Stafford County Public Schools

Local Plan for the Education of the Gifted

2012-2017

LEA# 089
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Local School Board Chairperson Stephanie Johnson

Date Approved by School Board July 24, 2012

General Information regarding the Gifted Program in Stafford County Public Schools

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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

Teachers and administrators in Stafford County Public Schools recognize that additional or different services and programs may be required for certain populations of students whose educational needs are exceptional, and they are committed to providing those services. Gifted students are among those students with exceptional needs. Gifted education services at the elementary, middle, and high school levels should provide a variety of instructional enrichment opportunities for students. Gifted education resource teachers should collaborate with regular classroom teachers and provide consultation services to enhance the essential curriculum to meet the needs of gifted students. Services for gifted students should provide appropriate learning experiences and environments that meet the academic, artistic, creative, social, and emotional needs of these students and that develop their potential. In addition to these instructional goals, administrative procedures and instruction for gifted students should afford opportunities for interaction with other gifted students as well as all students in general; appropriate acceleration and enrichment; pursuit of individual interests through independent study, original research, and mentorships, and real-life problem finding and solving. Also critical is the recognition that each student who is identified as gifted is unique; services should be addressed for the individual as well as group needs. Gifted education resource teachers should provide services to students on a variety of levels ranging from one-on-one services to selected general student population presentations. Gifted students should be serviced through multiple delivery options, which should be differentiated to a degree as to be consistent with the student’s interests, abilities, and needs. Delivery options should not be limited to but may include any of the options provided for in the gifted plan.

B. Division Operational Definition of Giftedness

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic) or Mathematics (Logical/Mathematical)

Students who have been identified as needing gifted services to maximize their academic growth and performance have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students demonstrate extraordinary intellectual performance capability in one or more academic areas: mathematics, science, social studies, and/or language arts, as assessed through multiple sources of information to include nationally norm referenced tests, teacher narratives, student work samples, observation/ interview, parent survey and other evidence that supports a need for advanced academic services. In order to meet their needs and develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the Program of Studies in all subject areas.
VPA-Visual Arts

Students who have been identified as needing gifted services to maximize their visual arts growth and performance have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students demonstrate extraordinary visual arts performance capability as assessed through multiple sources of information to include teacher narratives, student work samples/portfolio, self-portrait, parent survey and other evidence that supports a need for advanced visual arts services. In order to meet their needs and develop their abilities, these advanced visual artists require a differentiated visual arts curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the Program of Studies in all visual arts areas.
Part II: Program Goals and Objectives (8VAC20-40-60A.2)

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic) or Mathematics (Logical/Mathematical)

A. **Identification:** The gifted resource teacher at each school and grade level will improve and evaluate the identification process to ensure an equitable representation of students from across the school division. The gifted resource teacher at each school and grade level will pilot screening tools that allow for equitable representation of K-12 students from various backgrounds that include economically disadvantaged, culturally diverse, identified with a disability, twice exceptional, and limited English proficiency.

B. **Delivery of Services:** The gifted resource teacher at each school and grade level will develop standards for the delivery of services for each level (elementary, middle and high school) that are appropriate to the needs of individual students and their school community.

C. **Curriculum and Instruction:** The gifted resource teacher at each school and grade level will advance knowledge and skills in each student’s area of interest or strength, provide opportunities for problem-solving, critical thinking, creative thinking, social/emotional skills, and encourage self-directed learning by continuing to develop and/or provide K-12 curriculum that is differentiated for advanced learners.

D. **Professional Development:** The gifted resource teacher at each school and grade level will provide on-going professional development in the characteristics and identification of gifted learners. They will provide on-going professional development on appropriate instructional strategies and differentiation for gifted learners. Additionally, they will support differentiation of instruction through increased opportunities for advanced training for cluster teachers (Appropriately trained, general education teachers of classes with gifted students that have been clustered into groups of 4-7). The gifted resource teacher will also provide professional development for ESL teachers, counselors and Student Services staff. The Supervisor of Gifted and Accelerated Programs will continue intense professional development symposiums for resource teachers of gifted students.

E. **Equitable Representation of Students:** The gifted resource teacher at each school and grade level will utilize culturally fair assessments in response to students’ economic conditions, gender, developmental differences, identified disabilities, and other factors in order to identify gifted students from traditionally underrepresented populations. The Supervisor of Gifted and Accelerated Programs will continue to support efforts to increase access to advanced academic services for students from traditionally underrepresented populations through open enrollment for Pre-AP/IB, AP, IB, and Dual Enrollment courses at the high schools and advanced courses at the middle schools.

F. **Parent and Community Involvement:** The gifted resource teacher at each school and grade level will employ multiple forms of communication to disseminate information regarding student eligibility, programs and services, special programs and events, professional development, and other opportunities for parents and students. The Supervisor of Gifted and Accelerated Programs will continually update the Gifted and Accelerated Programs website to inform parents and community members of the most current information regarding programs and services. The gifted
resource teachers will also continue to provide a Parent Workshop Series addressing various topics related to Gifted and Accelerated Programs throughout the year.

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

VPA-Visual Arts

A. **Identification:** The gifted resource teacher for the arts will ensure that the procedures and criteria used in the identification of students gifted in the visual arts are consistently applied throughout the school division.

B. **Delivery of Services:** The gifted resource teacher for the arts will develop standards for the delivery of visual arts services that are consistently maintained throughout the school division so as to better serve identified students in grades 6-12.

C. **Curriculum Development:** The gifted resource teacher for the arts will explore ways to further extend and enrich curriculum for students gifted in the visual arts.

D. **Professional Development:** The gifted resource teacher for the arts will promote staff development that will assist art specialists in identifying and meeting the needs of students gifted in the visual arts.

E. **Equitable Representation of Students:** The gifted resource teacher for the arts will utilize culturally fair assessments in response to students’ economic conditions, gender, developmental differences, identified disabilities, and other factors so as to identify gifted students from traditionally underrepresented subgroups.

F. **Parent and Community Involvement:** The gifted resource teacher for the arts will employ multiple forms of communication to disseminate information regarding student eligibility, programs and services, special programs and events, professional development, and other opportunities for parents and students. The Supervisor of Gifted and Accelerated Programs will continually update the Gifted and Accelerated Programs website to inform parents and community members of the most current information regarding programs and services.
Part III: Screening, Referral, Identification, and Service Procedures

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

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic) or Mathematics (Logical/Mathematical)

The identification of gifted students is a continuous process in grades K-12 designed to allow for an equitable representation of students from diverse backgrounds, including traditionally underrepresented populations. The screening process will include multiple criteria and be a continuous process from the beginning of the school year through March 1 of each school year. No identification is conducted during the summer months. The entrance of a previously identified gifted student from a different district may result in an expedited referral. (A minimum of 30 school days are needed to complete an expedited evaluation). A student must be currently enrolled in Stafford County Public Schools (SCPS) and may not be referred for the gifted identification process more than once during a twelve-month period. The twelve-month period begins from the date of the decision letter.

