

# Prince William County Public Schools

## Local Plan for the Education of the Gifted

2017-22

<b>LEA#</b>	<b>075</b>		
<b>Superintendent</b>	<b>Dr. Steven L. Walts</b>		
<b>Mailing Address</b>	<b>14715 Bristow Rd. Manassas, VA 20110</b>		
<b>Gifted Education Coordinator/ Designee</b>	<b>James Mudd</b>	<b>Title</b>	<b>Supervisor of Gifted Education and Special Programs</b>
		<b>Address</b>	<b>14715 Bristow Rd., Manassas, VA 20110</b>
		<b>Telephone</b>	<b>703.791.7400</b>
		<b>E-mail</b>	<b>muddje@pwcs.edu</b>
<b>Local School Board Chairperson</b>	<b>Mr. Ryan Sawyers</b>		
<b>Date Approved by School Board</b>			

# Prince William County Public Schools

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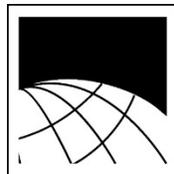
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### Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [http://www.doe.virginia.gov/instruction/gifted\\_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 November 2012). 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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## Executive Summary Local Plan for the Education of the Gifted 2017-22

- ❑ The Virginia *Regulations Governing Educational Services for Gifted Students* approved by the Virginia Board of Education in 2012 provide the framework for the development of the Local Plan for the Education of the Gifted.
- ❑ The *Virginia Department of Education Template* provides the required plan components and format. The *Virginia Reference Guide for the Development and Review of Local Plans for the Education of the Gifted* developed by the Virginia Advisory Committee for the Education of the Gifted guides plan development.
- ❑ Within Prince William County Public Schools, the *Pre-K-Grade 12 Gifted Programming Standards* of the National Association for Gifted Children also support plan development.

### Identification

- ❑ Students are identified for services in Specific Academic Aptitude.
  - Students are identified for services in English (language) and mathematics from kindergarten through grade twelve.
  - Identification for services in history and social science and in science begins in grade four and continues through grade twelve.
- ❑ Equitable access of diverse learners to gifted education services remains a critical Gifted Education Program and Strategic Plan Goal.
- ❑ A multiple criteria process with balanced consideration given to student work, parent and professional reports, student achievement, and aptitude testing results remains the process for identification for gifted education services.
- ❑ The plan requires continuing analysis and improvement of the tools used to collect information for the identification process.

### Delivery of Services

- ❑ The plan defines continuous and sequential service options that include classroom and gifted education resource services from kindergarten through grade twelve.
- ❑ The plan defines a range of service options.
  - Service options provide instructional time with age level peers.
  - Service options provide instructional time with intellectual and academic peers.
  - Service options provide instructional time for students to work independently.
- ❑ Increased collaboration between classroom and resource teachers is necessary to support the continuum of service options.
- ❑ The plan defines service options to foster intellectual and academic growth.
  - Instructional strategies are based upon School Division, Virginia, national, and international research-based best practices.
  - Instructional strategies provide for differentiation in content, process, and product, and support collaboration and reflection.
- ❑ The plan defines specific research-based best practices for assessing and reporting the academic growth of gifted students in both classroom and resource service settings.
- ❑ The plan includes the use of Differentiated Services Plans and Gifted Education Progress Reports

### Curriculum and Instruction

- ❑ Continuing classroom models for curriculum and instruction based upon School Division, Virginia, national, and international research-based best practices provide the plan's structure for describing classroom services.

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### Curriculum and Instruction (continued)

- Models for curriculum and instruction support the plan's structure of learner outcomes for gifted education services.
  - *Integrated Curriculum Model* (Center for Gifted Education at the College of William and Mary)
  - *Parallel Curriculum Model* (National Association for Gifted Children)
  - *Florida's Frameworks for K-12 Gifted Learners* (Florida Department of Education)
  - *21<sup>st</sup> Century Skills; critical thinking, creative thinking, conceptual thinking, collaboration, and communication*
- Resource services learner outcomes are established in content, process, and product with support for learner collaboration and reflection.
- Resource program curriculum and instruction form an integrated interwoven design.
  - The vertical alignment from kindergarten through grade twelve is based upon the multi-disciplinary concept of systems.
  - The horizontal alignment is based upon standards for content, process, and product in each subject area or discipline.
  - The completed design becomes a learning environment to support learner collaboration and reflection.

### Professional Development

- The plan aligns professional development opportunities with specific teacher competencies required in Virginia Regulation.
- This plan continues the requirement that gifted education resource teachers complete the Virginia endorsement in gifted education within three years of accepting a position as a resource teacher.
- This plan continues the requirement that classroom teachers working with identified gifted education learners in English (language), history and social science, mathematics, and science complete a School Division accreditation requirement based upon the Virginia Standards of Accreditation.

### Equitable Representation of Students

- Specific procedures for appropriate academic acceleration are included in PWCS regulation.
- The goal of equitable representation of students is monitored annually through the PWCS Strategic Plan and through the Gifted Education Advisory Committee Report.
  - The access of diverse learners to gifted education services continues to increase.
  - The access of diverse learners to specialty programs and to Advanced Placement, Cambridge AICE, and International Baccalaureate Diploma courses continues to increase.
- This plan places an increased emphasis upon the identification of and support for English Language Learners and Twice-Exceptional Learners.
  - English Language Learners include learners who are eligible for English for Speakers of Other Languages (ESOL) services.
  - Twice –Exceptional Learners include learners who receive both Special Education and Gifted Education services and learners who have specific documented disabilities that must be considered in educational planning.

### Parent and Community Involvement

- The plan requires a description of the Gifted Education Advisory Committee appointment process.
- Additional goals for continuous improvement in parent and community involvement have been established in the School Division Plan including an increased emphasis on dissemination of information with additional support for opportunities for dialogue.
- The plan outlines procedures for the annual review of program effectiveness.
- This plan continues and expands the review of effectiveness currently conducted by the Gifted Education Advisory Committee.

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**General Information regarding the Gifted Program  
in Prince William 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)	NA
Specific Academic Aptitude (SAA) - English	K - 12
Specific Academic Aptitude (SAA) - Mathematics	K - 12
Specific Academic Aptitude (SAA) - Science	4 - 12
Specific Academic Aptitude (SAA) - History and Social Science	4 - 12
Career and Technical Aptitude (CTA)	NA
Visual and/or Performing Arts Aptitude (VPA)	9 - 12

Although the Commonwealth of Virginia designates services in English, within Prince William County Public Schools the designation of “language” is used in addition to English.

**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**

In Prince William County Public Schools, all students will learn to their fullest potential. The education of each student will be differentiated and developmentally appropriate. Student learning will be enhanced by national, global, and multicultural perspectives. Students who graduate from Prince William County Public Schools will possess the basic knowledge and skills that will assure their proficiency in problem solving and the use of technology. Graduates will have a desire to learn and the skills to be life-long learners. They will be responsible citizens. All graduates will be prepared to pursue advanced educational opportunities and be competent to enter the world of work.

A student who has been identified for services through the Gifted Education Program of Prince William County Public Schools will develop into a reflective thinker who can analyze and combine materials and ideas to integrate and transform such materials and ideas into exemplary solutions or products. Identified students are offered a continuum of services beginning in kindergarten and continuing through twelfth grade. The identification process is designed to find diverse learners from all ethnic, racial, and socioeconomic groups and is aligned with the School Division Strategic Plan goal to increase the participation of diverse learners in the gifted education program. The Gifted Education 2017-22 Plan is focused upon meeting Virginia and national standards for gifted education services. This aligns with the mission of Prince William County Public Schools of "Providing a World-Class Education."

**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.*

**Specific Academic Aptitude (SAA):**

Students who are found eligible for gifted education services in Prince William County Public Schools are those students who require such services because they demonstrate high levels of accomplishment or who show exceptional academic potential beyond their age peers of similar experience or environment in one or more specific academic areas: English (Language) (K-12), History and Social Sciences (4-12), Mathematics (K-12), and/or Science (4-12).

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This exceptional academic strength indicates a need for an enriched or accelerated curriculum and support for critical, creative, and reflective thinking. Such students require opportunities to analyze and combine materials and ideas to integrate and transform these materials and ideas into exemplary solutions, products, or conceptual ideas. Instructional support is provided through classroom cluster grouping and differentiation, through advanced classes, and through direct resource services.

The School Division uses a multi-criteria identification approach to identify students who require such services. The multi-criteria system includes student work or portfolios, reports from parents and teachers, grades and achievement performance levels, and norm-referenced aptitude testing. Within those four categories students have multiple opportunities to demonstrate academic strength. For example, all students are assessed with both a verbal and a nonverbal aptitude test.

No individual category can eliminate a student from eligibility; no individual category can be used in isolation for a student to be identified as eligible. Students are assessed relative to their age peers from similar backgrounds and experiences. Once a student is found eligible, the student remains eligible for services through grade twelve.

### **Visual and/or Performing Arts Aptitude (VPA):**

Students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age level peers in visual or performing arts. Students possess a keen sense of observation, perception and mature insights when seeing and interpreting works of visual or performance art.

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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.*

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

- ❑ In order to reach the Division Gifted Education Program Performance Measure indicating that the demographic composition of the gifted education program shall reflect the demographic composition of the School Division, the multi-criteria identification procedures of the gifted education program will continue to be refined based upon research-based national best practices to continue to increase identification of diverse learners for gifted education services.

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

- ❑ In order to reach Division Gifted Education Performance Measures indicating specific standards for academic performance of identified gifted students on state, national, and international examinations, the alignment of models for delivery of services for identified students with national and international research-based standards will be regularly reviewed and revised to support appropriate educational services for gifted students.
- ❑ In order to reach Division Gifted Education Performance Measures indicating specific standards for academic performance of identified gifted students, plans based upon research-based best practices will be used to expand professional collaboration to increase documented support of identified students in gifted resource program and classroom settings.
- ❑ In order to assess student progress toward the specific advanced learner outcomes designated in each Differentiated Services Plan, the following measures of student academic growth will be refined:
  - Student academic growth will be assessed using pre- and post- assessment measures;
  - Student academic growth will be assessed using rubric-based assessment measures of student products and portfolios;
  - Student academic growth will be supported through the use of reflective self-assessment measures.
- ❑ In order to report on student academic growth in terms of learner outcomes through gifted education services, Gifted Education Progress Reports will be prepared and sent to parents of identified students.

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### C. Curriculum and Instruction:

- In order to continue refinement of curriculum and instruction to support gifted education resource services, current resource guides for curriculum and instruction will be revised on an established cycle to incorporate emerging national and international research-based standards in specific and multiple disciplines as well as national and international research-based standards for curriculum design for gifted learners.
  - The goals and objectives of *Florida's Frameworks for K-12 Gifted Learners* will be used to establish and refine learner outcomes in content, process, product, and in collaboration and self-reflection (affective domain).
  - The vertical alignment of curriculum and instruction from kindergarten through grade twelve will be based upon the concept of systems supported by the Integrated Curriculum Model. The Parallel Curriculum Model is used as a basis for curriculum in conceptual thought, while 21<sup>st</sup> Century Skills are a basis for creative, critical, communication, and collaborative skill strands; using specific skills from Frank Williams' model addressing creative thinking and Richard Paul's model addressing critical thinking.
  - The horizontal alignment of gifted curriculum and instruction to classroom instruction from kindergarten through grade twelve will be based upon the following standards and models:
    - ♦ School Division Curriculum and Instruction Standards
    - ♦ Virginia Standards of Learning for English, History and Social Science, Mathematics, Science, and World Language
    - ♦ National Curriculum Models
    - ♦ National Educational Standards
    - ♦ International Programme Standards
- In collaboration with content supervisors, advanced and accelerated curriculum and instruction based upon School Division, Virginia, national, and international standards for curriculum and instruction will be adopted, developed, adapted, or revised to support appropriate learning opportunities for advanced learners at the elementary, middle, and high school levels.

