced by Hilda Taba and The Group Investigation Model by Herbert Thelen. The creative use of technology is also embedded in these studies as well as critical thinking based on Richard Paul and/or the Cort Thinking Model.            The Independent Studies are conducted according to the guidelines established on a local independent study guide book and require the production of an original project. As part of our 5 year plan we have designed an intervention for PACE and SAGE students in grade 8 centering on independent study. This was designed for students who have completed the group investigative study portion of the program, but still have a year to wait before being eligible for our independent study program.</p> <p><b>Independent Study Update</b>            It was decided that a goal of the gifted program will be that every identified gifted student will complete an independent study for credit at least once during the grades 9-12. As a first step toward this goal the resource teachers set out to build up an awareness of the current Independent Study class and its merits:</p> <ol style="list-style-type: none"> <li>1. Elementary &amp; Middle Gifted Resource Teachers emphasized independent study skills, strategies and habits of mind in their resource classes, requiring PACE students to complete a self-assessment on these skills and to produce a list topic of interest annually.</li> <li>2. Secondary Gifted Teachers held information sessions for identified gifted students and their parents encouraging them to plan to take an independent study during at least one of their high school years.</li> </ol>
Group Guidance Sessions 1-12 once a semester. Focus: Social and emotional strategies 1-7 and career and college planning grades 8-12	1-12	7-12	1-12	These sessions are planned jointly by the gifted resource teachers and guidance and may be delivered to students by either or by a guest presenter. A scope and sequence guide for this program is being considered for development.

**Evidence that Service Options are Continuous and Sequential (con't)**

<b>Service</b>	<b>General Intellectual- PACE (GIA)</b>	<b>Specific Academic – SAGE (SAA)</b>	<b>Potentially Gifted - SOAR</b>	<b>Notes on present program and ideas for continuous improvement</b>
Seminars – Non-Credit	8-12	8-12	8-12	
Grade Level Acceleration	K-8	7-8	K-8	
Subject Level Acceleration	9-12	9-12	9-12	
Two week summer enrichment program	1-8	1-8	1-8	This is a competitive program. Students apply using a local application process. The program itself as well as the number of sessions held is dependent upon annual funding.
				This is a competitive program. Students apply using a regional application process. Prince George is guaranteed one slot in each of its offerings. More students are often selected.
Summer Residential Governor’s School				This is a competitive program. Students apply using a state application process. Prince George is guaranteed one slot in the academic program but may send more. We are funded for up to 5 students should they be selected.
Appomattox Regional Governor’s School				This is a competitive program. Students apply using a regional application process. Prince George is guaranteed three slots each, making the total number of students around 12.
Maggie L. Walker Governor’s School for Government and International Study				This is a competitive program. Students apply using a regional application process. Prince George is guaranteed two slots each, making the total number of students around 8.

**Service Options are Continuous and Sequential**

**PAAS**

- VPA - Theatre
- VPA - Visual Arts
- VPA - Vocal Music

See chart on next page.



### Evidence that Service Options are Continuous and Sequential

Service	Visual Art PAAS	Vocal Music PAAS	Theatre PAAS	Notes on present program and ideas for continuous improvement
Placed with a trained teacher in differentiated instruction	5-12	5-12	7-12	Fine arts teachers are encouraged to take one graduate class in differentiating instruction for gifted learners.
“Pull -out” or exploratory sessions on a schedule determined by the school (Availability in each building is dependent upon annual budget. Some building do not have the personnel to offer this on a regular basis	5-12	5-12	7-12	<p>Some elementary schools can give their PAAS student weekly pullout sessions since their fine arts teacher has room for the class in his/her schedule. Other schools do not have this freedom.</p> <p><b>Middle School</b>  <b>At the end of the year, survey support of the elementary PAAS program as delivered.</b> At our middle school PAAS students are cluster grouped for their exploratory class for an 18-week period when student schedules allow.</p> <p><b>Junior High School</b>  <b>At the end of the year, survey support of the middle school PAAS program as delivered.</b> Similarly, at our junior high PAAS students are grouped when they are enrolled in a formal class in their identified area as much as schedules allow.</p> <p><b>High School</b>  <b>At the end of the year, survey support the of high school PAAS program as delivered.</b> At the high school students are offered an opportunity to participate in some advanced honors and dual credit fine arts offerings.</p> <p><b>At the end of the year, survey the need for better communication, additional regularly scheduled PAAS sessions and/or a PAAS Theatre Institute that would take place during the school year in addition to the one offered in the summer. All these suggestions will be taken under consideration this year as we move forward with our 5-year objective that follows.</b>                      Our 5-year plan objective is to explore ways to expand these advanced opportunities</p>

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<b>Service</b>	<b>Visual Art PAAS</b>	<b>Vocal Music PAAS</b>	<b>Theatre PAAS</b>	<b>Notes on present program and ideas for continuous improvement</b>
In the absence of regular pullout sessions or classes then at least one after school or weekend seminar, per 9 weeks grading period is offered.	5-12	5-12	7-12	It is expected that every PAAS student, even those who cannot fit a focus area class in their schedules, receive some stimulation and growth in their focus area annually.
At least one fine arts field trip is planned, exposing the students to excellence within their fine arts area	5-12	5-12	7-12	Available as budget permits.
Students are encouraged or required to participate in contests and competitions that will challenge them to interact with talent peers.	5-12	5-12	7-12	
Students will be encouraged to participate in a group or individual independent study projects	5-8 (no credit) 9-12 (credit)	5-8 (no credit) 9-12 (credit)	7-8 (no credit) 9-12 (credit)	
Some students will be encouraged to accelerate their instruction	5-12	5-12	7-12	
Summer Fine Arts Academy- Newly identified students are included after their first full year in PAAS	5-12	5-12	7-12	Budget-permitted a rigorous 3 week academy is offered each summer for identified PAAS students,
Appomattox Regional Governor's School				This is a competitive program. Students apply using a regional application process. Prince George is guaranteed three slots each, making the total number of students around 12.
Summer Residential Governor's School				This is a competitive program. Students apply using a state application process. We are funded for up to 5 students should they be selected. No slots are guaranteed in the fine arts areas.
Two-week summer enrichment program	5-8	5-8	7-8	This is a competitive program. Students apply using a local application process. The program itself as well as the number of sessions held is dependent upon annual funding. Offerings in the area of fine arts are encouraged but not guaranteed.

# Part VI: B, C, D

**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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

(See chart on next page.)

**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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

(See chart on next page.)

**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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

(See chart on next page.)

**Use of Instructional Time: PACE, SAGE, and SOAR**

*Please consult section Part VI: E for more detail on instructional strategies*

	<b>Work with Age-level Peers</b>	<b>Work with Intellectual and Academic Peers</b>	<b>Work Independently</b>
K	Most lessons including core subjects and special classes are introduced as whole group	Small group sessions focusing on lessons differentiating content, process, product and/or environment in core areas allow students to work with their academic peers. Our five-year plan includes the creation of an intervention that would allow kindergarten students an opportunity to work with their intellectual peers.	Opportunities to do mini independent projects based on interest are available.
1-3	Most lessons including core subjects and music, art and PE introduced as whole group	Small cluster group sessions focusing on lessons differentiating content, process, product and/or environment allow students to work with their academic peers. PACE students attend pullout sessions focusing on Group Investigative Study allowing students to work with intellectual peers.	In cluster group classes opportunities to do independent study are given based on interest. Our 5-year goals include creating a scope and sequence for the introduction and mastery of advanced research skills and strategies for independent work.
4-5	Most lessons including music, art and PE introduced to whole group	In addition to the cluster group sessions there is advanced instruction in math in grade 5, thus allowing students to work with their academic peers. PACE students attend pullout sessions focusing on Group Investigative Study allowing students to work with their intellectual peers.	In cluster groups opportunities to do independent studies based on interest. Our 5-year goals include creating a scope and sequence for the introduction and mastery of advanced research skills and strategies for independent work.
6-7	Most exploratory classes are heterogeneously grouped with age peers.	Advanced and/or MYP classes allow for grouping with academic peers. PACE exploratory also gives students a chance to work with intellectual peers. Occasionally gifted students within the MYP program are invited to join other identified gifted for seminars or after school experiences. This does not occur daily or weekly. Planning an intervention for middle school students during the 12-week grading periods when they do <u>not</u> have their PACE exploratory is a goal of our five-year plan.	In advanced classes opportunities to do independent studies based on interest. MYP classes begin their 5-year process of preparing students to complete a personal project in 10 <sup>th</sup> grade. Our 5 year goals include creating a scope and sequence for the introduction and mastery of advanced research skills and strategies K-12 for independent work
8	Most elective classes are heterogeneously grouped with age peers.	Advanced, honors, and/or MYP classes allow for grouping with academic peers. Designing a replacement for the 8 <sup>th</sup> PACE elective is a goal of our 5 year plan. This will give students a chance to work with their intellectual peers. Seminars are planned for identified gifted based on academic and social- emotional needs or college/career planning. Gifted students in MYP are included.	Opportunities to do independent studies based on interest. Our 5-year goals include creating a scope and sequence for the introduction and mastery of advanced research skills and strategies for independent work. One – on –one college and career planning sessions are held. All 8 <sup>th</sup> grade students are required to independently complete a science fair
9-10	Most elective classes are heterogeneously grouped with age peers.	Honors and/or MYP classes allow for grouping with academic peers. Seminars are planned for identified gifted bases on social emotional needs or college planning.	Independent Study is offered for advanced credit. A requirement of the MYP program is the completion of a Personal Project in grade 10. Formal planning for this begins in grade 9 and the project is completed. This is usually an independent assignment. One – on –one college and career planning sessions are held.
11-12	Most elective classes are heterogeneously grouped with age peers.	Honors, AP and dual –credit classes allow students to work with the academic peers Seminars are planned for identified gifted bases on social emotional needs or college planning.	Independent Study is offered for advanced credit. One – on –one college and career planning sessions are held.