The following methods are used to screen candidates:

- Classroom observation
- Screening lessons
- Collection of division-wide assessments and/or nationally normed aptitude assessments in primary grades (K-2)
- Collection of division-wide assessments and/or nationally normed aptitude and/or achievement assessments in grades 3-12
- Student work and performance are evaluated by both the classroom and gifted resource teacher for evidence of higher level of thinking. Learning experiences appropriate to the needs of a high-ability learner will be considered and documented.
- Referral/Inquiries from a parent, teacher or other professional educator, student, community member, and/or gifted resource teacher
- Records of previously identified gifted students upon registration into the school. The evaluation will follow the SCPS identification screening and identification procedures as stated in the gifted plan. If a student’s records show documented scores compatible with SCPS identification needs, a student can be considered through an expedited process.
B. Referral Procedures (8VAC20-40-60A.3)

General Intellectual Aptitude, Specific Academic Aptitude in English or Mathematics (Verbal/Linguistic or Logical/Mathematical)

Referral of Students
- Referral/Inquiries can be made from any of the following:
  - parent,
  - teacher or other professional educator,
  - student,
  - community member, and/or
  - gifted resource teacher.

These referrals are accepted on a continuous basis throughout the school year from September through the first of March. Printed materials regarding the referral and identification process are available from the school-based gifted resource teacher, and information regarding the referral process may be found on the division website. Referrals received after March 1 and before the start of school in September will be submitted to the school-based gifted resource teacher for inclusion in the fall referral process.

Referral Process:
- The gifted resource teachers will conference with parent(s) to disseminate information concerning referrals, identification, and available services.
- Referral forms can be obtained from the gifted resource teacher and should be returned to him/her in a timely fashion in order to begin the process.
- Subsequent referrals may be accepted one calendar year or more from the date of the final decision letter.
- Once a referral form is completed the following will occur:
  - A letter will be mailed to the parents from the office of the Supervisor of Gifted and Accelerated Programs.
  - This letter will include information about gifted education services delivered through the Focus on Excellence Program (commonly referred to as Focus), a permission form, and a parent survey.
  - Once the parent permission is received by the gifted resource teacher, the 90 school-day timeline will begin.
C. Identification Procedures (8VAC20-40-60A.3)

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

General Intellectual Aptitude, Specific Academic Aptitude in English or Mathematics (Verbal/Linguistic or Logical/Mathematical)

- 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) and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s) – Consult technical manuals for validity and reliability. The achievement tests will be given for consideration of a Specific Academic Aptitude identification. Test scores are valid for a two year period.
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify: Additional measures, such as testing results, which have been included in the cumulative record from previous school divisions.
D. **Placement Procedures (8VAC20-40-60A.3)**

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

   **General Intellectual Aptitude, Specific Academic Aptitude in English or Mathematics (Verbal/Linguistic or Logical/Mathematical)**

   a. Identification/Placement Committee by category:

   - [ ] Classroom Teacher(s)
   - [ ] Gifted Education Resource Teacher(s)
   - [ ] Counselor(s)
   - [ ] School Psychologist(s)
   - [ ] Assessment Specialist(s)
   - [ ] Principal(s) or Designee(s)
   - [ ] Gifted Education Supervisor
   - [ ] Other(s) Specify: as needed and including the counselor and/or previous teachers

   b. Type of Identification/Placement Committee:

   - [x] School-level
   - [ ] Division-level
2. Eligibility (8VAC20-40-60A.3)

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic) or Mathematics (Logical/Mathematical)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered/Completed by</th>
<th>Scored by</th>
<th>Provided to the school identification team by</th>
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<tr>
<td>Ex. Behaviors checklist</td>
<td>Current classroom teacher</td>
<td>School gifted education teacher</td>
<td>School division gifted education supervisor</td>
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<td>Aptitude Test (CogAT/NNVAT)</td>
<td>Gifted Resource Teacher, School Psychologist</td>
<td>Gifted Resource Teacher or School Psychologist</td>
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<td>*Achievement Tests</td>
<td>Gifted Resource Teacher</td>
<td>Gifted Resource Teacher</td>
<td>Gifted Resource Teacher</td>
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<td>Parent Survey</td>
<td>Parent/Guardian</td>
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<td>Teacher Narrative</td>
<td>Classroom Teacher</td>
<td>Gifted Resource Teacher</td>
<td>Gifted Resource Teacher</td>
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<tr>
<td>Observation/Interview</td>
<td>Gifted Resource Teacher</td>
<td>Gifted Resource Teacher</td>
<td>Gifted Resource Teacher</td>
</tr>
<tr>
<td>Student Portfolio</td>
<td>Student/Classroom Teacher/Gifted Resource Teacher</td>
<td>2 Gifted Resource Teachers</td>
<td>Gifted Resource Teacher</td>
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*Achievement tests are administered to support a Specific Academic Aptitude needs.

Once the data is collected, an identification meeting is scheduled. Each school establishes and maintains an Identification Team. The data collected and noted on the referral form is discussed by the Identification Team. Students whose data shows that they are significantly exceeding grade level expectations in four of the five criteria will be eligible for gifted services. If achievement data is considered, the student needs five of the six criteria in the significantly exceeding grade level expectations to be eligible for gifted services. No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Stafford County Public Schools are committed to identifying and serving students from diverse backgrounds. The holistic decision-making process allows “other factors” noted on the identification form to be considered at the meeting. Such factors might include ethnic, racial, language, or socio-economic background information; student health, medication, or identified disability; or current circumstances in the home which might affect student performance.

Using the data, the school identification team may make one of the following recommendations:
- The student is in need of gifted services.
- The student is not in need of gifted services.
- The student is placed on monitor status for a designated time determined by the Identification Team.

Parents will be notified of the Identification Team’s decision in a letter from the Supervisor of Gifted and Accelerated Programs.
3. **Determination of Services (8VAC20-40-60A.3)**

**General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic) or Mathematics (Logical/Mathematical)**

In June of each school year, the Supervisor of Gifted and Accelerated Programs will send a list of identified students to each principal and/or counselor for placement purposes within cluster classrooms with appropriately trained, grade level teachers. Although cluster groups vary according to the size of the school and number of students identified, the ideal cluster group is between four and seven students. The principal, gifted resource teacher and other professional school staff will determine appropriate instructional placement of identified gifted students with respect to the individual needs to be provided within our service model.

In addition to cluster grouping, middle school students may also be placed in advanced level courses in areas of academic strength/interest.

At the high school level, accelerated programs such as Pre-AP/IB, Dual Enrollment, Advanced Placement, and International Baccalaureate Diploma courses are open to all students who are motivated and prepared through the appropriate course prerequisites and content curriculum (if required). High school staff, including counselors and gifted resource teachers, conducts conferences with the students and parents/guardians regarding accelerated programs and student progress. The Commonwealth Governor’s School (CGS) conducts a competitive application process to select students who would benefit from an academic year governor’s school that provides gifted and highly motivated students with a challenging, differentiated, and interdisciplinary program in English, science, mathematics, and social studies. Information and applications can be found at the SCPS website for Gifted and Accelerated Programs in the Department of Student Services.
Part III: Screening, Referral, Identification, and Service Procedures

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

VPA-Visual Arts

The search for and identification of students gifted in Visual Arts is a continuous process. Identification may occur each year from grade 5 through grade 12. Screening and identification procedures are constructed to identify high potential in all populations, including those traditionally underserved.