### D. Professional Development:

- In order to reach the Division Gifted Education Performance Measure that all gifted education resource teachers will have completed the Virginia Gifted Education Endorsement within three years after being hired for the position, graduate level courses to fulfill the endorsement requirement will be offered on a regular cycle in Prince William County.
- In order to reach the Division Gifted Education Performance Measure that classroom teachers teaching identified gifted students have training in gifted education through graduate courses, specialized training, conferences, or local professional development

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sessions to complete an accreditation requirement, the five-year plan of professional learning opportunities based upon research-based national best practices will be revised and implemented.

### E. Equitable Representation of Students:

- ❑ In order to support appropriate acceleration to meet student academic needs for advanced curriculum and instruction, the policies and regulations of Prince William County Public Schools will continue to be revised on a regular schedule.
- ❑ In order to reach Prince William County Public Schools 2016-2020 Strategic Plan objective to “*provide equitable access for students to challenging opportunities resulting in increased participation and achievement,*” the multi-criteria identification procedures of the gifted education program will continue to be refined based upon research-based national best practices to continue to increase identification of diverse learners for gifted education services.
- ❑ In order to reach Prince William County Public Schools 2016-2020 Strategic Plan objective to “*provide equitable access for students to challenging opportunities resulting in increased participation and achievement,*” action plans will be refined to continue to increase identification of and support for English Language Learners and Twice-Exceptional Learners.
- ❑ In order to reach Prince William County Public Schools 2016-2020 Strategic Plan objective to “*provide equitable access for students to challenging opportunities resulting in increased participation and achievement,*” action plans will be refined to continue to increase access of diverse learners to specialty programs and to Advanced Placement, Cambridge Programme, and International Baccalaureate courses.

### F. Parent and Community Involvement:

- ❑ In order to meet the requirements of the Commonwealth of Virginia, the appointment of the Gifted Education Advisory Committee will follow procedures established and approved through the committee’s bylaws.
- ❑ In order to continue to increase the effectiveness of the Prince William County Gifted Advisory Committee, the best practices of the sub-committee system used at the Virginia Advisory Committee for the Education of the Gifted will be refined to continue to improve the monitoring and reporting functions of the committee.
- ❑ In order to support and increase parent and community involvement, the Gifted Education Program Office and each level of the Gifted Education Program will develop and implement the following communication plans:
  - A communication plan based upon national standards to foster dialogue among parents, staff, and community members;
  - A plan for specific communication, outreach, and information sessions to increase parent involvement.

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

The *Gifted Education Program Identification and Placement Procedures Manual* (IDP Manual) of Prince William County Public Schools defines specific guidelines for each component of screening, referral, identification, notification, placement, and appeals procedures. These guidelines have been developed within the framework of the *Gifted Programming Standards of National Association for Gifted Children* (NAGC) and the *Virginia Reference Guide for the Development and Review of Local Plans for the Education of the Gifted Education*. The Virginia Advisory Committee for the Education of the Gifted developed the Virginia Reference Guide using the NAGC Gifted Programming Standards as Evidence-Based Best Practices.

#### **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.*

#### **Specific Academic Aptitude (SAA):**

##### **Kindergarten through first semester of grade three -**

Screening Procedures for Specific Academic Aptitude - English

Screening Procedures for Specific Academic Aptitude - Mathematics

*Because students may be found eligible in both English and Mathematics, screening procedures address both areas from kindergarten through grade three.*

##### **Second semester of grade three for services in grade four;**

##### **Grade four through grade twelve -**

**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

*Because students may be found eligible in one or more specific aptitude designations, screening procedures address all four core subject areas from second semester of grade three through grade twelve.*

*Prince William County Public Schools uses the designation of “language” in addition to English.*

*"Screening" means the annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for the formal identification process (Virginia Regulations Governing Educational Services for Gifted Students, 2012).*

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In Prince William County Public Schools, the screening process includes collaboration with administrators, classroom teachers, teachers of English Learners, teachers of students with disabilities, and other professional staff members. Screening procedures are designed to use as many independent sources of information as possible to create an inclusive pool of potential candidates for further assessment. Any of the sources of information cited on the next two pages could be used to include a student in the pool of potential candidates.

### Review of Standardized Assessment Data

#### □ Types of Data

A review of current standardized assessment data, including standardized aptitude test scores, norm-referenced and criterion referenced achievement test scores, including Developmental Reading Assessment scores and Standards of Learning scores, and/or other standardized assessments is conducted annually for all students in each grade level. The review is based on the availability of assessment data in a particular school year. A minimum of one data point is utilized in the screening process each year for each grade level. This data includes:

- Developmental Reading Assessment (DRA) or Qualitative Reading Inventory (QRI)
- Standards of Learning test and End-of-Course test scores
- Alternate assessments administered to Special Education (SPED) students or to English Learners (ELs)
- Cognitive Abilities Test (CogAT) Form 7 universally administered in third grade
- Naglieri Non-Verbal Ability Test, (NNAT) universally administered in second grade
- Scores from externally moderated examination such as Advanced Placement Examinations, Cambridge Programme AICE Examinations, and International Baccalaureate Diploma Programme Examinations
- PSAT scores, administered universally in tenth and eleventh grades
- SAT and ACT scores, when available
- Standardized aptitude and achievement test scores of transfer students entering Prince William County Public Schools

#### □ Timeline for Review of Standardized Assessment Data

- Depending upon the availability of assessment results, the annual review is conducted at various times during the academic year.

#### □ Procedures for Review

- Members of the gifted education resource staff review assessment data to place students in a pool of potential candidates for further evaluation
- Members of the gifted education resource staff may review assessment data in collaboration with building administrators, classroom teachers or other professionals who know each student
- Members of the gifted education resource staff collaborate with ESOL staff members to place students in a pool of potential candidates for further evaluation where a comparison of scores indicates rapid acquisition of English proficiency

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- Members of the gifted education resource staff collaborate with SPED staff members to place students in a pool of potential candidates for further evaluation where scores indicate strength in one or more specific academic area

### Review of Classroom Performance

#### □ Types of Data

A review of current classroom performance data is used to include students in a pool of potential candidates for further evaluation. This data can include:

- A portfolio of work, submitted at any level by classroom teachers, ESOL teachers, and SPED teachers
- In kindergarten through grade three, classroom observations and conversations with classroom teachers, SPED teachers, and ESOL teachers, documented through the Kingore Observation Inventory (KOI)
- In grades nine through twelve, cumulative grade point averages

#### □ Timeline for Review

- These responses may be submitted anytime during the year

#### □ Procedures for Review

- Portfolios of student work are reviewed for demonstration of exceptional creative, critical, or conceptual thinking skills or other indications of gifted potential

### **Visual and/or Performing Arts Aptitude (VPA): Grade nine through grade twelve -**

**Screening Procedures for VPA - Dance**

**Screening Procedures for VPA - Instrumental Music**

**Screening Procedures for VPA - Theatre**

**Screening Procedures for VPA - Visual Arts**

**Screening Procedures for VPA - Vocal Music**

The screening process is conducted through teacher observation and/or student self-referral.

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### 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 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**

*Prince William County Public Schools uses the designation of “language” in addition to English.*

*“Referral” means the formal and direct process that parents or legal guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services (Virginia Regulations Governing Educational Services for Gifted Students).*

#### Information for Referrals

- ❑ General information on the Gifted Education Program is published in the PWCS Information Guide. The guide refers members of the public to additional sources of information.
- ❑ Referral forms are available in school offices and through gifted resource teachers. *Referral Forms [Appendix A]*
- ❑ Specific information on the referral process with referral forms is available through the Gifted Education Program Web page accessible through the Home Page of PWCS. Critical forms for identification are translated into multiple languages.
- ❑ Requests for referrals are published in school newsletters and posted on school Web pages.

#### Persons Encouraged to Refer Students

The following persons are encouraged to refer students in kindergarten and in grade one through grade twelve:

- Administrators
- School Counselors
- Classroom Teachers
- Gifted Education Resource Teachers
- Other Professional Staff Members
- Parents
- Community Members
- Peers
- Students (Self-Referral)

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### Availability of Referral Forms

- ❑ Forms are available from each gifted education resource teacher.
- ❑ Forms are also available in each elementary school office and in each middle and high school counseling office.
- ❑ Forms are also available on the Gifted Education Program Web page.
- ❑ Upon request, forms are mailed from the Gifted Education Program Office.
- ❑ Referral forms are available on the PWCS intranet for professional referrals.

### Collection of Referral Forms

- ❑ During the school year, forms are returned directly to the gifted education resource teacher responsible for the identification process in each school. The information for returning the form is included on the referral form.
- ❑ During the summer break, forms may be returned to the Gifted Education Office to be forwarded by that office to the appropriate gifted education resource teacher on or before September 1. The information for returning the form is included with a cover letter with the referral form.

### Timeline for Return of Referral Forms

- ❑ Each referral form is accepted until the deadline given for a specific cycle for the determination of eligibility. These referral deadlines are established for each level of the Gifted Education Program.
- ❑ Each level offers at least four cycles for the process of determination of eligibility during the school year.

<b>Identification and Placement Committee Schedule</b>			
<b>Exact Dates will Vary Depending upon the Year</b>			
<b>Elementary School</b>		<b>Middle School</b>	<b>High School</b>
September	May	September	September
November	June	November	November
January		March	March
March		June	June
April			

In all cases written parental or guardian permission must be obtained to begin the individual student identification /placement process. Once a referral is made and parent permission is obtained, unless suspended by parent request, the case must be taken through the entire process to determine eligibility.

Parents or legal guardians may review the complete identification and placement folder. Parents or legal guardians may request a copy of the completed identification and placement folder. While copies of test protocols cannot be provided, parents receive a test score report or letter as a part of notification procedures.

All forms to support the identification process are updated annually and distributed electronically to resource teachers. Print copies are also available.

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Upon the receipt of the referral form and parent permission, the case will be considered at the next possible Identification and Placement (IDP) committee meeting. All cases are presented to the IDP committee within 90 instructional days of receipt of parent permission.

### **Visual or Performing Arts Aptitude (VPA): Grade nine through grade twelve -**

Referral procedures for VPA - Dance  
Referral procedures for VPA - Instrumental Music  
Referral procedures for VPA - Theatre  
Referral procedures for VPA - Visual Arts  
Referral procedures for VPA - Vocal Music

Prince William County Public Schools employs an online referral process which must be completed prior to the second week of December. The link to the online program is made available on all middle and high school web pages with translations available in six major languages.

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

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

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

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

#### **Specific Academic Aptitude (SAA):**

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

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- 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:      Parent or Guardian Report  
                  Professional Report

### 2. Additional Identification Information:

#### Description of Identification Procedures Information Gathering Process

- Written permission from the parent or guardian must be obtained to begin the eligibility process for any student. The Request for Permission for Student Evaluation is available in several formats depending upon the level of the student. Once written permission is received, the eligibility process must be completed within 90 instructional days.  
*Request for Permissions for Student Evaluation [Appendix A]*
- The gifted education resource teacher is responsible for developing and maintaining the student profile.

#### Component One

The student profile includes examples of student academic performance used in the determination of eligibility, placement, and services.