## PAAS

**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.

VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

(See chart on next page.)

**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.

VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

(See chart on next page.)

**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.

VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

(See chart on next page.)

**Use of Instructional Time: PAAS**

*Please consult section Part VI: E for more detail on instructional strategies*

<b>Grades</b>	<b>Work with Age-level Peers</b>	<b>Work with Peers of equal talent or who have similar achievements in the focus area</b>	<b>Work Independently in the focus area</b>
<b>5</b>	Most lessons in core areas and even in Art and Vocal are introduced with age peers	<p>Pull-outs, choirs, art clubs, and/or after-school or weekend sessions provide time with talent peers.</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students.</p>	Independent work is usually assigned for after school time, but occasional opportunities exist for one-on-one practice or critiques. Many students take advantage of private lessons, but none are offered through the school system.
<b>6-7</b>	Most lessons in core areas are introduced with age peers	<p>18-week Exploratory Sessions and/or after-school or weekend sessions provide time with talent peers.</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students.</p>	Independent work is usually assigned for after school time, but occasional opportunities exist for one-on-one practice or critiques, particularly for student preparing for a performance or try-out.
<b>8-9</b>	Most lessons in core areas are introduced with age peers	<p>PAAS students are cluster grouped in semester and year-long classes whenever possible and/or in after-school or weekend sessions provide time with talent peers</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students.</p>	Independent work is usually assigned for after school time, but occasional opportunities exist for one-on-one practice or critiques, particularly for student preparing for a performance or try-out.
<b>10-12</b>	Most lessons in core subjects are taught with age level peers.	<p>Advanced, honors and dual credit classes allow student to work with talent peers.</p> <p>After-school or weekend sessions provide time with talent peers</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students.</p>	<p>Independent work is usually assigned for after school time, but occasional opportunities exist for one-on-one practice or critiques, particularly for student preparing for a performance or try-out.</p> <p>In addition, there is an opportunity to complete an independent study for a weighted grade.</p>

Part VI: E

Service Options

That Foster

Intellectual and Academic Growth

For Gifted Students

(Instructional Strategies Used  
Within the Program)

**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.  
PACE, SAGE, SOAR & PAAS

- General Intellectual Aptitude
- Specific Academic Aptitude - English
- Specific Academic Aptitude - History and Social Science
- Specific Academic Aptitude - Mathematics
- Specific Academic Aptitude - Science
- VPA - Theatre
- VPA - Visual Arts
- VPA - Vocal Music

Chart continued on next page.

# Prince George County Public Schools

## Curriculum Framework: Theoretical Foundations For Prince George County's Gifted Programs

Renzulli's Triad Model	Basic to the understanding the eclectic framework used in Prince George is an awareness of Joseph Renzulli's Enrichment Triad Model. This model defines gifted students as above average, creative and task committed. It encourages all teachers to provide exploratory sessions, group training sessions and opportunities for individual and small group independent studies. The model encourages the use of process skills that are authentic to disciplines, problem-solving methodologies and real products that are critiqued by real audiences. The Renzulli model also encourages students to move from the role of a consumer of knowledge to that of a producer of knowledge. The independent studies ensure a <b>multi-faceted</b> approach to <b>integrating content</b> across curriculums into a project that requires <b>critical inquiry</b> and <b>self-directed learning</b> . Finally, it asks teacher to assume three roles: one as an observer, one as a traditional teacher, and one as a guide on the side.
Sandy Kaplan's Principles of Differentiation & Definitions of Depth and Breadth	This collection of 13 succinct principles offers teachers a menu of best-practice options as foundations for their annual goals. Also her definitions of depth and breadth and her use of themes and generalizations. Sandy Kaplan's strategies of increasing depth and complexity have been adopted as one of three pillars for successful higher level thinking used by elementary cluster teachers of the gifted in grades 1-5. It is expected that cluster teachers will present their SOL lessons through the lens of these strategies.
Jim Bank's Levels of Integrating Multicultural Content into Curriculum	Bank's model used at the Transformation Level is used to guide teachers in the use of and the creation of multicultural lesson objectives that are <b>rigorous</b> and <b>integrated into the content</b> .
Benjamin Bloom's Taxonomy	This taxonomy offers teachers the theoretical foundation for moving into higher order thinking and the language to write goals and <b>measurable</b> objectives.
Edward deBono's Cort Thinking Skills	DeBono's array of thinking skills gives teachers the tools they need to help students succeed at the higher levels of Bloom's Taxonomy. DeBono's Six Hat Thinking strategies have been adopted as one of three pillars for successful higher level thinking used by elementary cluster teachers of the gifted in grades 1-5. It is expected that cluster teachers will present their SOL lessons through the lens of these strategies.
Richard Paul's Critical Thinking	Paul's Elements, Traits, Standards and Abilities (Used with William and Mary Units and as separate entities,) as well as his Continuums for Planning Differentiated Lessons (as adapted by Carol Tomlinson from UVA) give teachers a framework for designing lessons that are based on best practices in the area of Critical Thinking and ensuring <b>rigor</b> in the classroom.
Carol Tomlinson's Philosophy and Strategies for Differentiation	Carol Tomlinson's emphasis on the compelling need for differentiation is embraced as is her belief in compacting, flexible grouping, pre-testing, and establishing rubrics that clearly define an expert level of performance.
Donald Treffinger's Model for Encouraging Creative Learning	The Treffinger Model provides the framework teaching creative thinking.
Socratic Model	This model is used as a basis for designing questions, and discussions. When combined with Paul and Treffinger it gives the teachers a strong foundation for questioning.
Joyce Van Tassel-Baska's Curriculum Model	This model includes graphic organizers that ensure higher order thinking as well as excellent models for using overall themes and essential question as well as inquiry learning. Sample units in English, science, and social studies are available. The program also emphasizes the use of technology.
Howard Gardner's Multiple Intelligences	Gardner's models provide teachers with the framework for entry-points, motivation, and product design in their lesson planning.
ASCD's Habits of Mind	The ASCD's Habits of Mind have been adopted as one of three pillars for successful higher level thinking used by elementary cluster teachers of the gifted in grades 1-5. It is expected that cluster teachers will present their SOL lessons through the lens of these strategies.
Jim Curry's Patterns for Constructing Learning Experiences	Curry's models for writing differentiated objectives help teachers design objectives.
Taba's Conceptual Development Theories	Taba's model helps teachers design lessons that require the construction of <b>abstract</b> concepts.
Problem Based Learning	Problem Based Learning (PBL) as defined by Dr. Shelagh Gallagher, will serve as the foundation for cross-curricular units in grades 1-5. During the 2013-14 school-year the Elementary Gifted Curriculum Committee members will implement PBL units in their classroom. This committee will then take a leadership role in supporting all cluster teachers of the gifted in the implementation of PBL during the 2014-15 school-year.

# Prince George County Public Schools

## Curriculum Differentiation Guidelines

Teachers assigned the responsibility of meeting the needs of gifted students provide differentiation in their presentation of curriculum and their use and selection of materials. “Curriculum is seen as a fresh engagement with the world that changes a child’s understand of the world.” (Michael Thompson)

Horizontal and vertical team planning are a tool that are recommended to ensure effective and efficient differentiation of curriculum.