Information about gifted services in Visual Arts, referred to as “Focus Art”, and the referral process are available in brochures placed in all schools and school administration offices, on the school division’s website, and in school newsletters. The gifted resource teacher for Focus Art and the gifted education resource teacher at each school are available to speak to school organizations and community groups.

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

VPA-Visual Arts

Referral of Students

Referral/Inquiries can be made from any of the following:

- parent,
- teacher or other professional educator,
- student,
- community member, and/or
- gifted resource teacher.

Referrals are accepted and acted upon twice a year. Referrals received by November 1 will move to eligibility in December or January. Referrals received between November 2 and March 15 will move to eligibility in May or June. Referrals received after March 15 will be initiated at the start of the next school year. Referral forms are available from the Supervisor of Gifted and Accelerated Programs, gifted education resource teacher for gifted art, gifted education resource teacher, art specialist, school office, and counseling centers. All direct referrals are acted upon, regardless of the source.

Referral Process:

Once a referral is initiated and a referral form completed, it is returned to the gifted resource teacher or art specialist at the school, who forwards a copy to the Supervisor of Gifted and Accelerated Programs. A written request for parent permission for formal assessment is mailed to the parent. This letter includes information about gifted education services for the Visual Arts delivered through the Focus on Excellence Program (commonly referred to as Focus Art), a permission form, a parent survey, portfolio guidelines, and portfolio labels. Once the parent permission is received by the gifted resource teacher, the 90 school-day timeline will begin.
Additional Referral Data Sources:

- **Art Teacher Observation:** Students receive art instruction for 45 minutes weekly beginning in kindergarten. Art teachers use their accumulated observations and student products to determine potential referrals.
- **Consultation with Grade 5 Teachers:** Art teachers consult with 5th grade teachers to seek names of students who demonstrate the following characteristics in the classroom: choosing to do art in classroom projects or during free time; showing originality, creativity, self-expression, and/or advanced skill in projects incorporating art; being viewed by others as a “good artist”; possessing a keen sense of observation and using visual details in writing and discussion as well as in art works.
- **Transfer Student Records:** A referral for formal assessment may be automatically initiated for transfer students whose records indicate they were identified in visual arts in another school system. When possible, data from that assessment are used, supplemented with data required by assessment procedures and criteria for Stafford County Public Schools.

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

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

**VPA-Visual Arts**

- ✔️ 1. Assessment of appropriate student products, performance, or portfolio
- ✔️ 2. Record of observation of in-class behavior
- ✔️ 3. Appropriate rating scales, checklists, or questionnaires
- ☐ 4. Individual interview

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

and/or

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

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

- ✔️ 7. Additional valid and reliable measures or procedures

  Specify: Self-portrait (designed in school division for specific use)
D. Placement Procedures (8VAC20-40-60A.3)

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

VPA – Visual Arts

a. Identification/Placement Committee by category:

- [ ] 1 Art Teacher(s)
- [ ] 1 Gifted Education Resource Teacher(s)
- [ ] Counselor(s)
- [ ] School Psychologist(s)
- [ ] Assessment Specialist(s)
- [ ] 1 Principal(s) or Designee(s)
- [ ] Gifted Education Supervisor
- [ ] 1 Other(s) Specify: as needed and including the counselor and/or previous teachers

b. Type of Identification/Placement Committee

- [ ] School-level
- [ ] Division-level
2. Eligibility (8VAC20-40-60A.3)

VPA – Visual Arts

<table>
<thead>
<tr>
<th>Measure</th>
<th>Administered/Completed by</th>
<th>Scored by</th>
<th>Provided to the school identification team by</th>
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<tbody>
<tr>
<td>Ex. Behaviors checklist</td>
<td>Current classroom teacher</td>
<td>School gifted education teacher</td>
<td>School division gifted education supervisor</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Current art teacher and student</td>
<td>Focus Art Teacher and district fine arts coordinator</td>
<td>Current art teacher</td>
</tr>
<tr>
<td>Student self-evaluation</td>
<td>Student</td>
<td>Focus Art Teacher and district fine arts coordinator</td>
<td>School division gifted education supervisor</td>
</tr>
<tr>
<td>Observation/narrative checklist</td>
<td>Current classroom teacher and current art teacher</td>
<td>Focus Art Teacher and district fine arts coordinator</td>
<td>School division gifted education supervisor</td>
</tr>
<tr>
<td>Timed art assessment (still life)</td>
<td>Current classroom teacher and current art teacher</td>
<td>Focus Art Teacher and district fine arts coordinator</td>
<td>School division gifted education supervisor</td>
</tr>
<tr>
<td>Parent survey</td>
<td>Parent</td>
<td>Focus Art Teacher and district fine arts coordinator</td>
<td>School division gifted education supervisor</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Current art teacher and student</td>
<td>Focus Art Teacher and district fine arts coordinator</td>
<td>Current art teacher</td>
</tr>
</tbody>
</table>

Visual Arts Aptitude 5-12
Eligibility

Referrals are accepted and acted upon twice a year. Referrals received by November 1 will move to eligibility in December or January. Referrals received by April 1 will move to eligibility in May or June. Upon receipt of a referral by the Supervisor of Gifted and Accelerated Programs, a letter informing the parent of the referral and requesting permission for formal assessment is mailed to the parent. The parent survey is also enclosed. The art teacher (or Focus Art resource teacher) begins to collect and record data on the Student Profile form. The student’s current art teacher completes an observation narrative on the student. In the case of a student (generally middle school) whose work is not known to the art teacher, the classroom teacher or teacher team completes a checklist. The art teacher schedules all referred students for the Timed Art Assessment. The art teacher reviews with the student the guidelines for assembling a portfolio of art work. The art teacher will provide art materials to assist students who may lack resources to put together a portfolio. Portfolios must contain a minimum of five (5) prescribed pieces and up to five additional pieces selected by the student. The portfolio and the Timed Art Assessment are evaluated by two (2) art specialists who do not know the student. Once all the data are collected, an identification meeting is scheduled. No more than ninety (90) school days shall elapse from the time parent permission is received until the identification meeting is held. The school-level identification team reviews the data holistically and through consensus makes a recommendation. No single criterion is allowed to deny or guarantee access to gifted services.

The Stafford County Public Schools are committed to identifying and serving students from diverse backgrounds. The holistic decision-making process allows “other factors” noted on the
identification form to be considered at the meeting. Such factors might include ethnic, racial, language, or socio-economic background information; student health, medication, or identified disability; or current circumstances in the home which might affect student performance. The art teacher provides art materials to students whose circumstances might prohibit them from purchasing them to assist them in completing the portfolio requirement.