- Kindergarten through Grade Three**
  - The classroom teacher provides two examples of student work in English (language arts). These examples may be in the language of the student rather than in English.
  - The resource teacher administers a packet of mathematics and logic problems.
  - The resource teacher collects information from the student through a student response.
  - Additional examples of student work in history and social science or science may be included in the student profile to support identification in either English or mathematics.
- Grade Three through Grade Five**
  - Scores from normed student achievement assessments, including the Stanford Achievement Test, Version 10, are included when available.
  - The classroom teacher provides the examples of student work in English (language arts). These examples may be in the language of the student. If normed student achievement test data demonstrates exceptional achievement, the work samples are not needed.

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- As a part of this process, the resource teacher administers a packet of mathematics and logic problems.
  - The resource teacher collects information from the student through a student response which includes a question about any projects that a student has planned independently.
  - Additional examples of student work in history and social science or science may be included in the student profile.
- **Grade Six through Grade Twelve**
- Scores from norm-referenced student achievement assessments are included when available.
  - The resource teacher collects information from the student through a student response
  - On the secondary level, the student, the teacher or the resource teacher may submit examples of student work in English (language arts), history and social science, mathematics, or science to provide evidence in the determination of eligibility.
  - As a part of this process, the resource teacher administers a packet of mathematics and logic problems.
  - PSAT scores in Evidence Based Reading and Writing or Mathematics may be used for language or mathematics identification in lieu of work samples.
  - SAT or ACT scores may be used for language or mathematics, with subject test scores used for science and social studies.
- **Student Response**
- If a student is identified for Special Education services, the student response may be dictated to the resource teacher or to the special education teacher.
  - If the student is an English Learner, the student response may be dictated to a person who speaks the language of the student.
  - The Identification/Placement Committee may request an interview or an observation to supplement the student response.
  - Depending upon the age of the student, the response may be dictated to the resource teacher or may be written by the student. The student response includes a question about any projects that a student has planned independently.
  - The student response includes a question about any projects that a student has planned independently.

### Component Two

The student profile includes reports from professional staff members and/or from parents or guardians and/or from community members used in the determination of eligibility, placement, and services.

- **Kindergarten through Grade Twelve - Professional Report-** (*While report statements differ slightly in the elementary, middle, and high school versions of this report, the process remains consistent.*)
- In the elementary school, the classroom teacher usually completes the professional report. In the middle school, a multi-disciplinary team of teachers usually completes the professional report. In the high school, specific teachers who teach given subjects complete the appropriate portions of the report.

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- The gifted education resource teacher, the special education teacher, or the ESOL teacher may complete this report in collaboration with other teachers. These teachers may complete the report instead of the classroom or subject teacher.
  - If a student transfers into Prince William County Public Schools, the professional report may be completed by a professional staff member from the sending school.
  - The report includes a rating scale and narrative portion.
- **Kindergarten through Grade Twelve - Parent or Legal Guardian Report -**  
*(While report questions differ slightly in the elementary, middle, and high school versions of this report, the process remains consistent.)*
- Parents or legal guardians may complete the parent or guardian report.
  - The parent report is available in multiple languages.
  - If a parent or legal guardian has difficulty completing the report, school personnel may assist the parent in completing the report.
  - Community members may support the identification process by submitting a letter of support.

### Component Three

The student profile includes the student academic record including current grades used in the determination of eligibility, placement, and services.

- **Kindergarten through Grade Three**
- The classroom teacher indicates the current grade and the designated level of reading and mathematics as below, on, or above grade level.
  - Diagnostic Reading Assessment (DRA) or Qualitative Reading Inventory (QRI) scores are used in this determination for English (language).
- **Grade Three through Grade Five**
- The classroom teacher indicates the current grade and the designated level of reading and mathematics as below, on, or above grade level.
  - Diagnostic Reading Assessment (DRA) or Qualitative Reading Inventory (QRI) scores are used in this determination for English (language).
  - Virginia Standards of Learning test scores or other state criterion referenced tests are included as they become available.
- **Grade Six through Grade Twelve**
- The gifted education resource teacher provides copies of the transcript and of the current report card.
  - The level of coursework is recorded. In middle school, extended and advanced classes are considered above grade level. In high school, AP, IB (SL/HL), and AICE classes are considered above grade level.
  - Virginia Standards of Learning Test scores or End of Course scores or other state criterion referenced tests are included when they are available.
  - Advanced Placement, International Baccalaureate, or Cambridge Programme examination scores may be considered in the determination of eligibility instead of examples of student work.

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### Component Four

The student profile includes aptitude testing information used in the determination of eligibility, placement, and services. Additional testing is completed at the request of the Identification and Placement committee with parent permission. The Woodcock Johnson Tests of Abilities IV (WJ-IV) is administered by staff specially trained in administration.

- ❑ **Kindergarten through Grade Three**
  - Gifted education resource teachers administer the Kaufman Brief Intelligence Test (KBIT-2) to students who are considered from the screening pool or who are referred for consideration for a determination of eligibility.
  - The resource teacher will administer a Naglieri Non-Verbal Ability Test (NNAT3) to any of these students upon request of the Identification/Placement Committee.
- ❑ **Grade Two**
  - Grade Two classroom teachers administer the Naglieri Non-Verbal Ability Test (NNAT3) to all grade two students.
- ❑ **Grade Three through Grade Five**
  - Grade Three classroom teachers administer a Cognitive Abilities Test (CogAT) to all third-grade students. Gifted education resource teachers administer the CogAT and the NNAT3 to all fourth and fifth grade students who are considered from the screening pool or who are referred for consideration for a determination of eligibility.
  - The resource teacher will administer a KBIT-2 to any of these students upon the request of the Identification/Placement Committee.
- ❑ **Grade Six through Grade Twelve**
  - Gifted education resource teachers administer the CogAT and NNAT to all students who are considered from the screening pool or who are referred for consideration for a determination of eligibility.
  - The resource teacher will administer the KBIT-2 to any of these students upon the request of the Identification/Placement Committee.
- ❑ Current comparable aptitude tests may be used for transfer students.
- ❑ The Identification/Placement Committee can request that any individual aptitude test such as the Woodcock-Johnson Tests of Abilities IV be administered to any of these students. This test is administered by a trained gifted education resource teacher.

### Description of Identification Procedures Profile Development Committee Process

- ❑ The gifted education resource teacher assigned responsibility for the determination of eligibility process in a given building assembles the information necessary to complete the student profile.
- ❑ The Profile Development Committee meets in order to review the following information and record their findings on the Student Profile Form:
  - Work Samples
  - Student Response
  - Professional Report(s)
  - Parent Report
  - Academic Record
  - Testing Information

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- Notes are taken on information shared with the committee. Information may include comments shared orally with the committee. This information is entered on the committee narrative attached to the student profile.

*Profile Development Committee Process [Appendix A]*

### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

- 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: VPA placement from other school divisions as well as video/audio performances are considered on an individual basis.

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

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

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

##### **Specific Academic Aptitude (SAA):**

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

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of "language" in addition to English.*

Local Plan for the Education of the Gifted

## Prince William County Public Schools

Because of the size of the School Division, multiple Division-level Committees are constituted at each level.

- 11 Elementary School Level Identification and Placement Committees
- 4 Middle School Level Identification and Placement Committees
- 1 High School Level Identification and Placement Committees

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: ESOL Teacher, Special Education Teacher

b. Type of Identification/Placement Committee

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

- School-level                       Division-level

**Visual and/or Performing Arts (VPA):**

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

VPA - Dance  
VPA - Instrumental Music  
VPA - Theatre  
VPA - Visual Arts  
VPA - Vocal Music

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)

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- 1 Gifted Education Coordinator
- 2 Other(s) Specify: Specialist in the specific art form

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

- School-level
- Division-level

### 2. Eligibility (8VAC20-40-60A.3)

*This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.*

#### **Specific Academic Aptitude (SAA):**

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

*Prince William County Public Schools uses the designation of "language" in addition to English.*

### COMPONENT ONE

#### Examples of Student Performance

Normed Achievement Tests:

- Reading Comprehension and/or Mathematics Problem-Solving
- Portfolios of Student Work Including Self-Initiated Projects
- Student Responses

Performance on Externally Moderated Examinations in Advanced Courses

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Portfolios of Student Work including Self-Initiated Projects	Classroom Teacher	Classroom Teacher Reviewed by Profile Review Committee	Gifted Education Resource Teacher
Mathematics and Logic Packet Kindergarten through Grade Twelve	Gifted Education Resource Teacher	Gifted Education Resource Teacher Reviewed by Profile Review Committee	Gifted Education Resource Teacher
Student Response	Gifted Education Resource Teacher	Profile Review Committee	Gifted Education Resource Teacher

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PSAT Test	Classroom Teachers	The College Board	Gifted Education Resource Teacher
Stanford 10 Achievement Test – Reading Comprehension and Mathematics Problem-Solving (Transfer Students)	Classroom Teacher or School Counselor	Harcourt Brace	Gifted Education Resource Teacher

**COMPONENT TWO**  
**Reports from Professionals**  
**Reports from Parents or Guardians**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Reports from Professional Staff Members	Classroom Teacher Special Education or ESOL Teacher(s) Gifted Education Resource Teachers	Profile Development Committee	Gifted Education Resource Teacher
Reports from Parents or Legal Guardians	Parent(s) Guardian(s)	Profile Development Committee	Gifted Education Resource Teacher

**COMPONENT THREE**  
**Student Classroom Achievement**  
Grade Level or Level of Course  
Grades  
Criterion-Referenced Tests

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
DRA Assessment or QRI Assessment Kindergarten through Grade Five	Classroom Teacher Reading Specialist	Classroom Teacher Reading Specialist	Gifted Education Resource Teacher
Level of Student Below, On, Above Grade Level Kindergarten through Grade Five	Classroom Teacher	Classroom Teacher	Gifted Education Resource Teacher

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Level of Course Grade Six through Grade Twelve	School Counselor	School Counselor	Gifted Education Resource Teacher
Classroom Grades	Classroom Teacher	Classroom Teacher	Gifted Education Resource Teacher
Standards of Learning (SOL) and/or End-of-Course (EOC) Examinations	Classroom Teacher	Commonwealth of Virginia	Gifted Education Resource Teacher
Advanced Placement Examinations	Program Coordinators	Educational Testing Service	Gifted Education Resource Teacher
International Baccalaureate Examinations	Program Coordinators	International Baccalaureate Organization	Gifted Education Resource Teacher
Cambridge Examinations International General Certificate of Secondary Education (IGCSE) Advanced International Certificate of Education (AICE)	University of Cambridge Local Examinations Syndicate	University of Cambridge Local Examinations Syndicate	Gifted Education Resource Teacher

### COMPONENT FOUR Aptitude Test Scores

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Kaufman Brief Intelligence Test (KBIT-2)	Gifted Education Resource Teacher	Gifted Education Resource Teacher	Gifted Education Resource Teacher
Cognitive Abilities Test (Form 7)	Classroom Teacher or Gifted Education Resource Teacher	Riverside Publishing Company or Gifted Education Resource Teacher	Gifted Education Resource Teacher
Naglieri Non-Verbal Ability Test (NNAT3)	Classroom Teacher or Gifted Education Resource Teacher	Pearson Publishing Company or Gifted Education Resource Teacher	Gifted Education Resource Teacher

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Woodcock-Johnson Tests of Abilities IV	Trained Test Administrator	Trained Test Administrator	Gifted Education Resource Teacher
Wechsler IV Individual Psychological Test or Stanford-Binet Individual Psychological Test	School Psychologist	School Psychologist	Gifted Education Resource Teacher

### Eligibility Decision Process Identification and Placement Committee Process

<b>Identification and Placement Committee Schedule</b> Exact Dates will Vary Depending upon the Year		
Elementary School	Middle School	High School
September November January March April	May June	September November March June

- The folder with the completed student profile is sent to the appropriate sub-committee of the Division-level Identification/Placement Committee. Eleven sub-committees are constituted at the elementary level, four at the middle school level, and one at the high school level. Each school is assigned to a specific committee. Representatives from that school serve on that committee. A representative from the Profile Development Committee that prepared the student profile is always present at the Division-Level Identification/Placement Committee where the profile is reviewed. That person serves as the child's advocate.
- The designated gifted education resource teacher enters quantitative information from the Student Profile Form developed by the Profile Development Committee into the appropriate sections of both the four Reader Recommendation Forms and the Identification Placement Decision Form.  
*Reader Recommendation Form [Appendix A]*  
*Identification and Placement Committee Decision Form [Appendix A]*
- Four readers read each Identification and Placement Folder and independently complete a Reader Recommendation Form. One of these four readers must have served on the Profile Development Committee.  
*Reader Recommendation Form [Appendix A]*
  - Members of the Identification and Placement Committee review the data and measures for the four components that constitute the student profile and develop a response.
  - The indicators for these responses are entered on the Reader Recommendation Form as: far exceeds age peers, exceeds age peers, consistent with age peers, inconclusive, or does not support.