### a. Content Differentiation

*Content is differentiated in one or more of the following ways so that it is rigorous, complex, abstract and multifaceted, matching the mental age and strength areas of students identified as gifted. It is differentiated in breadth and depth.*

#### **Content:**

- i. Has as its baseline, but not its ceiling the SOL’s at or beyond grade level and the national standards.
- ii. Targets advanced concepts and rapid pacing of instruction.
- iii. Is related to broad-based issues, problems, essential questions or themes.
- iv. Is interdisciplinary in nature whenever possible.
- v. Offers extension experiences within an area of study. Content that is complex forcing the student to deal with issues or ambiguity is encouraged.
- vi. Contains interrogative knowledge.
- vii. Deletes objectives already mastered.
- viii. Streamlines objectives that can be mastered quickly. (Pre-testing)
- ix. Is organized to accentuate higher-level skills and concepts.
- x. Emphasizes rigor and challenges.
- xi. Provides opportunities to embrace diversity developing global and multicultural perspectives.
- xii. Includes the use of teaching materials that may or may not be different from those used in the regular program, depending upon the grade level and subject. At times materials are replaced. This is more common at the secondary level. At other times materials are supplemented. This approach is more common at elementary level.

### b. Process Differentiation

*Process skills and strategies are differentiated so that they accelerate and enrich the required tasks and activities beyond the grade-level or course expectations as indicated for the Standard of Learning designed for all learners. Process skills are directly taught and then infused into the curriculum.*

**Process Differentiation includes but is not limited to one or more of the following strategies:**

- i. Compacting (An acceleration technique).
- ii. Independent Projects.
- iii. Use of Sandy Kaplan’s Depth and Complexity Strategies (required 1-7)

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- iv. Use of DeBono's Six Hat Thinking (required 1-5)
- v. Interest Centers or Interest Groups.
- vi. Tiered Assignment.

**b. Process Differentiation (con't)**

- Flexible Skills Grouping.
- Contracts/Management Plans.
- Integration of advanced higher order thinking skills that are introduced at increasing levels of complexity
- 21<sup>st</sup> Century Skills such as creativity, innovation, flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity, accountability, critical thinking, problem solving, communication, collaboration, leadership and responsibility to be contributors and innovators in a global economy
- Use of pre-designed and original graphic organizers that require higher order thinking such as those designed for the William and Mary Curriculum units.

**c. Product Differentiation**

Products assigned encourage the:

- Development of thinking that challenges existing ideas and results in the creation of new technologies, ideas and products.
- Application of methodologies of the discipline.
- Evaluation of the results based on appropriate and specific criteria. The judgment of experts is often a part of this.
- An expert level of performance on rubrics.
- Creation of products that focus on the solution to real-world problems.
- Presentation of results to appropriate, real audiences.
- Choice of various learning style preferences (kinesthetic, verbal, visual, written) as well as other choices

**d. Research Opportunities**

- Are most often conducted in small group studies (grades 4-8) and individually for independent study credit (grades 9-12).
- Encourage the in-depth learning of self-selected topic.
- Encourage the application of advanced scholarly research and methodological skills taught within the classroom and the resource room, presenting results to authentic audiences.
- Focus on open-ended tasks.
- Foster critical inquiry.
- Promote productive, complex, and abstract thinking as well as critical and creative thinking strategies.
- Encourage self-directed learning.
- Encourages original research and problem finding and solving including the use of Shelagh Gallagher's Problem Based Learning strategies (required of Elementary Committee Members 13-14, and all elementary cluster teachers beginning in 14-15)
- Use of 21<sup>st</sup> century tools and technology.

**e. The Learning Environment**

- Is rich.
- Is open.
- Cultivates curiosity, risk-taking, hope, persistence, initiative, self-knowledge, and a tolerance for ambiguity.

- e. **The Learning Environment** (con't)
- Develops traits such as independent thinking, intellectual empathy, intellectual courage, intellectual humility, intellectual integrity, intellectual perseverance and stamina, intellectual struggle, faith in reason, intellectual curiosity, intellectual civility, and intellectual responsibility
  - Values questions as well as answers.
  - Encourages and rewards task commitment and responsibility.
  - Fosters goal setting and excellence.
  - Develops self-esteem by providing opportunities to meet appropriate challenges successfully.
  - Accommodates various learning styles, economic and cultural backgrounds, and social/emotional needs.
  - Use of ASCD's Habits of Mind (required 1-5)

Part VI: F

Procedures for

Assessing

the Academic Growth

In Gifted Students

**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.

**PACE, SAGE, SOAR and PAAS**

General Intellectual Aptitude  
Specific Academic Aptitude - English  
Specific Academic Aptitude - History and Social Science  
Specific Academic Aptitude - Mathematics  
Specific Academic Aptitude - Science  
VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

**vii. Report to Parents**

Teachers, trained in differentiated instruction for the gifted, design appropriate assessments that demonstrate the advanced achievement or performance of the students on established outcomes. They report that growth to parents and legal guardians. Our five-year goals include a review and refinement of this process.

**viii. Assessment Design**

Teachers assess solutions, and/or products created by students to determine the effectiveness of accelerated and differentiated curricula. A variety of assessments are designed and/or used by teachers of the gifted.

**ix. Characteristic of Assessments for Gifted Students:**

1. Are based on differentiated Standard of Learning objectives but go beyond.
2. Articulate expectations for advanced levels of performance.
3. Articulate measurable student outcomes.
4. Are used diagnostically and prescriptively. They are not limited to testing and grading.
5. Highlight progress or growth
6. Are varied.
7. Encourage self and/or peer-appraisal. Self-evaluation enhances motivation and a mastery orientation.
8. Are both fair and rigorous.
9. Are tied to specific criteria and expert judgment.
10. Are tied to rubrics that include an exemplary level. This level often exceeds that of an A that is established for the mastery of an on-grade-level SOL.
11. Include the use of portfolios and other authentic assessment measures.
12. Include pre-testing, so that instructional outcomes can be based on initial and ongoing assessment of identified students' cognitive and affective needs
13. Are appropriate for gifted learners when judged by Passow's three "no" questions to the greatest extent possible
  - a. Should all students do this?
  - b. Could all students do this?

- c. Would all students even want to do this?

## Part VII

# Program of Differentiated Curriculum, and Instruction

That demonstrates accommodation for:

- Advanced content and pacing.
- Original research or production.
- Problem finding and solving.
- Higher levels of thinking that lead to the generation of products.
- A focus on issues, themes, and ideas within and across areas of study.
- Providing the support necessary for students to work at increasing levels of complexity that differ significantly from their age-level peers.

**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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

(See chart on page 88 and 89: PACE, SAGE, SOAR)

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

(See second chart on page 90 and 91: PAAS)

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PACE, SAGE, SOAR - Curriculum and Instructional Strategies that  
Provide Accelerated and Enrichment Opportunities that Recognize Gifted Students' Needs for:

	<b>K - 5</b>	<b>6-7</b>	<b>8-9</b>	<b>10-12</b>
Advanced content and pacing of instruction	Students are placed in classes with a teacher trained in gifted education K-5. They are in cluster classrooms 1-5. The classroom teachers are expected to compact the standard curriculum in order to provide the students the time for the increased depth and breadth of instruction.	Students are placed in advanced classes. These classes provide content that is accelerated and enriched, MYP students may take algebra in grade 7. They also take one year of a foreign language.	Students are expected to take Algebra or Geometry in grade 8 and to continue an accelerated path in grades 9-12. They are also expected to enroll in a foreign language, English, science and social studies are taught as advanced classes in grade 8 and then at the honors level in grade 9, Also in grade 8 students may apply to two full-day governor's school programs: Maggie L. Walker Governor's School for Government and International Study and Appomattox Governor School for the Arts and Technology,	Students are expected to stay on an accelerated path in math and foreign language. Honors classes are available in all core areas in grades 10-11. AP and dual enrollment class begin in grade 11. Consult the Prince George County Registration Guide on our website for the name of all offerings.
original research or production	PACE students are required to complete group investigative studies annually.  Classroom teachers encourage all gifted students to complete small independent studies	PACE students are required to complete group investigative studies in grade 6 and may continue in the research class in grade 7.  Classroom teachers encourage all gifted students to complete small independent studies.	MYP students plan a personal project in grades 8 & 9 that they must implement in grade 10. A program of planning an independent study is being considered for gifted students in grade 8. In grade 9 an identified gifted student may complete an independent study for weighted credit.	All gifted students are encouraged to complete one or more independent studies in grades 9-12
problem finding and solving	Problem finding and solving is a part of the independent study process, but students are also introduced to a problem-solving process and are expected to be able to apply it independently by grade 5.	Problem finding and solving is a part of the independent study process, but students are also expected to be familiar with a problem-solving process. They are introduced to the experimental design model in science classes and required to complete science projects. Discovery learning and simulations are used widely in the school curriculum.	Problem finding and solving is a part of the independent study process, but students are also expected to be familiar with a problem-solving process. They are encouraged to complete a science project using the experimental design model.  Discovery learning and simulations are used widely in the school curriculum.	Problem finding and solving is a part of the independent study process but students are also expected to be familiar with a problem-solving process. They are encouraged to submit a science project using the experimental design model.