Using the data, the school identification team may make one of the following recommendations:

- The student is in need of gifted services.
- The student is not in need of gifted services.
- The student is placed on monitor status for a designated time determined by the Identification Team.

Parents will be notified of the school’s Identification Team’s decision in a letter from the Supervisor of Gifted and Accelerated Programs.
3. Determination of Services (8VAC20-40-60A.3)

VPA-Visual Arts

For each student identified as gifted in intellectual aptitude, specific academic aptitude, or visual arts, initial recommendations for appropriate services are made by the Identification Team at the identification meeting. The team reviews the student’s interests, strengths, instructional needs, and the available options within the school division to determine appropriate instructional setting, curriculum, curriculum delivery, instructional strategies, and assessment options. The school identification team may suggest appropriate acceleration and enrichment within and outside of the school day. Recommendations may be further developed with input from the parent, student, or other instructional personnel. Periodic conferences, progress reports or unit evaluations document the student’s participation in appropriate services.

At the middle school level the gifted resource teacher for Focus Art will develop a schedule of classroom and extra-curricular opportunities for student development and engagement. The gifted resource teacher for Focus Art will collaborate with the art specialist at each school to ensure differentiated art instruction for identified students.

At the high school level, accelerated programs such as Pre-AP/IB, Dual Enrollment, Advanced Placement, and International Baccalaureate Diploma courses are open to all students who are motivated and prepared through the appropriate course prerequisites and content curriculum (if required). High school staff, including counselors and gifted resource teachers, conducts conferences with the students and parents/guardians regarding accelerated programs and student progress in the areas of interest or talent as it relates to the visual arts arena.
Part IV: Notification Procedures (8VAC20-40-60A.4)

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts

Notifications regarding the identification process and for gifted education services and delivery of gifted education services are disseminated as follows:

- Once a referral is initiated and a referral form completed, it is returned to the gifted resource teacher or art specialist at the school, who forwards a copy to the Supervisor of Gifted and Accelerated Programs. A written request for parent permission for formal assessment, including testing, observations, and “guest/temporary inclusion” in the gifted classroom setting, is mailed to the parent. This letter includes information about gifted education services delivered through the Focus on Excellence Program (commonly referred to as Focus or Focus Art), a permission form, and a parent survey. Once the parent permission is received by the gifted resource teacher, the 90 school-day timeline will begin.

- Once the school Identification Team has met and made a determination, a copy of the Identification Summary form is sent to the Supervisor of Gifted and Accelerated Programs, who then sends a letter to the parents/guardians of the students being considered. Letters notify the parent/guardians of the following findings:
  - The student is identified and in need of gifted services. A brief description of services appears in the letter. A permission form to begin receiving services accompanies the letter.
  - The student’s needs are able to be met through differentiated instruction in the general education classroom or through other special opportunities and is therefore not in need of gifted education services.
  - The student’s needs beyond the general education classroom should be monitored for an additional, stated period of time and reconsidered by the school identification team at a later meeting date. During this monitor period, additional data such as nationally-normed test scores, additions to the portfolio, additional observations, etc. will be compiled and reviewed.

- The identification notification letter from the Supervisor of Gifted and Accelerated Programs indicates the process for parents/guardians wishing to file an appeal of the identification outcome.

- In the case that a change in placement or exit decision is recommended for the student, a Referral for Reevaluation letter is mailed to parents after a conference of all stakeholders is held.
Part V: Change in Instructional Services (8VAC20-40-60A.5)

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts

A student’s instructional services are continuously monitored by classroom and resource teachers through grades, test scores, progress reports, and unit or activity evaluations. In the Visual Arts, art services are monitored by the Focus Art teacher with input, as appropriate, by the classroom teacher(s). If a change in services, including temporary termination of services, seems appropriate, it may be initiated by the student, parent, gifted education resource teacher, or other appropriate teacher (including art teacher or mentor). A conference with all persons who are involved in the student’s program of services is required to make a change in placement.

Exit procedures may be initiated at any time by the parent or a teacher if it appears after a periodic review of student records (grades, SOL and other standardized test results, program participation, and evaluations by gifted education resource teachers) that services may not be appropriate, needed, or desired. The parent is informed in writing when a Referral for Reevaluation has been initiated. The resource teacher for gifted education updates all data used in the initial identification. The school’s Identification Team meets to review current data and determines if exit or a change in services is the most appropriate action. The parent is notified of the Identification Team’s decision and has the right of appeal.
Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

A. Service Options are Continuous and Sequential

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA - Visual Arts

Stafford County Public Schools’ Gifted and Accelerated Programs provide challenging learning experiences that are designed to meet the unique learning needs of a vast range of students in grades K-12. Through a continuum of service delivery models, students are motivated and prepared for increased rigor as they progress through grade levels. Students identified to receive gifted education services exhibit exceptional performance capability in academic, intellectual, and creative endeavors; moreover, the students identified to receive gifted education services for VPA exhibit equally exceptional capabilities in the visual arts. In order to meet their needs and to develop their potential, these students require a differentiated curriculum. Twice exceptional students are provided with accommodations or modifications specified by an Individual Education Plan (IEP), a Section 504 Plan, or support provided by the classroom teachers in response to their individual needs.

The Virginia Department of Education surveys school divisions annually regarding the service options available to students in grades K-12. The chart below uses the corresponding numbers of the codes from that survey to map the service options; the numbers and codes are on the following page.

Delivery of Services chart utilizing VDOE Survey Codes (All appropriate codes for each area of giftedness the division serves are included on the chart in Part IV, A. Evidence of Appropriate Service Options).

<table>
<thead>
<tr>
<th>Levels/Grades</th>
<th>General Intellectual Aptitude (GIA)</th>
<th>Specific Academic Aptitude (SAA)</th>
<th>Visual/Performing Arts Aptitude (VPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Grades K-2</td>
<td>2a, 2b, 8b, 8c 9a, 9c, 9d, 10b, 13a, 13b, 15, 18</td>
<td>2a, 2b, 8b, 8c, 9a, 9c, 9d, 10b, 13a, 13b, 15, 18</td>
<td>18</td>
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<tr>
<td>Elementary Grades 3-5</td>
<td>2a, 2b, 8b, 8c 9a, 9c, 9d, 10b, 13a, 13b, 15, 18</td>
<td>2a, 2b, 8b, 8c, 9a, 9c, 9d, 10b, 13a, 13b, 15, 18</td>
<td>18</td>
</tr>
<tr>
<td>Middle School Grades 6-8</td>
<td>2a, 2b, 3c, 8a, 8b, 8c, 9a, 9d, 10b, 13a, 13b, 14b, 15, 16</td>
<td>2a, 2b, 3c, 8a, 8b, 8c, 9a, 9b, 9d, 10b, 13a, 13b, 14b, 15, 16</td>
<td>8b and/or 9a, 10b, 13a, 15</td>
</tr>
<tr>
<td>High School Grades 9-12</td>
<td>1, 2a, 2b, 3a, 3c, 4a, 4b, 4c, 4d, 4e, 6d, 8a, 8b, 8c, 9a, 10a, 10b, 11, 12, 13b, 14b, 15, 16, 17</td>
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<td>2a, 3f (art), 8a or 8b, 8c, 9a, 10a, 10b, 11, 12, 13b, 14b, 17</td>
</tr>
</tbody>
</table>
VDOE Survey Codes (All appropriate codes for each area of giftedness the division serves will be entered on the chart in Part IV, A. Evidence of Appropriate Service Options).