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- Because the members of the Profile Development Committee have greater knowledge of each student as a learner, the Identification/Placement Committee usually follows the guidance of the Profile Development Committee in making this determination.
  - Members of the Profile Development Committee are expected to compare students with age peers of similar environment and experience.
  - Each reader makes a recommendation on eligibility on the Reader Recommendation Form.
- The table leader reviews the indicators and completes the Identification and Placement Committee Decision Form.

### *Identification and Placement Committee Decision Form [Appendix A]*

- If readers do not agree on the determination of eligibility the student profile is reviewed by a second set of readers. If those readers cannot agree, the case is remanded to the Appeals Committee.
  - If the readers agree on a determination of eligibility or agree that the student is not eligible for services, the determination of eligibility process has been completed and that section of the Identification Placement Decision Form is completed.
- The determination of eligibility process is designed for the determination of eligibility in specific academic aptitude in language, history and social science, mathematics, and/or science.

### **Specific Academic Aptitude(s) Kindergarten through Grade Three**

- If the student profile on the Identification Placement Decision Form in language or in mathematics aligns with one of the following combinations of the four components, that student shall be recognized for his/her gifted potential and be eligible for entry into the Early Talent Development (ETD) program and access to differentiated classroom services in the designated specific academic aptitude:

Early Talent Development (ETD) Program	Number of Far Exceeds	Number of Exceeds	Number of Consistent
K - 3	1	2	1
	1	1	2
	1	-	3
	-	4	-

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### Specific Academic Aptitude(s) Kindergarten through Grade Twelve

- If the student profile on the Identification Placement Decision Form in language or in mathematics aligns with one of the following combinations of the four components, that student shall be determined as eligible for services in the designated specific academic aptitude:

Grade	Number of Far Exceeds	Number of Exceeds	Number of Consistent
K-12	4	-	-
	3	1	-
	2	2	-
	1	3	-
	2	1	1
	3	-	1

- The eligibility process is designed to insure that no one single criterion can be used to deny or guarantee access to gifted program services. In fact, multiple measures are used in each component of the Identification and Placement Committee Decision Form to insure that no single measure can deny or guarantee access to gifted program services.
- Students may be monitored for one identification and placement cycle in order for additional evidence supporting the student profile to be gathered from multiple criteria sources. These students may be determined eligible for services at the next Identification/Placement Committee meeting.
- The Identification/Placement Committee can request additional information in a case to assist in the determination of eligibility. The case is placed on monitor status until the next identification and placement cycle so that the information can be gathered.
- From the time written parent permission to proceed with the identification and placement process is received, eligibility is determined within ninety (90) instructional school days.
- Charts indicating the timelines have been included on page 11.

### **Placement Decision Process**

#### **Identification and Placement Committee Process**

- If a student has been found eligible for services in one or more discipline areas in Specific Academic Aptitude, each reader completes a recommendation for placement on the Reader Recommendation Form.  
*Reader Recommendation Form [Appendix A]*
- The table leader then compares the placement recommendation for services in one or more academic disciplines on each Reader Recommendation Form. The Reader Recommendation Form completed by the committee member who served on the Profile Development Committee should be consistent with the decision of the Identification and Placement Committee.
- The Identification and Placement Committee can request additional information in a case to assist in the determination of placement. The case is placed on monitor status until the next identification and placement cycle so that the information can be gathered.

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- ❑ The table leader reviews the indicators and if readers do not agree on the determination of placement the student profile is reviewed by a second set of readers. If those readers cannot agree, the case is remanded to the Appeals Committee.
- ❑ The table leader reviews the indicators and completes the forms.
  - *Identification and Placement Committee Decision Form [Appendix A]*
  - If readers do not agree on the determination of placement, the student profile is reviewed by a second set of readers. If those readers cannot agree, the case is remanded to the Appeals Committee.
  - If the readers agree on a determination of placement, the determination of placement process has been completed and that section of the Identification and Placement Committee Decision form is completed.
- ❑ In Kindergarten through Grade Five, the placement decision process results in the determination of placement in either specific academic aptitude in English (language) or in mathematics or in both areas of Specific Academic Aptitude.
- ❑ In Grades Four and Five, science and social studies placements are determined at the appeals level only.
- ❑ In Grades Six through Twelve, the placement decision process results in the determination of placement in Specific Academic Aptitude in English (language), history and social science, mathematics, science, or any combination of the four disciplines.
- ❑ The placement process is completed only for students who have been found eligible for services in Specific Academic Aptitude. The initial placement process may be repeated to re-evaluate placement for students who remain eligible for services. Once the Identification and Placement Committee reaches a final decision on placement for services, the case must be appealed for any change in the committee placement decision.

### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>
Portfolio/Audition	CFPA Program Coordinator	Outside Professionals and Fine/Performing Arts Teachers
Teacher Recommendation	Current Teachers	CFPA Program Coordinator

The Fine and Performing Arts Identification/Placement committee will review all available information for each student. Eligibility decisions are based on attainment of a set cut off score on the Division Matrix. The committee reserves the right to determine a student eligible even if the score is below cut off as determined by consensus of the committee. Eligibility decision will be made within 90 instructional day of the school division's receipt of the parent or legal guardian consent for evaluation.

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All eighth through eleventh graders have an opportunity to complete an application and portfolio for arts adjudication. Selection is based on the teacher recommendation and student portfolio/audition. Portfolios/auditions are evaluated by experts in the specific field. Students who qualify for placement in the gifted Arts are offered acceptance into the Center for Fine and Performing Arts (CFPA) program.

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

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

#### **Specific Academic Aptitude (SAA):**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English*

The Identification and Placement Committee’s placement decision establishes the framework for the determination of services using specific appropriate educational options for each eligible student. These services are entered on the *Determination of Services Form [Appendix A]* following the completion of the *Identification and Placement Committee Decision Form [Appendix A]*.

- At kindergarten through grade three, the Identification and Placement Committee determines services to support strength in English (language) or services to support strength in mathematics. With primary students, the category of strength in language may include strength in history and social science. With primary students, the category of strength in mathematics may include strength in science. Students receive documented services in language or in mathematics within the classroom and from a gifted education resource teacher.
- At grades four and five, the Identification and Placement Committee determines services to support the student’s academic strength through one or more documented programming options available in English (language), in history and social science, in mathematics, and in science. If designated as an appropriate option, identified students receive services through a gifted education resource program.
- At the middle school level, grades six through eight, the Identification and Placement Committee determines services to support the student’s academic strength through one or more documented programming options available in English (language), in history and social science, in mathematics, in science, and in world language. If designated as an appropriate option, students receive services through a gifted education resource program.
- At the high school level, grades nine through twelve, the Identification and Placement Committee determines services to support the student’s academic strength through one or more documented programming options available in English (language), in history and social science, in mathematics, in science, and in world language. If designated as an appropriate option, students receive services through a gifted education resource program.

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### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

All eighth through eleventh graders have an opportunity to complete an application and portfolio for arts adjudication. Eligibility and determination of services is based on the teacher recommendation and student portfolio/audition. Portfolios/auditions are evaluated by experts in the specific field. Students who qualify for placement in the gifted Arts are offered acceptance into the Center for Fine and Performing Arts (CFPA) program.

## Prince William County Public Schools

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

*This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.*

#### **Specific Academic Aptitude (SAA):**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English*

#### **Requesting Permission to Begin the Individual Identification and Placement Process**

##### **Requesting Permission for Individual Testing and/ or Collection of Additional Information**

- ❑ Permission from parents or legal guardians is requested to establish the individual Student Identification and Placement Folder. At that time, permission is requested to collect additional information. When necessary, permission for testing is requested at this time. The gifted education resource teacher provides the referred student’s parents or guardians with the appropriate forms.
- ❑ A letter to parents or legal guardians explaining the forms and the identification and placement process is included with the forms.

##### **Requesting Permission for Individual Testing and/ or Collection of Additional Information**

- ❑ After the initial permission from parents or legal guardians has been received, the Division-Level Identification and Placement Committee or the Appeals Committee requests permission from parents or legal guardians if it is necessary to collect additional data. Permission from a parent or legal guardian is always required before individual testing is scheduled.

##### **Providing Notification of Monitor Process to Collect Additional Information**

- ❑ Parents or legal guardians must be notified if a case is placed on monitor status to collect additional information. Additional information may be gathered for the determination of eligibility, for the determination or placement, or for the determination of services. An ending date for the collection of evidence and the additional evidence required must be specified.

##### **Providing Notification when Students are not found Eligible for Services**

- ❑ The gifted education resource teacher notifies the parents of each student for whom a decision was reached by the Identification and Placement Committee. Letters notifying a parent or legal guardian that a student has not been found eligible for services includes information on the process a parent or guardian may use to appeal the decision of the Identification and Placement Committee.

## **Prince William County Public Schools**

### Requesting Permission for Provision of Appropriate Service Options

- ❑ The gifted education resource teacher must notify the parents or legal guardians of each student for whom a decision was reached by the Identification and Placement Committee. The parent must be notified both of the identification decision and of the placement decision. This notification is made through a letter to the parent that indicates the decision of the Identification and Placement Committee.
- ❑ Although the details of involving students in differentiated services may vary according to the specific service delivery model of the school or program, there are notification procedures that must be followed. Written parent permission for participation must be obtained. For students identified as eligible for services, the Permission for Services Form includes information on both the determination of placement and the determination of services.

### Requesting Permission for Student Re-Evaluation of Placement and Instructional Services

#### Providing Notification of Results of Re-Evaluation Process of Placement and Instructional Services

- ❑ Permission for student re-evaluation of placement and instructional services is requested from parents or legal guardians whenever the placement decision and the instructional services decision are re-evaluated.
- ❑ Notification is provided to parents or legal guardians whenever a re-evaluation of placement and instructional services is completed by the Identification and Placement Committee.
- ❑ Parents or legal guardians receive written notification if no change is made in placement or instructional services as a result of the re-evaluation process, if there is a change in both placement and instructional services, or if there is a change in placement or in instructional services.
- ❑ If the Identification and Placement Committee has made a determination for any change in placement or in instructional services, the letter must include information on the process a parent or legal guardian may use to appeal the decision of the Identification and Placement Committee.

### Requesting Permission for Student Re-Evaluation for Eligibility for Services

#### Providing Notification of Results of Re-Evaluation of Eligibility for Gifted Education Services

- ❑ Permission is requested from parents or legal guardians whenever a re-evaluation for eligibility for services is initiated.
- ❑ Notification is provided to parents or legal guardians whenever a re-evaluation of eligibility for gifted education services is completed by the Identification and Placement Committee.
- ❑ Parents or legal guardians are notified if the student remains eligible for services following the re-evaluation process.
- ❑ Parents or legal guardians are notified if the student is not found eligible for gifted education services. Parents or legal guardians are notified of the right to appeal the decision in the notification letter.