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PACE, SAGE, SOAR - Curriculum and Instructional Strategies that  
Provide Accelerated and Enrichment Opportunities that Recognize Gifted Students' Needs for:  
(con't)

	<b>K - 5</b>	<b>6-7</b>	<b>8-9</b>	<b>10-12</b>
higher level thinking that leads to the generation of products;	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: Curriculum Framework: Theoretical Foundations	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: Curriculum Framework: Theoretical Foundations	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: Curriculum Framework: Theoretical Foundations	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: Curriculum Framework: Theoretical Foundations
a focus on issues, themes, and ideas within and across areas of study	These are embedded in the PACE Group Investigative projects and in interdisciplinary units planned by classroom teachers.	These are embedded in the PACE Group Investigative projects and in MYP lessons as well as in interdisciplinary units planned by classroom teacher.	These are embedded in the interdisciplinary units planned by classroom teachers and into MYP lessons and are often the foundation of an independent study.	These are embedded in the interdisciplinary units planned by classroom teachers and are often the foundation of an independent study.
Provide necessary support to achieve student outcomes	Cluster grouping and PACE pullouts afford gifted children some additional support. In addition, each 9 weeks grades are monitored and Below Average Grade reports are filed. Each student experiencing a problem meets with the gifted resource teacher as well as the classroom teacher to design an intervention that can assist the student to success. Guidance sessions also may deal with study skills or other interventions that give gifted students the support that they need to take on the challenging curriculum.	Cluster grouping and PACE pullouts afford gifted children some additional support. In addition, each 9 weeks grades are monitored and Below Average Grade reports are filed. Each student experiencing a problem meets with the gifted resource teacher as well as the classroom teacher to design an intervention that can assist the student to success. Guidance sessions also may deal with study skills or other interventions that give gifted students the support that they need to take on the challenging curriculum.	Each 9 weeks grades are monitored and Below Average Grade reports are filed. Each student experiencing a problem meets with the gifted resource teacher as well as the classroom teacher to design an intervention that can assist the student to success. Guidance sessions also may deal with study skills or other interventions that give gifted students the support that they need to take on the challenging curriculum.	Each 9 weeks grades are monitored and Below Average Grade reports are filed. Each student experiencing a problem meets with the gifted resource teacher as well as the classroom teacher to design an intervention that can assist the student to success. Guidance sessions also may deal with study skills or other interventions that give gifted students the support that they need to take on the challenging curriculum.

PACE students are required to complete group investigative studies annually. Classroom teachers encourage all gifted students to complete small independent studies

**PAAS - Curriculum and Instructional Strategies that  
Provide Accelerated and Enrichment Opportunities that Recognize Gifted Students' Needs for:**

	<b>5</b>	<b>6-7</b>	<b>8-9</b>	<b>10-12</b>
Advanced content and pacing of instruction	<p>Students are placed in classes with a designated PAAS teacher. The PAAS teacher is expected to differentiate the standard curriculum in order to provide the students increased depth and breadth of instruction.</p> <p>In the absence of a weekly class the PAAS teacher offers at least one outstanding class or experience each nine weeks after school or on weekends.</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students who have been in PAAS for one year.</p>	<p>Students are placed in PAAS exploratory classes if their schedule allows. These classes provide differentiated instruction that is accelerated and enriched.</p> <p>In the absence of a weekly class the PAAS teacher offers at least one outstanding class or experience each nine weeks after school or on weekends. MYP PAAS students are included in these opportunities.</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students who have been in PAAS for one year.</p>	<p>Students are placed in PAAS semester or year-long classes if their schedule allows. These classes provide differentiated instruction that is accelerated and enriched.</p> <p>In the absence of a weekly class the PAAS teacher offers at least one outstanding class or experience each nine weeks after school or on weekends. MYP PAAS students are included in these opportunities.</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students who have been in PAAS for one year.</p> <p>In grade 8 students may apply to a full-day governor's school program: Appomattox Governor School for the Arts and Technology.</p>	<p>Students are placed in advanced, honors or dual-credit classes if their schedule allows.</p> <p>In the absence of a weekly class the PAAS teacher offers at least one outstanding class or experience each nine weeks after school or on weekends. MYP PAAS students are included in these opportunities.</p> <p>A rigorous 3-week Summer Fine Arts Academy is offered each summer to identified PAAS students who have been in PAAS for one year.</p>
Original research or production	<p>PAAS teachers encourage all gifted students to improvise, direct and write within vocal and theatre as well as to create original projects in art. Teachers are encouraged to allow students to design independent projects based on their interest and passion.</p>	<p>PAAS teachers encourage all gifted students to improvise, direct and write within vocal and theatre as well as to create original projects in art. Teachers are encouraged to allow students to design independent projects based on their interest and passion.</p>	<p>PAAS teachers encourage all gifted students to improvise, direct and write within vocal and theatre as well as to create original projects in art. Teachers are encouraged to allow students to design independent projects based on their interest and passion.</p> <p>MYP students plan a personal project in grades 8 &amp; 9 that they must implement in grade 10. This could be done within a PAAS student's focus area.</p> <p>In grade 9 an identified gifted student may complete an independent study for weighted credit.</p>	<p>PAAS teachers encourage all gifted students to improvise, direct and write within vocal and theatre as well as to create original projects in art. Teachers are encouraged to allow students to design independent projects based on their interest and passion.</p> <p>MYP students plan a personal project in grades 8 &amp; 9 that they must implement in grade 10. This could be done within a PAAS student's focus area.</p> <p>All gifted students are encouraged to complete one or more independent studies in grades 9-12.</p>

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PAAS - Curriculum and Instructional Strategies that  
Provide Accelerated and Enrichment Opportunities that Recognize Gifted Students' Needs for: (con't)

	<b>5</b>	<b>6-7</b>	<b>8-9</b>	<b>10-12</b>
Problem finding and solving	Problem finding and solving is a part of creative process used with PAAS students	Problem finding and solving is a part of creative process used with PAAS students	Problem finding and solving is a part of creative process used with PAAS students	Problem finding and solving is a part of creative process used with PAAS students
Higher level thinking that leads to the generation of products.	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: <i>Curriculum Framework: Theoretical Foundations.</i>	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: <i>Curriculum Framework: Theoretical Foundations</i>	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: <i>Curriculum Framework: Theoretical Foundations.</i>	Throughout the curriculum the teachers and students use the thinking skills listed in the chart: <i>Curriculum Framework: Theoretical Foundations.</i>
A focus on issues, themes, and ideas within and across areas of study	Teachers focus on issues, themes and ideas within the PAAS sessions as appropriate	Teachers focus on issues, themes and ideas within the PAAS sessions as appropriate.  MYP interdisciplinary connections are often based on an issue, theme or idea.	Teachers focus on issues, themes and ideas within the PAAS sessions as appropriate  MYP interdisciplinary connections are often based on an issue theme or idea.	Teachers focus on issues, themes and ideas within the PAAS sessions as appropriate.
Provide necessary support to achieve student outcomes	This will become increasingly necessary as we develop more rigorous student outcomes. Most PAAS teachers offer additional support during their planning times and even after school if students need it.	This will become increasingly necessary as we develop more rigorous student outcomes. Most PAAS teachers offer additional support during their planning times and even after school if students need it.	This will become increasingly necessary as we develop more rigorous student outcomes. Most PAAS teachers offer additional support during their planning times and even after school if students need it.	This will become increasingly necessary as we develop more rigorous student outcomes. Most PAAS teachers offer additional support during their planning times and even after school if students need it.