1. Academic-Year Governor’s School
2. Acceleration based on individual needs
   2a. Content area    2b. Grade level
3. Advanced/Honors classes in specific content areas
   3a. English    3b. Foreign language    3c. Mathematics
   3d. Science    3e. Social Studies    3f. Other __________
4. Advanced Placement
   4a. English    4b. Foreign language    4c. Mathematics
   4d. Science    4e. Social Studies    4f. Other __________
5. Cambridge
   5a. English    5b. Foreign language    5c. Mathematics
   5d. Science    5e. Social Studies    5f. Other __________
6. Center-based program
   6a. Biweekly    6b. Full-time    6c. Weekly
   6d. Other __________
7. Dual enrollment
8. Guidance services addressing special needs of the gifted
   8a. College/career counseling    8b. Small group sessions    8c. Other __________
9. In-class differentiation by regular classroom teacher (cluster model)
   9a. Heterogeneously grouped    9b. Homogeneously grouped
   9c. Multi-age grouped    9d. Other cluster format __________
10. Independent study
    10a. For credit    10b. Not for credit
11. International Baccalaureate
12. Mentorship program
13. Resource teacher
    13a. Pull-out    13b. Within regular classroom
14. Special seminars
    14a. For credit    14b. Not for credit
15. Saturday or summer services
    (May not be used as the division’s single delivery of services)
16. Summer Regional Governor’s School
17. Summer Residential Governor’s School
18. Talent Pool, grades K-2
Shooting Stars, K-5
A school-based model will be explored to find and nurture advanced academic potential in students from traditionally underrepresented, culturally and linguistically diverse populations beginning in Kindergarten. Curricular interventions and supports will be developed and provided through the collaboration of the classroom teacher and the gifted resource teachers. As students progress through elementary school, continuing opportunities for accessing rigorous courses will be provided.

Gifted Services, Grades K-5
Gifted resource teachers provide services and instruction through a hybrid delivery model with “pull-out” and “push-in” opportunities for students indentified as in need of gifted services. This hybrid delivery model facilitates the goal of meeting the academic and affective needs of the identified students in various settings. Classroom teachers work with the gifted resource teachers to plan engaging and differentiated lessons that provide more challenging content, assignments, resources and/or instructional grouping within the classroom. By meeting with the students regularly to set goals, monitor progress, and acknowledge growth, and by working with the general education teachers to provide resources and strategies for meeting the needs of the gifted students in their respective classes, the gifted resource teacher at each elementary school is an integral member of the staff with a necessary and unique skill set.

Gifted Services, Grades 6-8
A variety of service delivery models exists in the middle schools, including “pull-out” and “push-in” services, advanced coursework, virtual education, and collaborative teaching experiences. Students’ specific aptitudes in humanities, mathematics, and science are addressed through lessons and units specifically designed to address these specific aptitudes while correlating with the Standards of Learning in these core, content areas. By utilizing the “pull-out” option, gifted resource teachers extend and enrich the content being taught in the general education classroom; by utilizing the “push-in” option, gifted resource teachers and the general education teacher collaborate and co-teach (or the gifted resource teacher may guest teach) similar lessons to an entire, general education classroom. Independent studies that appeal to the specific aptitudes and interests of identified students are encouraged, and various extracurricular opportunities are arranged by gifted resource teachers for identified gifted students to extend and enrich these subject or interest areas, for example, Model United Nations, Destination Imagination and Debate. By meeting with the students regularly to set goals, monitor progress, and acknowledge growth, and by working with the general education teachers to provide resources and strategies for meeting the needs of the gifted students in their respective classes, the gifted resource teacher at each middle school is an integral member of the staff with a necessary and unique skill set.
**Gifted Services, Grades 9-12**

The academic needs of gifted students at the high school level generally occur through specific courses that are designed to include differentiated instruction, to be rigorous, challenging, and stimulating for their unique learning needs and preferences. These courses include various academically advanced courses and programs, and opportunities are available at all grades. The gifted resource teacher is the primary and essential link for gifted students to achieve their academic goals and obtain the appropriate services for the educational needs. The resource teachers serve students as a Gifted and Accelerated Programs (GAP) service provider and liaison; the GAP teacher facilitates independent studies courses, virtual education opportunities, seminar sessions, academic course selection, scholarship and accelerated programs exploration and college/career advising. By meeting with the students regularly to set goals, monitor progress, and acknowledge growth, and by working with the general education teachers to provide resources and strategies for meeting the needs of the gifted students in their respective classes, the gifted resource teacher at each high school is an integral member of the staff with a necessary and unique skill set.

**Commonwealth Governor’s School (CGS), Grades 9-12**

The CGS is an academic year Governor’s School that provides gifted and talented, as well as highly motivated, high school students with challenging academic courses in a unique environment. The selection process is competitive for limited seats in a regional program. Students take their core high school classes in English, math, science, and social studies at CGS. All of the courses offered are Pre-AP, Dual Enrollment, or Advanced Placement courses.

**Preparatory-Advanced Placement/International Baccalaureate (Pre-AP/IB), Grades 9-12**

Pre-AP/IB courses are open to all students who are motivated, prepared and seek academic rigor. Students should demonstrate high achievement, interest, and/or potential to achieve in one or more areas of academic strength when electing to participate in Pre-AP/IB courses. Pre-AP/IB courses use a curriculum that extends the general education curriculum and Standards of Learning in depth and complexity. Pre-AP/IB courses seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework.

**Advanced Placement (AP), Grades 9-12**

AP courses in high school are open to all students who are motivated, prepared and seek academic rigor. Each high school has a goal and plan of action to recruit students from traditionally underrepresented populations for inclusion in AP courses. The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. The AP program is offered across content areas, including Virtual Virginia online coursework. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying scores on externally graded AP examinations.
Advanced Placement Programs of Excellence (APPX), Grades 9-12

APPX is a Signature Program based on interest, ability, and achievement in the arena of Advanced Placement (AP) courses through the College Board. Students will have the opportunity to follow one of two concentrations: Advanced Placement Distinguished Scholars (APDS) which includes four sequential tracks of interest or Advanced Placement International Diploma (APID) which includes application to an international university. The extensive AP courses, within this two prong program, will offer high school students exposure to college-level materials and skills as well as providing students with the opportunity to earn college credit after successfully passing an AP subject exam. Students participating in the APPX program also complete a Service-Learning project related to their concentration area of interest. APPX courses in high school are open to all students who are motivated, prepared and seek academic rigor. Students who complete AP courses demonstrate mastery of subject material by earning qualifying scores on externally graded AP examinations.