### Providing Notification of an Appeals Committee Appointment

#### Providing Notification of an Appeals Committee Decision

- ❑ Parents or legal guardians are notified of an Appeals Committee appointment in person, by e-mail, by mail, or by telephone.

## Prince William County Public Schools

- ❑ Parents or legal guardians are notified of an Appeals Committee eligibility, placement, and/or determination of services decision in person, by telephone, or by mail by the Supervisor of Gifted Education or by a resource teacher designated by the Supervisor of Gifted Education to notify parents. Parents are also notified of the monitor process if additional evidence is needed to support a final determination of eligibility, of placement, or of services.
- ❑ Because the Appeals Committee hears cases from Initial Process to Determine Eligibility, Placement, and Services, from Re-Evaluation of Placement and Services, and from Re-Evaluation of Eligibility for Services, letters are modified to reflect each type of case.
- ❑ At the conclusion of each case, parents or legal guardians receive written notification of the decision of the Appeals Committee. If the student is not found eligible for gifted education services, if the placement for services has been modified, or if the level of instructional services has been reduced, the letter includes information on the process for appealing the decision of the Appeals Committee.

The forms essential to the decision-making process for identification, placement, and determination of services have been included in *Appendix A*.

### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

Upon completion of the adjudication, students and parents are notified in writing concerning eligibility for placement in the Center for Fine and Performing Arts program. Parents of eligible students receive program documents to include a permission for services form giving them the option to have their child participate in the Prince William County Public Schools Center for Fine and Performing Arts program beginning at the start of the next school year.

## Prince William County Public Schools

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

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

#### **Specific Academic Aptitude (SAA):**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English*

#### Change in Placement

##### Change in Instructional Services

- Each student profile is reviewed regularly.
  - This review may indicate that the placement decision should be re-evaluated through the identification and placement process of the Gifted Education Program.
  - A placement decision may be modified to indicate different areas of academic strength or to include additional areas of academic strength.
  - Because the placement decision affects the determination of instructional services, the determination of services is always re-evaluated when placement is re-evaluated.
- All students determined to be eligible for services in the kindergarten through grade three remain eligible for services.
  - The placement decision for each third grade student eligible for services is re-evaluated before the student enters fourth grade.
  - The placement decision is re-evaluated through the identification and placement process of the Gifted Education Program.
  - The placement decision may be modified to indicate different areas of academic strength or to include additional areas of academic strength.
  - Because the placement decision affects the determination of instructional services, the determination of services is always re-evaluated when placement is re-evaluated.
  - The re-evaluation of placement and instructional services does not affect the eligibility of the student.
- Permission for student re-evaluation of placement and instructional services is requested from parents or legal guardians whenever the placement decision and the instructional services decision are re-evaluated.
- The Identification and Placement Committee may place a case on monitor status in order to gather additional information for the determination or placement, and/or for the determination of services. An ending date for the collection of evidence and the additional evidence required must be specified.
- The Division-Level Identification and Placement Committee makes a determination of placement following the process used in the initial determination of placement. New data and new forms are used in the placement process.

*Identification and Placement Committee Decision Form [Appendix A]*

## Prince William County Public Schools

- ❑ The Division-Level Identification and Placement Committee makes a decision on the determination of services following the process used in the initial determination of services.

### Providing Notification of Results of Re-Evaluation Process of Placement and Instructional Services

- ❑ Parents or legal guardians receive written notification if no change is made in placement or instructional services as a result of the re-evaluation process, if there is a change in both placement and instructional services, or if there is a change in placement or in instructional services.
- ❑ If the Identification and Placement Committee has made a determination for any change in placement, the letter must include information on the process a parent or legal guardian may use to appeal the decision of the Identification and Placement Committee.
- ❑ If the Identification and Placement Committee has made a determination for a change in instructional services that reduces the level of instructional services, the letter must include information on the process a parent or legal guardian may use to appeal the decision of the Identification and Placement Committee

### Parent or Legal Guardian Initiated Change in Instructional Services

- ❑ Parents or legal guardians are offered a formal opportunity to initiate a change in instructional services each time they receive the *Permission for Services Form*. Parents may initiate a request for change in services at any time. A change in services is a change in delivery of services and does not affect the eligibility of the student for gifted services or the placement of the student for gifted education services.
- ❑ Parents or legal guardians may initiate a request for change in instructional services at any time. Such a request is documented through a written request from the parent or guardian.
- ❑ Because the ultimate goal is to make the best decision for the student, it may be suggested that the student temporarily not receive certain program services through the remainder of the current semester or school year. At the beginning of the next semester or school year, the parent or legal guardian could request that the student receive all instructional services. The parent or guardian would need to return the appropriate *Permission for Services Form*.

## Prince William County Public Schools

### Program Exit Policy

A program exit procedure may be initiated by either of two sources:

(1) parent or guardian or (2) professional staff member(s).

#### Parent or Legal Guardian Initiated Exit from Program

- ❑ If a student is exiting the program through a parent or legal guardian request, a re-evaluation of eligibility for gifted education services (exit process) is not initiated. The parent or guardian request is documented.
- ❑ It is expected that the gifted education resource teacher has, wherever possible, worked with the parent or guardian in helping them arrive at a decision concerning the eligibility of the student. A dated letter from the parent or legal guardian, or dated notations of a conversation with the parent or guardian, serves as documentation to indicate that the parent or guardian initiated exit procedures.
- ❑ Students who exit the program are not eligible to receive services.

#### Professional Staff Member Initiated Re-Evaluation of Eligibility for Gifted Education Services (Exit Process)

- ❑ Four areas must be taken into consideration for a professional staff member to initiate exit procedures.
  - Classroom performance (grades and criterion referenced scores)
  - Gifted Program performance (progress reports and work samples)
  - Professional reports
  - Standardized test scores
- ❑ If all four areas are below eligibility standards, a professional staff member may initiate a program exit procedure. Documented communication with the parent or legal guardian needs to be evident.
- ❑ The Gifted Education Supervisor must be notified before such procedures are initiated.
- ❑ Communication with the parent or guardian must be evident and documented.
- ❑ Permission for the exit evaluation process must be obtained from parents or guardians to initiate the evaluation process.
- ❑ Students must exit the program through the determination of eligibility process, that is, through the same process that was used to determine eligibility for services originally.
- ❑ The Identification and Placement Committee completes the re-evaluation of eligibility for gifted services process.
- ❑ Parents or legal guardians are notified if student remains eligible for services following the re-evaluation process.
- ❑ Parents and legal guardians are notified if the student is not found eligible for gifted education services. Parents or guardians are notified of the right to appeal the decision in the notification letter. This eligibility decision must be reconsidered upon parent appeal.
- ❑ Students who exit the program are no longer eligible for gifted education instructional services unless the student is determined to be eligible for services through a subsequent determination of eligibility process.

## Prince William County Public Schools

### Function and Procedure of Appeals Committee

- ❑ The Appeals Committee analyzes the student profile and reviews the *Identification and Placement Committee Decision Form and Determination of Services Form*.
- ❑ In all cases, the evidence considered by the Identification and Placement Committee will be reviewed.
- ❑ Evidence to document strength where evidence was found insufficient to support identification must be provided.
- ❑ A parent or professional who knows the student's case may present the case at the committee meeting.
- ❑ Students may present information to the committee.
- ❑ The gifted education resource teacher is required to be at the Appeals Committee meeting.
- ❑ The committee may request any additional information needed to resolve the eligibility or determination of services decision. This may result in monitoring the case.
- ❑ Additional evidence is recorded at the Appeals Committee meeting.
- ❑ The Appeals Committee decides each case through consensus.
- ❑ An Appeals Committee Eligibility Decision Form is completed at the conclusion of each case. *Appeals Committee Eligibility Decision Form [Appendix A]*
- ❑ If a student is found eligible for services, the Appeals Committee also completes a Determination of Services Form. *Appeals Committee Determination of Services Form [Appendix A]*

### Parent or Guardian Filing of an Appeal

- ❑ All parents are notified of their right to appeal an eligibility decision in writing. The letter also indicates the methods they may use to file that appeal.
- ❑ Parents may file an appeal of an eligibility decision through any of the following methods:
  - Requesting an appeal in a letter sent to the Supervisor of Gifted Education.
  - Requesting an appeal in a conversation with a gifted education resource teacher or through an e-mail sent to a gifted education resource teacher.
  - Requesting an appeal in a conversation with the Supervisor of Gifted Education or through an e-mail sent to the Gifted Education Supervisor.
- ❑ Appeals must be initiated within thirty days after the eligibility decision is made.

### Types of Cases and Evidence Required

Three types of cases are taken to the Appeals Committee.

- ❑ The Identification/Placement Committee Could Not Reach Consensus.  
These cases must be forwarded to the Appeals Committee. Additional evidence may be requested by the Appeals Committee, but it is not the responsibility of the gifted education resource teacher to gather such evidence before the case is presented to the Appeals Committee.

## Prince William County Public Schools

- ❑ **Parent or Guardian Appeal**  
Parents may appeal Identification and Placement Committee decisions. In this instance, the gifted education resource teacher must ensure that the parent is notified of the specific documentation required to support the determination of eligibility. The parent is then expected to provide as much of the documentation as possible. Parents may provide data, such as independent psychological testing, from outside sources
- ❑ **Appeal by Professional Staff Member(s)**  
Professional staff members, including teachers, school counselors, administrators, and gifted education resource teachers may appeal Identification and Placement Committee decisions. In this instance the professional staff member presenting the case is expected to provide the additional specific documentation to support determination of eligibility.

### Composition of the Appeals Committee

Members of the Appeals Committee do not serve on other committees in the identification and placement process. The Supervisor of Gifted Education or designee chairs the Appeals Committee.

### Monitoring of Appeals Cases

If evidence is not readily available and additional evidence needs to be collected, an appeals case may be placed on monitor status. Monitor status is limited to 30 school days, unless the parent or professional agrees that the time should be a semester to allow for the collection of additional evidence.

- ❑ When the case is returned to the Appeals Committee, if determination of eligibility will result in services for the student, the case may be completed without parents or guardians present.
- ❑ When the case is returned to the Appeals Committee, if determination of eligibility may not result in services for the student, parents or guardians must be invited to be present.

### Appeals Process - Timeline for Hearing Appeals

- ❑ Appeals must be heard within sixty (60) instructional days after the appeal is initiated.
- ❑ Parents are notified within seven school days of the decision of the Appeals Committee.
- ❑ The Prince William County Gifted Education Program Appeals Committee meets at least once each month from August through June to ensure that all appeals are heard within the established timelines.

### Appeals of Decisions of Committee

If the decision of the Appeals Committee is challenged, an appeal can be made first to the Director of Student Learning, and then to the Associate Superintendent for Student Learning and Accountability. A final appeal may be made to the Deputy Superintendent of Schools.

## Prince William County Public Schools

### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

### Change in Instructional Services

- Each student profile is reviewed regularly.
  - This review may indicate that the determination of instructional services decision should be re-evaluated.
  - A determination of instructional services decision may be modified in accordance with program guidelines and expectations.
  - The re-evaluation of instructional services does not affect the eligibility of the student.
- Parents may initiate a change in instructions services at any time during the year.

### Providing Notification of Results of Re-Evaluation Process of Instructional Services

- Parents or legal guardians receive written notification if a change is made in instructional services as a result of the profile review process.
- If the profile review results in a change in the determination of instructional services that reduces the level of instructional services, the notification letter must include information on the process a parent or legal guardian may use to appeal the decision.