# Part VIII

## Policies and Procedures for Access to Programs and Advanced Courses

- **From the County Policy Manual**
  - IGBB: Programs for Gifted Students & Governor's School - Change in Residency
  - IGBI: Advanced Placement Classes and Special Programs
  - IKEB: Acceleration
  - JQA: Grade Placement
  - JQAF: Change in Grade Placement Form
- **From the Gifted Procedural Guide**
  - Grouping Guidelines for Identified Gifted Students
  - Acceleration Guidelines
  - Guidelines for Transfer Students
- **From the Student Registration Guide**
  - Honors/Advanced Classes Required
- **From the Governor's Schools Admissions Documents**
  - Maggie L. Walker Governor's School for Government and International Studies
  - Appomattox Regional Governor's School for the Arts and Technology

**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
- Specific Academic Aptitude - English
- Specific Academic Aptitude - History and Social Science
- Specific Academic Aptitude - Mathematics
- Specific Academic Aptitude - Science
- VPA - Instrumental Music
- VPA - Visual Arts
- VPA - Theatre

*The following policy is copied from the Prince George County Policy Manual and concerns all gifted students:*

**File: IGBB**

**PROGRAMS FOR GIFTED STUDENTS**

The Prince George School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

**Governor's School – Change of Residency**

Financial responsibility for Governor's School students who move from one participating school district to another shall be assigned as follows:

1. Once admitted the student may remain in the Governor's School for the duration of his/her high school program, (4 years) providing,
  - a. the student remains in good academic standing (Prince George - minimum 2.0 grade point average);
  - b. resides in a participating school district;
  - c. the school district has funding available.
2. The school district where the student resides on March 1 will be responsible for the tuition for the remainder of that year.

Parents will be responsible for officially notifying, in writing, the school district and the Governor's School within ten business days of change of residency. Failure to notify the Governor's School may affect the student's status in the Governor's School.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The school board will establish a local advisory committee composed of parents, school personnel, and other community members appointed by the school board. The committee will reflect the ethnic and geographical composition of the school division. The committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the school board.

*The following guideline is copied from the Gifted Procedural Handbook and most recently revised by the school board on 3/26/03. This guideline guarantees that classroom teachers of the gifted will have a significant group of identified gifted students for whom they must plan. Teachers can then focus on the needs of the group and the individual within that group.*

## Grouping Guidelines for Identified Gifted Students

1. Identified gifted/talented students in grades K-12 should be placed in classrooms with teachers who have a minimum of 3-6 hours of graduate course work in gifted education.
2. When eleven or fewer students are identified for PACE at a given grade level within a school, the entire group must be assigned to one classroom.
3. When twelve or more students are identified for PACE at a given grade level within a school, the group may be assigned to one teacher or may be divided between two teachers, provided both meet the training requirements. (No fewer than 6 PACE students should be assigned to any one group.)
4. In grades 1-7, transfer students who have documentation that they were identified and served in gifted programs in other divisions should be assigned to a classroom with groups of gifted students in Prince George schools. This should be determined at the time of registration. In grades 8-12, these transfer students should be encouraged to take advanced, accelerated, honors, dual credit and/or AP classes unless they fail to meet the prerequisites. These students are considered SOAR students and should be enrolled in that program with a review date of the closest assessment window. The guidance counselor calls them to the attention of the gifted resource teachers.
5. At the secondary level, identified gifted students are encouraged to enroll in accelerated, honors, dual credit, AP classes and /or and independent study unless they fail to meet the prerequisites.
6. At the middle school level, PACE students will be assigned to more than one team. Every attempt will be made to ensure that no fewer than six PACE students be assigned to a team. These students will be grouped together for differentiated instruction in all core areas.
7. SAGE students should be assigned to teachers trained in gifted education who can differentiate curriculum in the area(s) in which the student has been identified. They should be a part of a group of advanced students and be placed with PACE students in their area(s) of identification.
8. SOAR students in grades 1-8 should be grouped for differentiated instruction with a teacher trained in gifted education. Some SOAR students may need to be grouped with the PACE students. The identification/placement committee makes this recommendation. *All SOAR students should be part of a group of 5 or more advanced learners.*

*The following guidelines appear in the 2017-2018 Students Registration Guide. In grades 6-12 it is expected that identified gifted students enroll in advanced, honors, dual credit and/or AP classes. This guide is updated annually and published on the Prince George website. Parents are urged to check it annually for the most current information. (<http://schools.pgs.k12.va.us/clements/guidance.html>)*

### HONORS/ADVANCED COURSE GUIDELINES

Honors courses on all levels refine basic skills stressed in earlier courses and lead students to perfect analytical, evaluative and critical skills. There is to be increased independence in study habits and in decision-making. These courses are designed for students of exceptional promise. The student:

1. Must have received a grade of A in the regular prerequisite course or at least B in the honors prerequisite course for the previous year.
2. Should be recommended by the teacher of the prerequisite course according to school Guidelines, which will include an emphasis on the student's demonstrated desire and motivation to perform honors level work.
3. Consideration will be given to performance on the most recent standardized test scores, as well as SOL test results.
4. Must have parental approval and signature.
5. May not drop after the first grading period report cards are issued.

### EXCEPTIONS

Exceptions will only be made by the principal with input from the counselor and teacher. Once a student qualifies and enrolls in an honors course, he may remain there if he continues to make satisfactory progress.

### TRANSFER STUDENTS

*A student who transfers during the school year may not enroll in an honors class unless enrollment at the previous school can be verified by a transcript or report card. If neither is available, the counselor may verify the student's placement by telephone or as soon as possible. In lieu of a teacher recommendation, other methods of placement may be used.*

### DUAL ENROLLMENT

Dual Enrollment courses are cosponsored by PGHS and local colleges and enable a student to earn credit from both institutions simultaneously. Classes from John Tyler Community College, Richard Bland College, Virginia State University and Southside Virginia Community College will be teaching on our campus. Eligible students may take one or several of the courses depending on course prerequisites and academic performance. Taking these courses allows qualified students to enjoy a smoother transition to college, trim tuition costs and/or get ahead on their careers.

Also, the college develops the course content and teaching methods of dual enrollment courses for college age students. When considering college level courses, please consult course descriptions in this guide and your counselor for information and recommendations. It is important to consult college catalogs about the transfer of college credits between colleges and universities. Policies of state and private schools may vary. See your guidance counselor if you have questions.

**Dual Enrollment (con't)**

The following regulations will apply:

1. Students must meet course prerequisites as established by the college and PGHS.
2. Students must complete the college application form and have parental approval.
3. Students must pay in full the total cost for tuition, books and supplies at the beginning of each semester of the course where applicable. No application fee is required.
4. Class grades are weighted and assigned quality points as follows: yearly credit will be A=5.5, B=4.5, C=3.5, D=2.5 and F=0.
5. In order to continue in a second semester course, the student must receive a final first semester grade of C or better. Any student who does not meet this standard must meet with his counselor. Decisions regarding classes to be taught each semester depend upon student enrollment, availability of faculty, facilities, and financial resources.

# ADVANCED PLACEMENT COURSES AND GUIDELINES\*\*

<b>AP English 11 – Language &amp; Composition</b>	<b>Grade 11</b>
<ol style="list-style-type: none"><li>1. PSAT (critical reading) score of no less than 50 (SAT 500) *.</li><li>2. A grade of A in English 10 or at least a B in Honors English 10.</li><li>3. The recommendation of the English 10 teacher.</li></ol>	
<b>AP English 12 – Literature &amp; Composition</b>	<b>Grade 12</b>
<ol style="list-style-type: none"><li>1. A PSAT (critical reading) score of no less than 50 (SAT 500) *.</li><li>2. A grade of A in English 11 or at least B in English 11 Honors.</li><li>3. The recommendation of the English 11 teacher.</li></ol>	
<b>AP U.S. History</b>	<b>Grade 11</b>
<ol style="list-style-type: none"><li>1. A PSAT (critical reading) score of no less than 50 (SAT 500) *.</li><li>2. A grade of A in English 10 or at least B in English 10 Honors.</li><li>3. A grade of An in World History II or at least B in World History II Honors.</li><li>4. The recommendation of the World History II teacher.</li></ol>	
<b>AP U.S. Government</b>	<b>Grade 12</b>
<ol style="list-style-type: none"><li>1. A PSAT (critical reading) score of not less than 50 (SAT 500) *.</li><li>2. A grade of A in U.S. History or at least B in AP U.S. History or U. S. History Honors.</li><li>3. The recommendation of the U.S. History teacher.</li></ol>	
<b>AP Calculus AB</b>	<b>Grade 12</b>
<ol style="list-style-type: none"><li>1. A PSAT (math) score of no less than 50 (SAT 500) *.</li><li>2. A grade of at least B in Math Analysis Honors or its equivalent.</li><li>3. The recommendation of the teacher of the prerequisite course.</li></ol>	
<b>AP Calculus BC</b>	<b>Grade 12</b>
<ol style="list-style-type: none"><li>1. A PSAT (math) score of no less than 50 (SAT 500) *.</li><li>2. A grade of at least B in Pre AP Calculus or its equivalent.</li><li>3. The recommendation of the teacher of the prerequisite course.</li></ol>	
<b>AP Chemistry</b>	<b>Grade 12</b>
<ol style="list-style-type: none"><li>1. A PSAT (math) score of no less than 50 (SAT 500) *.</li><li>2. A grade of at least B in Algebra II and Chemistry.</li><li>3. The recommendation of the teacher of the prerequisite courses.</li></ol>	
<b>AP Spanish &amp; AP French</b>	<b>Grades 11, 12</b>
<ol style="list-style-type: none"><li>1. A PSAT (verbal) score of no less than 50 (SAT 500) *.</li><li>2. A grade of B or better in Spanish III or French III.</li><li>3. The recommendation of the Spanish III or French III teacher.</li></ol>	
<b>AP European History</b>	<b>Grades 11-12</b>
<ol style="list-style-type: none"><li>1. A PSAT (verbal) score of no less than 50 (SAT 500) *.</li><li>2. A grade of A in English 10 or at least B in English 10 Honors.</li><li>3. A grade of A in World History II or at least B in World History II Honors.</li><li>4. The recommendation of the World History II teacher.</li></ol>	