International Baccalaureate Diploma Program (IB), Grades 11-12

International Baccalaureate Diploma courses in high school are open to all students who seek academic rigor. Students apply to participate in the program as 9th graders and begin the designated IB courses in 11th grade. IB provides a comprehensive rigorous education emphasizing analytical thinking, reading and writing skills with an international perspective. The program is offered in English, world languages, social sciences, experimental sciences, mathematics, and the arts. High school students who complete IB course demonstrate mastery of subject material by earning qualifying scores on externally graded IB examinations.

Dual Enrollment (DE) 11-12

Dual enrollment courses are offered in conjunction with local community colleges and universities. These college-level courses include various courses in the general academic arena, as well as the career and technical education fields.
B. Service Options Provide Instructional Time with Age-Level Peers

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts

Students are cluster-grouped in a heterogeneous classroom with a teacher who has received training in gifted education. Although cluster groups vary according to the size of the school and number of students identified, the ideal cluster group is between four and seven students. Students are provided instructional time with age-level peers. In Visual Arts, grade-level curriculum objectives are extended and skill development beyond grade level is fostered according to individual needs.

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

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts

In Kindergarten and first grade, all students are heterogeneously grouped. Classroom teachers have training in the characteristics, identification, and educational needs of gifted students, and when they teach such students, they work closely with the school’s gifted resource teacher to provide appropriate services. Accelerated and enrichment options are available, as well as individual and small group resource, based on the individual needs and maturity level of the student.

In grades two through five, identified students are cluster-grouped in otherwise heterogeneous classrooms with teachers who are trained to meet their needs. Though cluster groups vary according to the size of the school and number of students identified, the ideal cluster group is between four and seven students. In the classroom, it is expected that identified students will consistently receive instruction at a pace and level of complexity appropriate to their needs. Accelerated and enrichment options are available, including grade level or content area acceleration if appropriate. Instructional strategies such as pre-testing, compacting curriculum, alternative assignments and materials, and independent study contracts are utilized to differentiate in content, process, product, and learning environment. The gifted resource teacher works collaboratively with classroom teachers to plan appropriately for their gifted students. In addition, a resource teacher works with identified students for a minimum of once a week for 45 minutes in a “pull-out” setting. The resource curriculum concentrates on developing higher level thinking skills, including analysis, synthesis, and evaluation and creative and logical problem-solving skills. The resource teacher also coordinates independent study in areas of particular strength or interest, and may find high school, college, or professional mentors to assist students.

Identified middle school students are cluster-grouped with trained teachers. Teachers are encouraged to regroup for instruction when appropriate and to differentiate in content, process, and product. Content area or grade level acceleration occurs on an individual basis. Commonly, students are accelerated in math and world language, and receive differentiated work in other curriculum areas as appropriate to their area of identification. The resource teachers collaborate with classroom teachers to develop units that extend or enrich the curriculum and the Standards of Learning in all subject areas. The resource teachers pull students from class to teach these units; the student is evaluated based on activities completed in the unit, and the evaluation becomes part of the student’s grade in the appropriate subject. Through the cooperation of the classroom and resource teacher and the use of mentors, students have opportunities for independent study.
In grades 9-12, identified students are offered a full range of challenging courses, including Pre-AP/IB, Advanced Placement, and Dual Enrollment; the Advanced Placement Programs of Excellence program, Commonwealth Governor’s School, and International Baccalaureate Programme are also options. Students are encouraged to enroll in the most challenging courses available to them to address their individual needs, interests, and strengths.

Cluster grouping in elementary and middle schools, opportunities for advanced coursework at the middle schools (the Math Bridge program, world language, and Extended English 8) and grouping for advanced high school classes that include Pre-AP/IB, AP, APPX, IB, and Dual Enrollment courses in the general education program, as well as the Commonwealth Governor’s School, provide appropriate learning environments for gifted students by allowing them to interact with their intellectual peers.

A thematic approach allows connections to be made with other disciplines and in a variety of art forms. Art history, design concepts and theory, criticism, and art communication skills beyond those taught in the standard art curriculum are incorporated into the Focus Art curriculum.

At all levels of the Focus program, the goals are to advance knowledge and skills in each student’s area of interest or strength; provide opportunities for problem-solving and higher level thinking in real life contexts; and encourage self-directed learning which results in original products worthy of sharing in a public forum.

D. **Service Options Provide Instructional Time to Work Independently**

**General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts**

Gifted learners are provided ongoing opportunities to investigate, research, and work independently through advanced study during “pull-out” sessions with the gifted resource teacher. Independent study is encouraged and fostered with the assistance of the resource staff, so that students can develop knowledge and skills in areas of personal interest. At the middle school level, students may also choose Model UN, National History Day, Science Fair or other long-term projects involving research. At the high school level, the Program of Studies includes an independent studies credit course opportunity that is facilitated by the GAP teacher. Additionally, independent studies credit course opportunities are available, and art mentorships/internships are encouraged. The annual Focus Festival allows students to celebrate their work and share it with the community and provides an opportunity for self-assessment.
E. **Service Options Foster Intellectual and Academic Growth**

**General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts**

Curriculum and instruction for gifted learners is designed to challenge and engage advanced learners, and is delivered by both the general education teacher (including art) through differentiated instruction and the gifted resource teacher through specifically designed lesson units.

At all levels, teachers are encouraged to use thematic, contextual, and/or interdisciplinary approaches to focus on relevant issues and real-life problems.

At the elementary and middle school levels, teachers use pretesting and compacting with alternative or tiered assignments which extend or enrich the curriculum concept, SOL, or skill being taught. Reading materials of appropriate level and complexity are provided.

Classroom teachers and art specialists are expected to differentiate their curricula through advanced and enriched content that extends the Standards of Learning and allows for development of broad-based issues, themes, or problems; integrates disciplines; provides opportunities for in-depth learning on self-selected topics of interest; fosters independent (self-directed) study skills; develops creative, critical, and higher-level thinking skills; focuses on open-ended tasks and complexity of thought; results in products which demonstrate new ideas and learning; and promotes self-understanding and self-evaluation.

- The resource component stresses the sequential development of skills in critical and creative thinking; problem finding and solving; and independent research, with application in the regular classroom and in real-life situations, in both academic and visual arts settings.
- Classroom teachers and art specialists are expected, through their questioning techniques, discussions, and assignments, to provide opportunities for students to engage in critical thinking, including inquiry, analysis, synthesis, evaluation, and creative, divergent, and critical thinking.
- Ample opportunity is provided for choice and self-direction in both the academic and visual arts components.
F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts

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

Various tools may be used to collect data on identified gifted students to assess growth and may include: unit plans that include pre-, on going, and post-assessment; complex performance-based assessments; exams for secondary school students; peer reviews; progress reports; and/or a checklist of gifted growth. A key component of assessment is self-evaluation. Students may assist in the development of criteria for assessment or rubrics, and may use a rubric to assess their own work. A differentiated assessment tool may be used to evaluate differentiated, accelerated, or enriched work. At least two times per year, students are asked to complete a more formal self-assessment tool.