## Prince William County Public Schools

### **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.*

#### **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.*

#### **Students in Kindergarten through Grade Three**

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

#### **Students in Grade Four through Grade Twelve**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of "language" in addition to English.*

#### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

The table on the next page documents the School Division's program of curricula and instruction for gifted learners. It illustrates continuous and sequential service options. This continuum of services will be supported by appropriate funding and adequate staffing.

## Prince William County Public Schools

### Service Options are Continuous and Sequential

Gifted Education Resource Services				
Models and Standards	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>Florida Frameworks Learner Outcomes</b>	Content Outcomes Process Outcomes Affective Outcomes Product Outcomes	Content Outcomes Process Outcomes Affective Outcomes Product Outcomes	Content Outcomes Process Outcomes Affective Outcomes Product Outcomes	Content Outcomes Process Outcomes Affective Outcomes Product Outcomes
<b>National Curriculum Models</b>	Parallel Curriculum of Connections William and Mary Integrated Curriculum Model: Multi-Disciplinary Component			
	Parallel Curriculum of Practice William and Mary Integrated Curriculum Model: Discipline-Based Component			
	Parallel Curriculum of Identity William and Mary Integrated Curriculum Model: Opportunities for Collaboration and Reflection			
<b>Multi-Disciplinary Concept</b>	Structure of Systems	Function of Systems	Change of Systems	Limits of Systems
<b>School Division, Virginia, National, and International, Discipline Standards</b>	Discipline-Based Standards	Discipline-Based Standards	Discipline-Based Standards	Discipline-Based Standards
<b>Virginia Governor's Schools</b>				Academic-Year Governor's Schools, Summer Residential Governor's Schools
<b>Specialty Programs</b>				The Center for Fine and Performing Arts
Classroom Services				
Models and Standards	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>International Programme Standards</b> <ul style="list-style-type: none"> <li>▪ International Baccalaureate</li> <li>▪ Cambridge</li> </ul>	IB Primary Years Programme	IB Primary Years Programme	IB Middle Years Programme	IB Middle Years Programme IB Diploma Programme Cambridge Programme
<b>National Program Advanced Placement</b>				Advanced Placement High School Specialty Programs
<b>Specialty Programs</b>				The Center for Fine and Performing Arts
		Mathematics/Science Specialty Programs	Mathematics/Science Specialty Programs	Mathematics/Science-Based Specialty Programs
	World Language (FLES) Programs Grades 1-3	World Language (FLES) Programs	World Languages Specialty Programs	Humanities-Based High School Specialty Program
<ul style="list-style-type: none"> <li>▪ School Division Documents</li> <li>▪ Virginia Standards of Learning</li> <li>▪ National Education Standards</li> </ul>	Extension of Discipline-Based Standards in English, History and Social Sciences, Mathematics, and Science	Extension of Discipline-Based Standards in English, History and Social Sciences, Mathematics, and Science	Extension of Discipline-Based Standards in English, History and Social Sciences, Mathematics, and Science	Extension of Discipline-Based Standards in English, History and Social Sciences, Mathematics, and Science

## Prince William County Public Schools

### Elementary School Programs Service Options

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

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

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

#### Areas of Giftedness Served

##### **Specific Academic Aptitude (SAA)**

Students in Kindergarten through Grade Three

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Students in Grade Four and Grade Five

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English.*

All of the indicated service options are provided for elementary students identified for services. Additional information on each option is provided under service options defined in B., C., or 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.*

##### **Service Options - Specific Academic Aptitude**

- All students at the elementary school level in Prince William County Public Schools are served in classrooms with their age-level peers. Classrooms reflect the rich diversity of learners in Prince William County Public Schools.
- Prince William County Public Schools also offers a range of interest-based specialty programs. Students may transfer to participate in these programs. All of these programs are open to all students in the grade levels served in the school.
  - International Baccalaureate Primary Years Programmes (IBPYP) are available for students in four schools.
  - Two schools offer mathematics and science programs for students in grades four and five.
  - World language programs (FLES – Foreign Language in the Elementary School) are available in six elementary schools from grades one through five.

## Prince William County Public Schools

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

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

#### Service Options - Specific Academic Aptitude

- **Gifted Education Resource Services Kindergarten through Grade Three**
  - Each identified student in kindergarten receives the equivalent of 45 minutes of gifted education resource service every other week. Each identified student in grades one and two receives at least 45 minutes of gifted education resource service from a gifted education resource teacher on a weekly schedule. Each identified student in grade three receives at least 90 minutes of gifted education resource services from a gifted education resource teacher on a weekly schedule.
  - Instruction for primary-age students is based upon national curriculum models including language arts and science units from the Center for Gifted Education at the College of William and Mary and mathematics units from the Neag School of Education of the University of Connecticut.
- **Gifted Education Resource Services Grade Four and Grade Five**
  - Each identified student in grades four and five receives 225 minutes of resource service from a gifted education resource teacher on a weekly schedule.
  - Instruction for students in grades four and five is based upon a year-long multi-disciplinary unit developed specifically for use by our students in grades four and five. The unit includes language arts, history and social science, mathematics, and science.
  - In addition, students select among choice centers to support their specific academic interests and strengths.
- **Classroom Services Elementary School**
  - Identified students are served in cluster-grouped classrooms. Each school principal provides a report on instructional placement to the Gifted Education Office by October 1 of each year.
  - Students in these cluster grouped classrooms receive differentiated classroom services from classroom teachers who have completed professional development in gifted education. This teacher accreditation process based upon the requirements of the Virginia Standards of Accreditation is supported by School Division professional development offerings. The process is monitored through the Gifted Education Office of Prince William County Public Schools.
  - Each elementary school has a 45-minute extension period each day to support additional differentiation of instruction.

## Prince William County Public Schools

### ❑ **Collaborative Services Elementary School**

- Classroom and resource teachers develop a collaborative Differentiated Services Plan for each identified elementary school student. The plan is shared with parents and legal guardians each year.
- The Differentiated Services Plan provides planning for and documentation of opportunities for students to work with intellectual and academic peers.
- The Differentiated Services Plan includes expected learner outcomes.  
*Sample Differentiated Services Plan [Appendix B]*

### **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.*

#### **Service Options – Specific Academic Aptitude**

### ❑ **Gifted Education Resource Services Kindergarten through Grade Three**

- Each identified student in the primary grades has an opportunity for choice activities as a component of resource program services.

### ❑ **Gifted Education Resource Services Grade Four and Grade Five**

- Each identified student in grades four and five has an opportunity to select among choice centers to support his or her specific academic interests and strengths.

### ❑ **Classroom Services Elementary School**

- Each identified student has opportunities within the classroom to work independently in his or her area of academic interest or strength.
- These opportunities are developed and documented through the Differentiated Services Plan process. *Sample Differentiated Services Plan [Appendix B]*

## Prince William County Public Schools

### Middle School Programs Service Options

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

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

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

#### Areas of Giftedness Served

**Specific Academic Aptitude (SAA)**

**Students in Grade Six through Grade Eight**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English.*

All of the indicated service options are provided for middle school students identified for services. Additional information on each option is provided under service options defined in B., C., or 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.*

##### **Service Options - Specific Academic Aptitude**

- ❑ All students at the middle school level in Prince William County Public Schools are served in classrooms with their age-level peers. Classrooms reflect the rich diversity of learners in Prince William County Public Schools.
- ❑ Prince William County Public Schools also offers a range of interest-based specialty programs. Students may transfer to participate in these programs.
  - Authorized International Baccalaureate Middle Years Programmes (IBMYP) for students in grades six through ten are offered in four middle schools.
  - Three schools offer mathematics and science programs for students in grades six through eight.
  - World language programs are available in three middle schools from grades six through eight. These programs offer both French and Spanish.

#### **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.*

## Prince William County Public Schools

### Service Options - Specific Academic Aptitude

#### ❑ Gifted Education Resource Services Grade Six through Grade Eight

- Each identified student in grades six, seven, and eight receives the equivalent of 90 minutes of direct gifted education resource service from a gifted education resource teacher on a weekly schedule.
- Instruction for middle school students is based upon national curriculum models and upon multi-disciplinary units developed specifically for use by our middle school students. Units include the disciplines of language arts, history and social science, mathematics, science, with a strong infusion of technology.

#### ❑ Classroom Services Middle School

- Each middle school offers both Extended Language Arts and Extended Mathematics. Identified students may be enrolled in one or both content enriched classes depending upon their area of identification and their academic strengths.
- Middle school students are also served through differentiated services in history and social science and science classes.
- Students in these classrooms receive differentiated classroom services from classroom teachers who have completed professional development in gifted education. This teacher accreditation process based upon the requirements of the Virginia Standards of Accreditation is supported by School Division professional development offerings. The process is monitored through the Gifted Education Office of Prince William County Public Schools.

#### ❑ Collaborative Services Middle School

- Classroom and resource teachers develop a Differentiated Services Plan for each identified middle school student.
- The Differentiated Services Plan provides planning for and documentation of opportunities for students to work with intellectual and academic peers.  
*Sample Differentiated Services Plan [Appendix B]*

### 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.*

### Service Options – Specific Academic Aptitude

#### ❑ Gifted Education Resource Services Grade Six through Grade Eight

- Each identified student in middle school has an opportunity for choice in the development of products as a component of resource program services.
- Each identified student also has the opportunity for choice activities.

#### ❑ Classroom Services Middle School

- Each identified student has opportunities within the classroom to work independently in his or her area of academic interest or strength.
- These opportunities are developed and documented through the Differentiated Services Plan process. The plan is shared with parents and legal guardians each year.  
*Sample Differentiated Services Plan [Appendix B]*

## Prince William County Public Schools

### High School Programs Service Options

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

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

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

#### Areas of Giftedness Served:

##### **Specific Academic Aptitude (SAA)**

##### **Students in Grade Nine through Grade Twelve**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English.*

##### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

All of the indicated service options are provided for high school students identified for services. Additional information on each option is provided under service options defined in B., C., or 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.*

##### **Service Options - Specific Academic Aptitude, Visual and/or Performing Arts**

- ❑ All students at the high school level in Prince William County Public Schools are served in classrooms with their age-level peers. Classrooms reflect the rich diversity of learners in Prince William County Public Schools.
- ❑ Prince William County Public Schools also offers a range of interest-based specialty programs. Students may transfer to participate in these programs.
  - Two high schools offer Cambridge Programmes including the International General Certificate of Secondary Education (IGCSE) and Advanced International Certificate of Education (AICE) Programmes.
  - Authorized International Baccalaureate Middle Years Programmes (IBMYP) for students in grades six through ten are offered in two high schools. These two high schools also offer authorized International Baccalaureate Diploma Programs (IBDP) for students in grades 11 and 12.
  - Two high schools offer an Advanced Placement Scholars Specialty Program.
  - Two high schools offer a Center for Information Technology. This program offers opportunities for advanced work in Advanced Placement Computer Science. Students

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may also choose to study graphic arts or may enroll in hardware or software certification programs.

- Two high schools offer advanced science programs. One school serves as the Bio-Technology Center. The second serves as the Center for Environmental and Natural Sciences.
- One high school serves as a Center for International Studies and Languages.
- One high school serves as a Center for Fine and Performing Arts.