\*may be waived if the prerequisite course grade was A and the teacher strongly recommends.

\*\*all courses require written parental agreement to pay AP test fee.

*The policies below are copied from the Prince George County Policy Manual.*

File: IGBI

#### ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Adopted: June 13, 2005

Some gifted students may be so advanced that they require even greater acceleration in their Program of Study. The following policies and guidelines provide that opportunity for them.

File: IKEB

May 2011

#### ACCELERATION

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made to the principal or guidance counselor by June 30 of the year in which the course was completed.

File: JQA

Feb. 2011

GRADE PLACEMENT

A change of placement meeting must be held before making a change in student placement up, down, between schools or across grade levels for instruction in the core subjects. The meeting will be scheduled by the principal. In attendance should be the principal or his designee, referring teacher, parent, and director.

If a change of placement could result in the student moving to another school, the principal or designee of the receiving school should be in attendance. The Change in Student Placement Form must be used by any principal/teacher that is considering a grade change in student placement.

**Student Course Changes**

*Within a Discipline*

Changing classes within a discipline such as moving from Chemistry to Principals of Physical Science will only be permitted for those students who are grade-level classified as seniors and who need that particular class in order to meet the distribution requirements to graduate high school. These changes to schedules need to be made by the first week after the close of the first grading period. Underclass students are not permitted to make such changes.

*Class Levels*

Changing class levels such as moving from an honors course to the regular course in the same subject (Honors English 11 to English 11) or changing a foreign language or math course to a lower level class (Geometry to Geometry, part 1 or Spanish III to Spanish II) will not be permitted after first grading period report cards are issued. Any exceptions to this practice will require the principal's approval.

Adopted: June 13, 2005

Revised: February 7, 2011

Prince George County Public Schools

CHANGE IN GRADE PLACEMENT

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Present Placement \_\_\_\_\_ Present Teacher \_\_\_\_\_

Attendance: Days Present \_\_\_\_\_ Days Absent \_\_\_\_\_

Present Grades: Language Arts \_\_\_\_\_ Math \_\_\_\_\_

Other \_\_\_\_\_

Reading Level \_\_\_\_\_

LOCAL ASSESSMENT INFORMATION

PALS Screening Results \_\_\_\_\_

STAR Reading \_\_\_\_\_

English SOL Objectives Mastered: Grade \_\_\_\_\_ Percent Mastered \_\_\_\_\_

Adopted Mathematics Assessment \_\_\_\_\_

Mathematics SOL Objectives Mastered: Grade \_\_\_\_\_ Percent Mastered \_\_\_\_\_

Other Assessments: \_\_\_\_\_

STANDARDIZED TEST INFORMATION

Test \_\_\_\_\_ Date \_\_\_\_\_

Scores \_\_\_\_\_

Test \_\_\_\_\_ Date \_\_\_\_\_

Scores \_\_\_\_\_

Comments: Academic and Social \_\_\_\_\_

PRINCE GEORGE COUNTY PUBLIC SCHOOLS

Change Initiated by: School \_\_\_\_\_ Parents \_\_\_\_\_

Recommended Placement: \_\_\_\_\_

\_\_\_\_\_ \*Referring Teacher \_\_\_\_\_ Date

\_\_\_\_\_ \*Principal \_\_\_\_\_ Date

\_\_\_\_\_ \*Director \_\_\_\_\_ Date

\_\_\_\_\_ \*Parent \_\_\_\_\_ Date

\_\_\_\_\_ Other \_\_\_\_\_ Date

\*Must sign for a change in placement.

Adopted: June 13, 2005

\_\_\_\_\_  
\_\_\_\_\_

### **Acceleration Guidelines**

Various types of acceleration can be used to match course offerings with the educational needs of gifted and talented students. However, it is necessary to plan carefully and to document the rationale as well as the outcome of such intervention. Long range plans are recommended.

#### **1. Procedure for Obtaining Approval**

##### **a. Request Procedure**

- 1) A request for acceleration can be initiated by administrators, teachers or parents on behalf of a student.
- 2) The request must be made in writing and must provide specific reasons why such placement is necessary.
- 3) The initiator must be prepared to offer documentation to support the request. Such supportive data may include recommendations by prior and current teachers, and/or observations of professionals who have worked with the student in some capacity, as well as, standardized test data.
- 4) Requests for accelerated placement must be submitted to the principal of the current school by April of the year prior to actual entry into an accelerated program. A copy of the request should be forwarded to the director of gifted education and the assistant superintendent of instruction.

##### **b. Factors for Consideration**

- 1) The intellectual aptitude and maturity of the student must be far beyond that of the age peers.
- 2) Achievement data such as standardized scores, criterion referenced tests and classroom performance must indicate that the student has mastered skills usually taught at the level being exempted or rapidly paced.
- 3) High levels of student interest and task commitment must be evident in the subject matter area(s).
- 4) The personal and social development of the student must be sufficiently well developed to enable the student to interact favorably with classmates at the higher-grade level when such placement is being considered.

##### **c. Committee Approval**

- 1) Prior to accelerated placement, a request must be evaluated and approved by a committee composed of (a) the principal, (b) classroom teachers currently involved with the student's instruction, (c) a counselor and (d) a central office representative approved by the assistant superintendent of instruction.
- 2) The person initiating the request will be notified a week in advance of the committee meeting and may appear before the committee if she/he so desires.
- 3) A written report of the committee's recommendations will be provided to the person initiating the request. A copy will also be kept in the student's file.
- 4) The assistant superintendent of instruction will review the recommendation, reserving the right to approve or deny the same.

**Acceleration Guidelines (con't)**

- 5) An official Change of Placement form must be completed and kept on file in the student's record (Form JQA-F-Policy manual).
2. Types of Acceleration
    - a. Advanced Grade Level Placement - This type of acceleration includes "skipping" grades and courses as well as taking college courses for dual high school/college credit. It is the most extreme form of acceleration and should be used with great caution. When it is being considered, it should be part of a long-range plan which has been developed through careful consideration of the student's total wellbeing. Follow all procedures for obtaining approval.
    - b. Course Completion in Less Than the Prescribed Time - In rare cases, a student's aptitude and interest in a particular subject matter area may justify completing a year's work in one semester. The State Department of Education has not established a policy regarding assignment of full credit to such work, therefore, a student who undertakes such acceleration should do so in order to achieve more flexibility in scheduling (opportunities to pursue electives and special interests) rather than in order to accumulate additional credits. Follow all procedures for obtaining approval.
    - c. Elementary: Work with Higher Grade Levels for Portions of the Day. - Students who have mastered all the skills needed for reading or math at the regular grade placement may be assigned to teachers at higher grade levels for a portion of the day. This is not a widespread policy and should be undertaken with the same caution as all other forms of acceleration. The procedure for obtaining approval must be followed although the request may be initiated during the school year.
    - d. Elementary/Middle School: Grouping Within a Classroom - When several students within the same class demonstrate the ability to work more rapidly through basic material and thus enter above grade level texts during the year, the teacher may request permission for this group to be accelerated. Principals and Facilitators should meet with the teacher for planning. This constitutes committee action and should be documented.