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

At the middle school level, students are assessed in each unit or activity completed within the resource component. Additionally, there are specific curricula with accompanying assessments for extended math and English classes. Some of these assessments are included in the students’ grades in the general education classroom. Resource teachers also use various methods to measure and communicate academic growth throughout the year; establishing a goal at the start of the school year and assessing it throughout and at the end of the year is a process conducted by the resource teacher annually with each student. Periodic conferences with parents are another means to document differentiation and review assessments of student growth.

At the high school level, advanced coursework with national, college, and locally developed curricula and exams (including Advanced Placement, Advanced Placement Programs of Excellence, International Baccalaureate Programs, Dual Enrollment, Pre-AP/IB classes) form the basis for assessment. These courses are available in the general education classes as well as the Commonwealth Governor’s School, which also requires students to complete a culminating project each year to synthesize their learning and tie it to both the curriculum “pillars” of CGS and the community. Resource teachers also use various methods to measure and communicate academic growth throughout the year; establishing a goal at the start of the school year and assessing it throughout and at the end of the year is a process conducted by the resource teacher annually with each student. Periodic conferences with parents are another means to document differentiation and review assessments of student growth.
Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts

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

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

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

Language Arts
- William and Mary Language Arts units and Navigator Novel Guides developed by the Center for Gifted Education at the College of William and Mary
- Junior Great Books developed by The Great Books Foundation
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- Differentiated curriculum developed by the Elementary and Middle General Education Teacher Teams and Division Curriculum Supervisors and Coordinators
- National Language Arts Competitions

Social Studies
- William and Mary Social Studies units developed by the Center for Gifted Education at the College of William and Mary
- Materials, lessons, and resources from the Library of Congress
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- Differentiated curriculum developed by the Elementary and Middle General Education Teacher Teams and Division Curriculum Supervisors and Coordinators
Science
- William and Mary Science units developed by the Center for Gifted Education at the College of William and Mary
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- Differentiated curriculum developed by the Elementary and Middle General Education Teacher Teams and Division Curriculum Supervisors and Coordinators

Mathematics
- Logical thinking resources such as ThinkFun games and Muggins Math
- National contests and challenges
- Curriculum developed by the Elementary and Middle Gifted Resource Teacher Teams
- Differentiated curriculum developed by the Elementary and Middle General Education Teacher Teams and Division Curriculum Supervisors and Coordinators
- William and Mary Mathematics units developed by the Center for Gifted Education at the College of William and Mary

At the high school level curriculum is developed for accelerated courses and programs available to students in grades 9-12. Theses accelerated courses extend the Program of Studies in depth and complexity. Preparation and training required for instructing accelerated courses are provided to teachers through program specific workshops and courses, division level professional development by content area supervisors and coordinators, and various grants awarded to the schools and/or division. Gifted and accelerated programs in Stafford County Public Schools consist primarily of two nationally and internationally recognized programs: the Advanced Placement (AP) and the International Baccalaureate (IB) Programme. Both are comprehensive programs with high standards and externally assessed examinations. AP, IB, Advanced Placement Programs of Excellence (APPX) and Dual Enrollment (DE) are open to all students who are motivated and prepared and who seek academic rigor. For AP courses, each school develops its own curriculum in conjunction with a set of curricular and resource expectations established by the College Board and secondary school faculty; the APPX unites the curriculum into four areas of study to enhance instruction in the area of the student’s interest. IB course curriculum is developed by an international committee of university professors and master secondary teachers. The Commonwealth Governor’s School provides a comprehensive curriculum, emphasizing the four core areas of English, math, science and history.

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

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

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

The instructional environment is learner-centered while also relating units that enhance and extend the core subject matter and Standards of Learning. Gifted resource teachers support grade level teams, individual subject-area teachers or departments to determine the needs of gifted students. They provide appropriate instructional strategies to classroom teachers in order to differentiate the curricula so that gifted students are appropriately challenged.

Stafford County Public Schools incorporates a variety of self, peer, and teacher assessments that support recent educational research. Assessment is ongoing and integrally related to instruction. Emphasis is placed on the following assessments: KWL (Know, Want to know, Learned), rubrics, flowcharts, self-evaluation, goal setting, authentic projects, organizers or concept maps, checkpoints or journals, observation/dialogue, SMART (Specific, Measurable, Attainable, Realistic, and Timely) Goals, peer-evaluation, pre- and post-test performance tasks. Assessments are clear and concise and provide feedback for the gifted students.
Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)

General Intellectual Aptitude and Specific Academic Aptitude for English (Verbal/Linguistic), Mathematics (Logical/Mathematical) and VPA-Visual Arts

Gifted and Accelerated Programs in the Department of Student Services has developed guidelines, policies, and procedures for appropriate access to gifted education services and advanced courses. Elementary, middle and high schools follow identification and placement procedures outlined on the division website and in the division brochures. The website and brochures provide an overview of gifted services including testing, screening, and identification procedures. This information is available to community members via gifted resource teachers and the division website.

Stafford County Public Schools designates gifted resource staffing at each school, and the division has a goal of staffing the schools with at least one gifted resource teacher per school. The gifted resource teacher is integral in the process of making identification and service delivery model determinations. It is vital that the integrity of the position of the gifted resource teacher be respected in regards to scheduling and building responsibilities. The gifted resource teachers are solely responsible for ensuring the coordination of gifted services and identification of data sources for measuring student growth. Beginning in Kindergarten, students who exhibit a need for additional challenge may be served by the gifted resource teacher or classroom teacher through differentiated education units or lessons. Anyone knowledgeable of the child's abilities or education needs, including the child themselves, may refer the child for screening for identification for gifted services.

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

Advanced course options at the Secondary level include Pre-AP/IB, AP, APPX, CGS, IB and Dual Enrollment courses. All high schools offer advanced coursework for students seeking high levels of academic challenge and college credit. In middle school, parents may enroll their child in advanced coursework in world languages, English (grade 8), and mathematics; additional English, science and social studies advanced opportunities are being explored. Guidelines exist for the eligibility placement based on student performance and test scores.
Part IX: Personal and Professional Development (8VAC20-40-60A.13)

Teachers who teach identified students in need of gifted education services in advanced or accelerated academic courses must have a Virginia state endorsement in gifted education or complete the SCPS 10 hour, local endorsement professional development courses. A teacher must meet this requirement within one year of accepting an assignment in advanced or accelerated academics. Additional training in the area of gifted education is required every five years for teachers of advanced or accelerated academic courses. All teachers in SCPS are encouraged to pursue the state endorsement in gifted education or the SCPS local endorsement professional development courses.