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

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

#### Service Options - Specific Academic Aptitude (SAA)

##### □ Gifted Education Resource Services Grade Nine through Grade Twelve

- Each identified student in grades nine and ten receives a minimum of eighteen (18) hours of direct resource service annually. This service is in the form of a reflective seminar. Seminars are conducted by endorsed gifted education staff members, or accredited gifted education staff members seeking endorsement.
- Instruction for high school students is based upon national curriculum models and upon multi-disciplinary units developed specifically for use by our high school students. The curricular focus is on conceptual, critical, creative, and collaborative/communication thinking skills. Units include the disciplines of language arts, history and social science, mathematics, science, and arts.
- Differentiated Services Plans are developed with each student and include high school, higher education, and career goals. The plan is shared with parents and legal guardians.  
*Sample Differentiated Services Plan [Appendix B]*

##### □ Multi-disciplinary Courses

- In schools that offer an Advanced Placement Program, the Gifted Education Multi-disciplinary Seminar (G.E.M.S.) serves as the multi-disciplinary senior course. Some schools additionally offer AP Seminar and AP Research as a multi-disciplinary junior and senior course sequence.
- In schools that offer the Cambridge Programme, Thinking Skills and Global Perspectives serve as optional multi-disciplinary courses for students in grades eleven and twelve.
- In schools that offer the International Baccalaureate Programme, the Theory of Knowledge course serves as an optional senior multi-disciplinary course.

##### □ Classroom Services High School

- Opportunities for Advanced Placement courses are available in the majority of high schools. Pre-Advanced Placement courses are offered in eight schools. Students do not have to be identified for gifted services or be enrolled in a specialty program to enroll in these Pre-AP or Advanced Placement courses.
- Cambridge Programme courses, including courses leading to the International General Certificate of Secondary Education (IGCSE) and the Advanced International Certificate of Education (AICE), are offered in two high schools.

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- International Baccalaureate courses, including Middle Years Programme (IBMYP) and Diploma (IB) Programme courses, are offered in two high schools.
- Students in these classrooms receive services from teachers of advanced courses who have completed professional development in gifted education. The teacher accreditation process based upon the requirements of the Virginia Standards of Accreditation is supported by School Division professional development offerings and by training opportunities sponsored by the Advanced Placement Program, Cambridge Programme, and the International Baccalaureate Organization.
- **Academic-Year Governor's School Programs**
  - **The Governor's School @ Innovation Park**

Students who reside in Prince William County are eligible to apply for The Governor's School @ Innovation Park. This partial day program serves students in grades eleven and twelve. The program focuses on science, technology, engineering, and mathematics (STEM) and is a joint venture of three school divisions in cooperation with George Mason University. An equalized share of the tuition and dual enrollment costs are paid by Prince William County Public Schools.
  - **Thomas Jefferson High School for Science and Technology**

Students who reside in Prince William County are eligible to apply for Thomas Jefferson High School for Science and Technology. These students attend this four-year advanced program in science and technology in lieu of attending a high school in Prince William County. An equalized share of the tuition is paid by Prince William County Public Schools.
- **Summer Residential Governor's School Programs**
  - Students who reside in Prince William County are eligible to apply for Summer Residential Governor's School Programs for Agriculture, for Humanities, for Mathematics, Science and Technology, for Life Sciences and Medicine, and for Visual and Performing Arts. Mentorship Programs are available in Engineering and Marine Science. An equalized share of the tuition is paid by Prince William County Public Schools.
  - Students who reside in Prince William County are eligible to apply for Foreign Language Academies. An equalized share of the tuition is paid by Prince William County Public Schools.

### Service Options - Visual and/or Performing Arts (VPA)

- **The Center for Fine and Performing Arts**
  - Students who reside in Prince William County are eligible to apply for entry into The Center for Fine and Performing Arts. Students enter this four year program by audition in their requested area of interest.

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### 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.*

#### **Service Options – Specific Academic Aptitude (SAA)**

- **Services through Advanced Classes Grade Nine through Grade Twelve**
  - Specialty Programs offer opportunities for students to complete culminating research or technical projects.
  - International Baccalaureate Diploma candidates must complete a 4,000 word extended essay.
  - Identified students have opportunities to develop advanced products for competitions beyond the school.
- **Services through Governor’s School Programs**
  - Academic-Year Governor’s Schools require culminating research projects in the senior year.
  - Summer Residential Governor’s School Programs require culminating projects at the end of the summer program.
  - Summer Residential Governor’s School mentorship programs involve students directly in research projects.

#### **Service Options - Visual and/or Performing Arts (VPA)**

- **The Center for Fine and Performing Arts**
  - The CFPA program offers opportunities for students to complete culminating research, technical projects, and individual performances.
  - Students are offered access to master classes which require individual products, practice and/or performance in the student’s area of strength.
  - Identified students have opportunities to develop advanced products for competitions beyond the school.

### 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.*

#### **Specific Academic Aptitude (SAA):**

##### **Students in Kindergarten through Grade Three**

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

##### **Students in Grade Four through Grade Twelve**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English.*

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### Visual and/or Performing Arts (VPA):

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

### Gifted Education Resource Program Instructional Strategies

The framework for instructional strategies used to foster intellectual and academic growth through the Gifted Education Resource Program is based upon the work of Robert Marzano in the Dimensions of Learning model. The work of Joyce Van Tassel-Baska on Differentiation as Extension with Acceleration, Complexity, Depth, Challenge, and Creativity or as Scaffolding to support learners is woven throughout each component of the model for instructional strategies.

#### Dimensions of Learning Robert Marzano

<b>Attitudes and Perceptions</b>		
<b>Acquire and Integrate Knowledge Skills and Processes</b>	<b>Extend and Refine Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b>Use Knowledge Meaningfully</b></li> <li>▪ <b>Decision-making</b></li> <li>▪ <b>Problem-solving</b></li> <li>▪ <b>Invention</b></li> <li>▪ <b>Investigation</b></li> <li>▪ <b>Experimental Inquiry</b></li> <li>▪ <b>Systems Analysis</b></li> </ul>
<b>Develop Productive Habits of Mind</b>		
<ul style="list-style-type: none"> <li>▪ <b>Critical Thinking</b></li> <li>▪ <b>Creative Thinking</b></li> <li>▪ <b>Self-Regulated Thinking</b></li> </ul>		

□ **Attitudes (Learning Environment Supports Collaboration)**

- The collaboration and communication components of the 21<sup>st</sup> Century Skills model are the foundation upon which gifted education builds its learning environment.
- Howard Gardner's work with multiple intelligences supports the understanding of the importance of interpersonal intelligence. Support for helping students work effectively and collaboratively in groups is one of the areas where instructional strategies are used to support students in the development of these skills.
- Multiple instructional strategies are used to support improved collaboration among students.

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- **Acquire and Integrate Knowledge (Content)**
  - Hilda Taba's work with concept development is the foundation for the instructional strategies used to help students develop an understanding of cross-disciplinary macro-concepts. The macro-concept of systems is used to structure the work of learners receiving services. Primary students concentrate on the structure of systems. Upper elementary students concentrate on the function of systems. Middle school students focus on changing systems. High school students focus on the limits of systems.
  - Joyce VanTassel-Baska's work serves as the framework for the instructional strategies used to help students develop an understanding of specific discipline-based concepts and skills.
- **Extend and Refine Knowledge (Process)**
  - Richard Paul's eight critical thinking tools serve as a framework for the specific instructional strategies used to help students develop reasoning skills.
  - David Hyerle's Thinking Maps provide a set of common visual tools that serve to support the development of reasoning skills.
- **Use Knowledge Meaningfully (Product)**
  - The understanding of the design cycle is the basis for supporting students as they learn to apply this understanding to decision-making, problem-solving, invention, investigation, experimental inquiry, and systems analysis.
  - Benjamin Bloom's Taxonomy is the foundation for supporting learners as they work to analyze and combine materials and ideas to integrate and transform such materials and ideas into exemplary solutions or products that have internal consistency and external value.
- **Develop Productive Habits of Mind (Reflection)**
  - The works of Richard Paul and Robert Ennis on critical thinking provide instructional strategies to support the development of critical thinking as a productive habit of mind.
  - Frank William's creative taxonomy, Robert Eberle's SCAMPER creative thinking strategies, Edward deBono's Six Thinking Hats parallel thinking model, and Donald Treffinger's Creative Problem Solving offer instructional strategies to support the development of creative thinking as a productive habit of mind.
  - Howard Gardner's work with multiple intelligences supports the understanding of the importance of intrapersonal intelligence. Arthur Costa's work with Habits of Mind provides instructional strategies to help students develop skills of reflective thinking that are critical for self-regulated thinking.

### **Classroom Instructional Strategies for Advanced and Gifted Learners**

- Concepts from the gifted education resource program model for instructional strategies are used as the framework for professional development for teachers of learners receiving gifted education services. These instructional strategies also support advanced learners.

### **Kindergarten through Grade Five Classroom Instructional Strategies**

- **Acceleration:** According to procedures established in School Division regulation, elementary students may be accelerated in single subjects or may be accelerated by an entire grade. The work of Sally Reis on compacting supports acceleration within the classroom.

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- ❑ **Differentiation:** The work of Carol Ann Tomlinson on differentiation of content, process, and product provides support for effective differentiation. Tiered lessons have proven especially useful on the elementary school level.
- ❑ **Differentiation of Content:**
  - Language Arts: Multiple texts at varying levels of complexity are used to differentiate the classroom reading program. Classroom instructional strategies include flexible classroom reading groups. Teachers use progress monitoring to ensure students are reading materials at the appropriate instructional reading level.
  - History and Social Science: In this subject, more extensive opportunities are offered during the extension block time.
  - Mathematics: Re-grouping for mathematics is used effectively in many elementary schools. In other schools, mathematics regrouping occurs within the classroom.
  - Science: In science, deeper explorations of scientific topics are conducted during the extension block time.
- ❑ **Differentiation of Process:**
  - Language Arts: Classroom teachers use concepts from Jan Richardson's work, including questioning to support the development of literary analysis. Gifted education resource teachers provide materials to support such analytical thinking. Writer's Workshop and other writing programs are used to differentiate writing.
  - History and Social Science: The analysis of primary and secondary sources is used to differentiate process in social studies.
  - Mathematics: Re-grouping for mathematics is used effectively in many elementary schools. In other schools, mathematics regrouping occurs within the classroom. There are multiple opportunities to differentiate mathematics processing.
  - Science: In science, classroom teachers use hands-on inquiry-based science activities to support the forming and testing of scientific hypotheses.
- ❑ **Differentiation of Product:**
  - Language Arts: Multiple types of writing produced within the elementary classroom provide opportunities for differentiated products.
  - History and Social Science: Differentiation of social studies products is based upon student interest, learning style, and upon the complexity of the product.
  - Mathematics: Real world mathematics problem solving leads to independent products that extend the curriculum for advanced and gifted learners.
  - Science: Scientific experiments within a problem-solving environment are used to differentiate products for gifted and advanced learners. Upper elementary students are encouraged to complete science fair projects.

### Grade Six through Grade Eight Classroom Instructional Strategies

- ❑ **Language Arts:** An extended language arts program of studies extends and differentiates the curriculum objectives for language arts to accommodate the needs of the advanced or gifted learner within the existing curriculum.
  - **Differentiation in Content** is supported through the use of advanced and complex readings, the development of advanced vocabulary, and the development of non-fiction writing. Extensive writing is required.
  - **Differentiation in Process** includes the emphasis upon literary analysis, analysis of multiple sources, and development of themed and supported writing. There is additional support for focused non-fiction writing.

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- **Differentiation in Product** includes the complex and structured writing students produce based upon analysis of fiction and non-fiction.
- **World Language:** Students may enter world language courses in all Prince William County middle schools at grade eight. This offers the first year of world language in a single year and prepares students to enter high school with one high school credit. World Language is taught beginning at grade six in the three middle schools offering the World Language specialty program and in the three middle schools offering the International Baccalaureate Middle Years Programme.
  - **Acceleration of Content** is incorporated through the specialty program of studies or through the IBMYP course outlines. Students take the first half of the first year of world language in grade six and the second half in grade seven. They take the second year of world language in grade eight and enter high school with two high school credits in world language.
  - **Differentiation in Process** is incorporated into the program. Strategy differentiation has been developed to support the needs of younger learners in a high school course.
  - **Differentiation in Product** includes the completion of products expected at the level of a second year course.
- **History and Social Science**
  - **Differentiation in Content** is supported by the opportunity for analysis of complex text sources encounters with multiple sources at a complex reading level.
  - **Differentiation in Process** is supported through the analysis of primary and secondary sources as well as through research writing.
  - **Differentiation in Product** is based upon student use of the research process to develop an internally consistent product. These products may be submitted to external exhibitions or contests.