## Procedural Guidelines for Transfer Students

In compliance with the **Interstate Compact on Educational Opportunity for Military Children** (22.1-360, Article V.B) that states:

“Educational program placement: The receiving state school shall initially honor placement of the student in educational programs based on current assessments conducted at the school in the sending state or participating in like programs in the sending state. Such programs include, but are not limited to (i) gifted and talented programs and (ii) English as a second language (ESL) programs. This does not preclude the schools in the receiving state from performing subsequent evaluation to ensure appropriate placement of the student.”

Please implement the following steps for any identified gifted student that is transferring into Prince George Public Schools for 2013-2014 and in any future years.

1. Parents indicate on the enrollment form that their child has been receiving gifted services.
2. The guidance office in each school immediately notifies the gifted resource teacher in writing that a student needs to be reviewed for placement in the gifted programs. (During the summer months these registrations are held until the gifted resource teacher returns in the fall. The names should be provided in writing on his/her first day in the building.)
3. The student’s placement in and services from a gifted program in the sending school needs to be documented in writing.
4. The resource teacher calls a **Transfer Gifted Eligibility Committee** meeting. The student must be placed in a “like” program as quickly as feasible following registration. It is expected that the decision would be made in fewer than 20 school days.
5. Every effort should be made, prior to the meeting, to obtain and review the students record from the sending school system describing the services received.
6. A placement decision should be made by a **Transfer Gifted Eligibility Committee** composed of the gifted resource teacher, the principal and a guidance counselor. The resource teacher will act as a student advocate.
7. The **Transfer Gifted Eligibility Committee** should complete form 3-8b in the Gifted Information Handbook. The results of the committee should be shared with the central office. Please send the director a copy of page 3-8b.
8. The gifted resource teacher should open a (yellow) gifted folder on the student placing into that folder this decision sheet 3-8b and paperwork concerning gifted placement and services from the sending school division. Permission to be served should also be added to the folder.
9. A letter must be sent home to the parents informing them of the decision, accompanied by a permission to serve the student. Please use form 3-14t, a, b, c.
10. Once that permission is received the child is officially enrolled in the designated gifted program.
11. A transfer students’ placement in PACE, SAGE, or SOAR by the **Transfer Gifted Eligibility Committee** will be reviewed by the school’s eligibility committee at its next scheduled meeting. Subsequent evaluations may be recommended in order to ensure appropriate placement of the student.

**Adapted from the Maggie L Walker Governor's School for Government and International Studies  
Admissions Handbook**

**As a rule Prince George County identifies rising freshmen (8<sup>th</sup> grade students) annually for this program resulting in a total of 8 slots at the school.**

**This enrollment is dependent upon annual funding and the availability of slots.**

<http://www.gsgis.k12.va.us/>

The admissions process is designed to identify students with a strong interest and desire to pursue advanced studies in government and international studies. The process seeks to include a pool of culturally diverse applicants which reflects the demographics of the school divisions. Local and regional selection committees are provided with a variety of information to identify students who have the potential for success at Maggie L. Walker Governor's School.

Except in cases where extenuating circumstances exist, applications are accepted only from students during their eighth grade year of school. All applicants residing in a participating school district must meet the application deadline in December of each year to be considered for admission. If a new student moves into a participating school division between the deadline and the beginning of the fall semester, the student may submit an application and be placed on the waiting list if the student meets the qualifications.

The selection process is highly competitive. More than 1,200 eighth grade students apply each year for admission. Maggie L. Walker Governor's School will only accept full-time students who have met the regional requirements for admission.

If offered during the middle/junior high school years, it is highly recommended that entering ninth graders have completed the following courses:

- Honors English
- Earth Science
- Honors History/Social Sciences
- One year of an International Language

*Applicants must be enrolled in Algebra I or higher-level mathematics course when they apply, and they will be required to have successfully completed Algebra I for high school credit prior to enrollment.*

An Informational Session is held in Prince George County at N.B. Clements late in October and another is held at Maggie L. Walker Governor's School during mid-November where prospective students and parents may meet administrators, teachers and/or students, ask questions, tour the building and receive an overview of the program and extracurricular activities offered at Maggie L. Walker.

Eight grade students who meet the following criteria are eligible to apply:

1. Students must be enrolled in Algebra I or higher-level mathematics course for high school credit **when they apply**.
2. Students must have a B average on the core subjects for the 7th grade year (according to the local school division's grading scale). (Students who do not have a B average, but would like to be considered as an applicant due to special circumstances, must provide a letter of explanation according to the local school division's guidelines.)

Applications are available in Mid-October. Public school students who are interested in becoming applicants from their local school division must request applications from their junior high counseling department. Private and home-schooled students must provide the counselor with proof of residency before being issued an application. Upon receipt of the completed application, guidance forwards the application to the local school division's gifted program administrator.

**Adapted from Appomattox Regional Governors School  
Application Packet**

**As a rule Prince George County identifies rising freshmen (8<sup>th</sup> grade students) annually for this program resulting in a total of 12 slots at the school.**

**This enrollment is dependent upon annual funding and the availability of slots.**

<http://www.args.us/>

The Appomattox Regional Governor's School for the Arts and Technology provides a unique opportunity for a community of learners, students with similar interests and abilities, to pursue excellence in specific focus areas of the arts and technology: Dance, Instrumental Music, Literary Arts, Technology, Theatre Arts (Theatre, Musical Theatre and Technical Theatre), Visual Arts, and Vocal Music. To ensure that all qualified students have the opportunity to apply for admission, the criteria and evaluation procedures have been developed using multiple and nontraditional measures designed to identify students gifted in the arts or technology, regardless of cultural background.

Current eighth grade students (rising 9th graders) who are legal residents of a participating school division are eligible to apply. Extenuating circumstances for students wishing to transfer from similar art and technology programs may be considered. Specific questions regarding eligibility should be addressed to the local public school division gifted program administrator.

Applicants must be enrolled in Algebra I or higher-level mathematics when they apply, and they will be required to have successfully completed Algebra I for high school credit prior to enrollment. It is highly recommended that students have completed or are currently enrolled in the following:

- *Art, Dance, and/or Music (in school or privately) depending on focus area*
- *Basic Computer Science*
- *Earth Science*
- *Foreign Language*

Applicants should have at least a B average for the seventh grade. If a student does not have a B average for the seventh grade, he or she may apply due to special circumstances. For consideration, the student must provide a separate letter of explanation with the application form.

An Informational Session is held in Prince George County at N.B. Clements late in October and another is held at Appomattox Regional Governor School during November where prospective students and parents may meet administrators, teachers and/or students, ask questions, tour the building and receive an overview of the program and extracurricular activities offered at Maggie L. Walker.

Eight grade students who meet the following criteria are eligible to apply:

1. Students must be enrolled in Algebra I or higher-level mathematics course for high school credit **when they apply**.
2. Students must have a B average on the core subjects for the 7th grade year (according to the local school division's grading scale). (Students who do not have a B average, but would like to be considered as an applicant due to special circumstances, must provide a letter of explanation according to the local school division's guidelines.)

Applications are available in Mid-October. Public school students who are interested in becoming applicants from their local school division must request applications from their junior high counseling department. Private and home-schooled students must provide the counselor with proof of residency before being issued an application. Upon receipt of the completed application, guidance forwards the application to the local division's gifted program administrator.

Part IX: A  
Personal and Professional  
Development

**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.

**Part IX: Personal and Professional Development (8VAC20-40-60A.13) (con' t)**

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.

**Evidence of Professional Development**

Although many topics will be touched on each year through short staff development sessions held within each school building, each year the gifted program will have a concentration on a two topics chosen from the list above, covering all topics in a 5 year span.

**5-Year Overview of Staff Development Topics:**

This demonstrates one possible sequence for ensuring that all topics are presented to teachers of the gifted during this 5-year period. The sequence of topics covered may vary from this example

as needs emerge and dependent upon the availability of funds, conferences, webinars and presenters. All competencies on the above list will be presented within this 5-year time frame.

2017-2018	Sections 4 & 5: During the scheduled Staff Development days in August 2017, gifted cluster teachers will be required to participate in professional development opportunities regarding curriculum compacting or Sandra Kaplan's Depth and Complexity Icons. The training will provide teachers with a better understanding and tools to differentiate curriculum in order to meet the needs of gifted students. A follow-up reflection will be held on November 7th to provide the teachers an opportunity to share and discuss the implementation of said strategies in differentiated lessons and units.
2018-2019	Sections 4 & 5: An emphasis will be placed on the development of sophisticated products and the evaluation of student learning. Staff development in August will emphasize creating valid and reliable rubrics for authentic assessments. A follow-up session will be held on the staff development day in November to share and critique authentic assessment rubrics. An emphasis will be placed on technology skills to enhance student performance. Teachers will also focus on contemporary issues and research in gifted education.
2019-2020	Sections 2 & 6: Staff development in August will focus on understanding of the characteristics of gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled) including the development of tasks designed to be used with this population of students.
2020-2021	Sections 1 & 5: Staff development will focus on curriculum compacting.
2021-2022	Sections 3 & 4: Staff development will focus on portfolio development and independent study opportunities.