SCPS Regulation 3202-R states:

http://www.boarddocs.com/vsba/scpsva/Board.nsf/Public# Students identified as gifted (Focus) will be assigned to a teacher who has had specific training in gifted education. Courses identified as accelerated and/or advanced will be instructed by a teacher who has had specific training in gifted education.

Elementary Level:
Elementary school teachers of identified gifted students and classroom clusters need to complete a Virginia state endorsement in gifted education or complete the SCPS 10 hour, local endorsement professional development courses: Identification and Characteristics of the Gifted; Differentiating Instruction for the Gifted.

Middle School Level:
Middle school teachers of identified gifted students and classroom clusters need to complete a Virginia state endorsement in gifted education or complete the SCPS 10 hour, local endorsement professional development courses: Identification and Characteristics of the Gifted; Differentiating Instruction for the Gifted. Teachers of advanced or accelerated courses are also encouraged to take complete coursework or attend training for advanced levels of instruction in their content areas.

High School Level:
High school teachers of identified gifted students and classroom clusters need to complete a Virginia state endorsement in gifted education or complete the SCPS 10 hour, local endorsement professional development courses: Identification and Characteristics of the Gifted; Differentiating Instruction for the Gifted. Teachers of AP, IB and DE courses are also required to complete the appropriate training and coursework for their respective program areas. Teachers of advanced or accelerated courses are also encouraged to take complete coursework or attend training for advanced levels of instruction in their content areas.

The Supervisor of Gifted and Accelerated Programs, and Gifted education resource teachers are responsible for promoting and providing instruction/facilitation for on-going professional development opportunities.

- A database of all teachers of the gifted by site, their current training, and their professional development needs will be maintained and updated annually at each school site. The information will be used by principals to make appropriate staffing and teaching assignments. The Supervisor of Gifted and Accelerated Programs will create and initiate the survey to populate the database. The database will be maintained at the building level by principals and submitted annually for review by October 15.
The Supervisor of Gifted and Accelerated Programs will provide professional development for all gifted education resource teachers. Training will be offered in professional leadership skills; content area SOL extension; acceleration and enrichment; the collaboration and consultation model for gifted services; Socratic Seminars; Junior Great Books; and identifying and serving underrepresented populations. The Supervisor of Gifted and Accelerated Programs will ensure gifted education teachers continue to update skills and methodology and grow in leadership and collegiality on an ongoing basis.

The Supervisor of Gifted and Accelerated Programs will provide training for all building and division level administrators. Professional development will include information related to the full-time gifted education service model for the elementary, middle and high school levels, the collaborative model in gifted education, and the student growth model for gifted education at the elementary, middle and high school levels. The Supervisor of Gifted and Accelerated Programs will ensure that principals increase their familiarity with issues related to gifted education delivery models at all levels.

The Supervisor of Gifted and Accelerated Programs and resource teachers for the gifted will train counselors in issues affecting gifted and highly able students. They will become partners with gifted education resource teachers in meeting the needs of diverse learners. Counselors will be provided professional development in the following areas:

- **K-5** – Social and emotional needs of gifted learners; current issues affecting gifted education, including expanded delivery models; meeting the gifted needs of dual exceptionality students
- **6-12** – Social and emotional needs of gifted learners; Commonwealth Governor’s School; Early College Scholars Program; Virtual Advanced Placement Courses; SAT preparation

The Supervisor of Gifted and Accelerated Programs will help counselors increase their familiarity with issues related to gifted education delivery models at the elementary, middle, and high schools on an ongoing basis.
Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

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

1. A report on the central screening and selection process for gifted services includes the number of students referred, screened, and found eligible by ethnic group and gender.
2. The number and ethnicity of students who take middle school advanced coursework.
3. The number of students identified as twice exceptional.
4. The number of students identified as gifted and ESL.
5. The number of students identified as Shooting Stars (Exploratory Stage).
6. The number of accelerated (AP, IB, DE) course offerings.
7. The number of accelerated courses taken by individual students by graduation.
8. The number of students who take an accelerated course and achieve a qualifying score on the exams or course equating to the awarding of college credit.
Part XI: Procedures for the Establishment of the Local Advisory Committee
(8VAC20-40-60B)

Purpose: To authorize the creation of advisory committees to the board

The board may create committees to advise it on matters of concern/interest and in such other areas as may be mandated by state/federal law, rule or regulation. The board directs the superintendent to publish regulations as may be required to address relevant issues in regard to advisory committees.

The following rules are established as the operating parameters for all board advisory committees:

Official Designation/Purpose(s)

The board shall designate an official name and articulate clear and precise purpose(s) for each advisory committee. The board shall cause these purposes to be transmitted to the committee, in writing, at the first meeting of the committee and at the time of any revision thereto. The board shall annually review its committee designations and purpose(s).

Membership

Each member of the board shall have reserved up to two (2) appointments for membership on any advisory committee established by the board. Seats not filled using this procedure by a date certain shall be added to the number of available at-large seats and filled by a majority vote of the board. In addition to the fourteen (14) seats defined above, there may be up to six (6) at-large seats on each advisory committee (except as may be otherwise required through state/federal law, rule or regulation), the membership of which shall be appointed by majority vote of the board.

Term

Board appointments shall be made annually for terms of up to one year commencing on or after July 1 of each year. All appointments shall expire on June 30 of the immediately following calendar year.

Succession

Upon reappointment, committee members may succeed themselves without restriction.

Liaisons

A member of the board shall be designated by the board as its liaison to each advisory committee. The superintendent shall likewise appoint a staff liaison to each advisory committee.

Membership Solicitation

There shall be an annual solicitation for citizens to register their interest in serving as members of the board’s advisory committees. Such solicitation shall be published using the various means available to the board except that it shall be advertised at least once annually in a publication of general circulation available to the citizens of Stafford County.

Employee Participation

Division personnel (employees of Stafford County Public Schools) may serve on board advisory committees upon approval by the board, unless prohibited by federal/state law, rule, or regulation.
**Officers/Duties of Officers**

Each advisory committee shall, at its first meeting each year, elect a chairperson, a vice-chairperson and a secretary. The chairperson shall establish the agenda for any and all meetings of the committee and shall call, convene and manage said meetings. The vice-chairperson shall perform the duties of the chairperson in the event of absence and other duties as may be assigned by the chairperson. The secretary shall cause to be recorded and published the minutes of the meetings of the committee.

**Decisions by Consensus**

It is the desire of the board that committee decisions in regard to recommendations, reports, advice and/or counsel be developed via consensus in lieu of methodology dictating approval by majority vote.

**Meetings**

Advisory committees to the board shall meet at least once quarterly.

**Reports**

Each advisory committee shall present an annual report to the board concerning the committee’s activities, advice, and/or recommendations. The committee’s report shall be in a format and at a time prescribed by the board.

Adopted: 06/24/08
Amended by School Board: 02/03/09
Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the Regulations Governing Educational Services for Gifted Students, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;

- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;

- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and

- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

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

____________________________________________________________________

Division Superintendent’s Signature  Printed Name  Date