The following staff development plan will be followed annually.

**Administrators and Guidance Personnel**

- Will be offered a one-hour workshop during their administrative retreat or on a workday focusing on topics mentioned above.
- The director of gifted is responsible for providing the workshop.

**Resource Teachers of the Gifted**

- Will have a license in gifted education.
- Will provide for all teachers an annual workshop focusing on the characteristics of gifted students and their screening, referral and identification, paying special attention to the needs of underrepresented populations.
- Will attend monthly staff development sessions with the director.
- Will attend at least one conference annually in the area of gifted education when funds are available.
- Will take a leadership role in the area of staff development.

*5-Year Overview of Staff Development Topics (con't):*

**PAAS Teachers**

- Will complete a minimum of 3 to 6 graduate hours of education that focuses on the differentiation of instruction for the gifted learner. A license in gifted education is preferred.
- Will attend quarterly staff development sessions with the director.
- Will attend at least one conference in the five-year period in the area of gifted education when funds are available.
- Will take a leadership role in the area of staff development.

**Classroom Teachers of the Gifted**

- Will have successfully completed a minimum of 3 to 6 graduate hours of education that focuses on the differentiation of instruction for the gifted learner. A license in gifted education is preferred.
- Will participate in a minimum of one staff development annually focusing on the competencies required by this plan; one each semester is preferred.

**All Teachers**

- Will attend the annual workshop focusing on the characteristics of gifted students and their screening, referral, and identification paying special attention to the needs of underrepresented populations.
- Will seek out the help of the gifted resource teacher so that opportunities for advanced performance exist in every classroom.

**New Teachers**

- Will receive a brief orientation and overview of the gifted services and their role during New Teacher training week each fall.

Part IX: B  
Methods of  
Selecting  
Teachers of the Gifted

The county believes that consideration of the unique needs of gifted students must take place before appointing teachers to the position of Teacher of the Gifted, Gifted Resource Teacher, or PAAS Teacher.

### **1. Methods of Selection for Teachers of the Gifted**

- a. The director of gifted education and principal work, as a team, to interview and select resource teachers for all gifted programs.
- b. Principals, with the help of the director of gifted, assign classroom teachers within their buildings the responsibility of teaching a gifted cluster, a PAAS class, an honors, advanced, MYP, dual credit, or an Advanced Placement class. Teacher selection is based on a demonstrated ability to create and carry out flexible, differentiated, rigorous, and enriched curricular experiences that are suited to the gifted students' needs. The teachers who are chosen are required to have between 3 and 6 hours of gifted education courses at the graduate level or a 90-point recertification course approved by the director of gifted. Teachers who have earned a master's degree in Gifted Education or a license in Gifted Education should be given every consideration for these assignments. It is recommended that principals use the following checklist when screening their teachers:
  1. 3-6 hours or a license in gifted education.
  2. Successful classroom experience.
  3. Broad range of knowledge and interest or superior mastery of content coupled with a passion for learning.
  4. Personal flexibility and enthusiasm.
  5. Above average communication skills.
  6. Above average ability to work with other adults.
  7. Evidence of valuing giftedness in pupils.
  8. Acceptance of individual differences.
  9. Evidence of innovative teaching, superior questioning skills, and knowledge of curriculum differentiation techniques that are suitable for the gifted.

### **2. Methods of Evaluation**

This section includes methods used to evaluate teachers of the gifted.

Building principals observe and evaluate the teachers of the gifted. A special instrument is in place to evaluate the work of gifted resource teachers. Special emphasis is placed on the teachers' ability to differentiate content, process and products as well as create a suitable and safe learning environment for the gifted students assigned to them. An optional observation form for classroom teachers of the gifted is available to enhance the principal's ability to identify and discuss appropriate differentiation strategies. If the regular observation form is used, a comment should be included specifying the teacher's performance as a teacher of the gifted. Principals check plan books for the ≠ sign. The director of gifted makes every effort to observe in at least half of the schools annually in order to assure the Gifted Advisory Committee of the appropriateness of the instruction.

Part X  
Procedures  
For the  
Annual Review of Effectiveness  
Of the  
Gifted Education Program

**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.

Each year the local gifted advisory committee shall review the gifted education program including progress on stated goals. The committee shall determine the extent to which the program for the previous year was implemented by the school divisions. Comments and recommendations of the committee will be provided in writing to the division superintendent and school board.

The following chart indicates the **primary focus** of the Gifted Advisory Committee year by year.

**Annual Review of Effectiveness**

<b>2017-2018</b>	<b>2018-19</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<p>Review of the <b>Curriculum and Instruction</b> section of the gifted plan, including its relevance to the achievement of equitable representation of students, and on the progress made on the five-year goal in this area. Multiple criteria and multiple sources of information will be presented.</p> <p>Emphasis on designing methodology that would provide a foundation for the required differentiation in grades 1-5. The needs of special populations will be taken into consideration in the selection of strategies and in the decision to select Problem Based Learning as a requirement in the future.</p>	<p>Review of the <b>Delivery of Services</b> section of the gifted plan, including its relevance to the achievement of equitable representation of students and on the progress made on the five-year goal in this area. Multiple criteria and multiple sources of information will be presented.</p>	<p>Review of the <b>Professional Development</b> section of the gifted plan, including its relevance to the achievement of equitable representation of students and on the progress made on the five-year goal in this area. Multiple criteria and multiple sources of information will be presented.</p>	<p>Review of the <b>Parent and Community Involvement</b> section of the gifted plan, including its relevance to the achievement of equitable representation of students and on the progress made on the five-year goal in this area. Multiple criteria and multiple sources of information will be presented.</p>	<p>Review of the <b>Identification</b> section of the gifted plan, including its relevance to the achievement of equitable representation of students and on the progress made on the five-year goal in this area. Multiple criteria and multiple sources of information will be presented.</p>

# Part XI

## Procedures

### For the Establishment of the Local Gifted Advisory Committee (GAC)

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

Each school division shall 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.

**Gifted Local Advisory Committee (GAC)**

**1. Composition of Local Gifted Advisory Committee (GAC)**

<b>Categories</b>	<b>Number represented</b>
Parents	8 - 9
Teachers	8 - 9
Administrators	3 - 4
Support Staff	1 - 2
Community representatives of business, industry, arts	1 - 2
Students (optional)	0 (Often are guests)

**2. Selection of Members for the Local Advisory Committee**

This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.

The school board appoints members of the Advisory Committee. The schools are scattered geographically across the county. Appointing one teacher and one parent from each of the schools assures geographic representation. When there is a vacancy the director, after consulting with the principal and gifted resource teachers, nominates teachers, community members, and parents to the role of serving on the committee. The ethnic background of members is taken into account when approving new members. These names are presented to the board for their approval. Members are invited to serve a 3-year term.

**3. Meeting Schedule of the Local Advisory Committee**

The committee meets between three and four times a year: usually October, January, March and May. Additional meetings may be held when the need arises

**4. Responsibilities of the Gifted Advisory Committee**

- a. To review annually the local plan for the education of gifted students including revisions.
  - 1) School divisions may decide to focus on one or more areas to review each year.
  - 2) Review multiple criteria and multiple sources of information.
  - 3) Review student outcomes.
  - 4) Review academic growth of gifted students.
  - 5) Review all aspects of the plan including: screening, referral, identification and program procedures toward the achievement of equitable representation of students, delivery of services, curriculum and instruction, professional development, as well as parent and community involvement.
- b. To determine the extent to which the plan for the previous year was implemented.
- c. To report their findings of the annual program effectiveness and their recommendations in writing to the division superintendent and the school board.

**5. Timeline for the annual review of effectiveness**

- a. September- October: Director and members of GAC decide on exact data to be collected in the focus area of the plan for the academic year.
- b. November – March: Data is collected. Presentations are planned concerning the topic. Multiple sources of information are presented to the GAC in the area of focus.
- c. March - May: GAC members and director study data, draw conclusions, and give all feedback to the director to compile in a report for the board.
- d. Summer: Gifted Advisory Committee Report is composed and sent to all members
- e. August or September: GAC report delivered to School Board.

# Part XII

## Assurances

**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.

	Renee Williams	December 11 2017
Division Superintendent's Signature	Printed Name	Date