### Grade Six through Grade Eight: Classroom Instructional Strategies

- **Mathematics:** The extended mathematics program available in all middle schools differentiates instruction through compacting objectives and providing acceleration in content.
  - **Acceleration of Content** is incorporated into the program. All of the curriculum objectives in grade six and half of the grade seven objectives are completed in grade six. Half of the grade seven curriculum objectives and all of the grade eight objectives are completed in grade seven. Depending upon the mathematics reasoning skills of the student, algebra is taken in grade seven or eight. Geometry is offered in grade eight for advanced mathematics students.
  - **Differentiation in Process** is developed through extended mathematics reasoning.
  - **Differentiation in Product** includes complex mathematics problem solving.
- **Science:** An interest-based science program of studies is available in the three schools offering the mathematics and science specialty program.
  - **Differentiation in Content** is supported by problem-based learning.
  - **Differentiation in Process** is supported through additional opportunities for scientific experimentation.
  - **Differentiation in Product** is based upon student use of the scientific process to develop an internally consistent project. These projects may be submitted to external exhibitions or science fairs.

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### Grade Nine through Grade Twelve: Classroom Instructional Strategies

- **Language Arts:** Opportunities for advanced course work with content differentiation are available through specific designated English courses.
  - Specific courses are designated as Pre-Advanced Placement (Pre-AP), International General Certificate of Secondary Education (IGCSE), or International Baccalaureate pre-Diploma Programme (Pre-IBDP) courses. These courses provide for differentiation in content including more complex readings, provide support for differentiation in process including literary analysis, and require differentiated products including focused non-fiction writing.
  - Opportunities for advanced course work are also provided through Advanced Placement, Cambridge Programme AICE, and International Baccalaureate Diploma Programme courses. These courses provide for differentiation in content including more advanced and complex readings; provide support for differentiation in process including literary analysis, and require differentiated products including extensive writing.
- **World Language:** Advanced courses in world language provide for differentiation in content, provide support for differentiation in process, and require advanced products.
  - Specific courses at levels three and four of world language are designated as Pre-AP, IGCSE, or Pre-IBDP courses.
  - Opportunities for advanced course work are provided at levels five and six with Advanced Placement, Cambridge Programme AICE, and International Baccalaureate Diploma Programme courses.
  - The Center for International Studies and Languages (CISL) specialty program offers additional opportunities for study in less commonly taught world languages.

### Grade Nine through Grade Twelve: Classroom Instructional Strategies

- **History and Social Science:** Opportunities for advanced course work with content differentiation are available through specific history and social science courses.
  - Specific courses are designated as Pre-AP, IGCSE, or Pre-IBDP courses. These courses provide for differentiation in content, support differentiation in process, and require differentiated products.
  - Opportunities for advanced course work are also provided through Advanced Placement, Cambridge Programme AICE, and International Baccalaureate Diploma Programme courses. These courses have separate course curriculum documents that provide advanced content, provide support for differentiation in process, and require differentiated products.
  - The Center for International Studies and Languages (CISL) specialty program offers additional opportunities for study in history and social science as well as in world language.
- **Mathematics:** Opportunities for advanced course work with content differentiation are available through specific aligned mathematics sequence.
  - Specific courses are designated as Pre-AP, IGCSE, or Pre-IBDP courses and provide for differentiation in content, support differentiation in process, and require differentiated products.
  - Opportunities for advanced course work are also provided through Advanced Placement, Cambridge Programme AICE, and International Baccalaureate Diploma Programme courses. These courses have separate course curriculum documents that

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- provide advanced content, provide support for differentiation in process, and require differentiated products.
- **Science:** Opportunities for advanced course work with content differentiation are available through specific aligned science sequences.
    - Specific courses are designated as Pre-AP, IGCSE, or Pre-IBDP courses. These courses provide for differentiation in content, provide support for differentiation in process through additional inquiry-based laboratory science experiments, and require differentiated products including scientific laboratory reports.
    - Opportunities for advanced course work are also provided through Advanced Placement, Cambridge Programme AICE, and International Baccalaureate Diploma Programme courses. These courses provide for differentiation in content, provide support for differentiation in process through additional inquiry-based laboratory science experiments, and require differentiated products including scientific laboratory reports.
    - Specific specialty programs in Biotechnology and in Environmental and Natural Sciences provide additional opportunities for students identified for services in science.
  - **Fine and/or Performing Arts:** Opportunities for advanced course work with content differentiation are available through specific aligned fine and/or performing arts sequences.
    - Specific courses are designated as CFPA courses and provide for differentiation in content, support differentiation in process, and require differentiated products.
    - Opportunities for advanced course work are also provided through Advanced Placement. These courses provide for differentiation in content, provide support for differentiation in process, and require differentiated products.

### 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.*

#### **Specific Academic Aptitude (SAA):**

##### **Students in Kindergarten through Grade Three**

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

##### **Students in Grade Four through Grade Twelve**

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

*Prince William County Public Schools uses the designation of “language” in addition to English.*

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### Kindergarten through Grade Five

- **Gifted Education Resource Program**
  - Specific learner outcomes are established for each unit taught in the gifted education resource program. These outcomes are designated on each learner's Differentiated Services Plan and are repeated in the Progress Report. Student academic growth is assessed in terms of these outcomes.
  - For students in grades four and five, student outcomes are also established for independent center contracts. Contracts are based upon student interest and academic need. Student academic growth is assessed in terms of the center contract outcomes.
  - Student academic growth is assessed through objective pre and post assessments. It is also assessed using performance-based assessment and product or portfolio assessment. These assessments are rubric-based. Students maintain reflective journals to assess their own performance in terms of established learner outcomes. These journals provide support for the assessment of academic growth.
  - The gifted education resource teacher prepares a Progress Report for each identified student. The completed form is sent to parents at the end of each semester to document academic growth through gifted education resource services in terms of established learner outcomes. *Gifted Education Progress Reports [Appendix C]*
  
- **Classroom Program for Identified Gifted Students**
  - Differentiated Services Plans are prepared for identified students. These plans establish the desired results of differentiated instruction in the classroom as well as in the resource program. Classroom teachers and resource teachers develop and implement these plans cooperatively. Parents receive copies of Differentiated Services Plans.
  - Desired results of differentiated instruction are based upon differentiation of the Prince William County Curriculum guides. Such differentiation requires the extension of selected curriculum objectives as well as the compacting of selected curriculum objectives. Student progress in attaining these objectives is monitored and reported to parents through the regular reporting process of Prince William County Public Schools.

### Sixth Grade through Eighth Grade

- **Gifted Education Resource Program**
  - Specific learner outcomes are established for each unit taught in the gifted education resource program. These outcomes are designated on each learner's Differentiated Services Plan and are repeated in the Progress Report. Student academic growth is assessed in terms of these outcomes.
  - In certain middle schools, student outcomes are also established for independent center contracts. Contracts are based upon student interest and academic need. Student academic growth is assessed in terms of the center contract outcomes.
  - Student academic growth is assessed through pre- and post-assessments. It is also assessed using performance-based assessments and product or portfolio assessments. These assessments are rubric-based. Students maintain reflective journals or logs to

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assess their own performance in terms of established learner outcomes. These journals provide support for the assessment of academic growth.

- The gifted education resource teacher prepares a Progress Report for each identified student. The completed form is sent to parents to document academic growth through gifted education resource services in terms of established learner outcomes.  
*Gifted Education Progress Reports [Appendix C]*

### □ **Classroom Program for Identified Gifted Students**

- The measurable learner outcomes in mathematics curriculum documents or in the extended language arts program of studies support the assessment of student growth in Extended Mathematics and in Extended Language Arts in each middle school. These classes are open to all students seeking academic challenge.
- Student progress in attaining objectives in extended or advanced classes is monitored and reported to parents by classroom teachers through regular reporting procedures.
- In history and social science and in science, measurable objectives in School Division curriculum documents must be extended or compacted to support differentiated instruction.
- Student progress in attaining objectives in history and social science or in science is monitored and reported to parents by classroom teachers through regular reporting procedures.

## **Ninth Grade through Twelfth Grade**

### □ **Gifted Education Resource Program**

- Specific learner outcomes are established for each set of seminars offered through the gifted education seminar program. These outcomes are designated on each learner's Differentiated Services Plan and are repeated in the Progress Report. Student academic growth is assessed in terms of these outcomes.
- Individual student outcomes or goals established with each student are also designated on each student's Differentiated Services Plan.
- Student academic growth is assessed through product or portfolio assessments. These assessments are rubric-based. Students maintain reflective journals or logs to assess their own performance in terms of established learner outcomes. These journals provide support for the assessment of academic growth.
- The gifted education resource teacher prepares a Progress Report for each identified student. The completed form is sent to parents to document academic growth through gifted education resource services in terms of established learner outcomes.  
*Gifted Education Progress Reports [Appendix C]*
- Specific learner outcomes are established for the Gifted Education Multidisciplinary Seminar (GEMS). While two schools offer this course in grade eleven as well as twelve, this credit course is usually offered in grade twelve. Students in schools offering the Cambridge Programme may have Thinking Skills or Global Perspectives in lieu of GEMS. Students in International Baccalaureate Schools may have Theory of Knowledge in lieu of GEMS. Students in most schools offering an Advance Placement curriculum have the option to take AP Seminar and AP Research. Student progress in attaining objectives in these courses is monitored and reported to parents through the regular School Division reporting procedures.

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- **Classroom Program for Identified Gifted Students**
  - Objectives for Pre-AP, IGCSE, and Pre-IBDP courses are established. Objectives for Advanced Placement courses, Cambridge AICE courses, and International Baccalaureate Diploma Programme courses are established in published guides. These courses are open to all students seeking academic challenge.
  - Student academic growth in attaining objectives is measured and reported to parents by classroom teachers through regular School Division reporting procedures.
  - Externally moderated examinations are given in IGCSE courses as well as in Advanced Placement, AICE, and IB Diploma courses. Work is moderated in Pre-IBDP courses. A required research paper in grade eleven is evaluated externally. These scores are reported separately from the School Division report card.
  - Progress of the School Division as a whole toward increasing the number and percentage of qualifying scores on Advanced Placement examinations, Cambridge Programme AICE examinations, and International Baccalaureate Diploma Programme examinations is included as a measure in the School Division Strategic Plan. Progress toward this measure is monitored and reported.

### **Visual and/or Performing Arts (VPA):**

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

- **Gifted Education Resource Program**
  - Student academic growth is assessed through product, portfolio, and/or performance assessments.
  - Examples of student growth are displayed on a regular basis throughout the school building, at program open houses, and student performances.
- **Classroom Program for Identified Gifted Students**
  - Objectives for designated CFPA courses are established. Objectives for Advanced Placement courses are established in published guides.
  - Student academic growth in attaining objectives is measured and reported to parents by classroom teachers through regular School Division reporting procedures.
  - Externally moderated examinations are given in IGCSE courses as well as in Advanced Placement, AICE, and IB Diploma courses. Work is moderated in Pre-IBDP courses. A required research paper in grade eleven is evaluated externally. These scores are reported separately from the School Division report card.
  - Progress of the School Division as a whole toward increasing the number and percentage of qualifying scores on Advanced Placement examinations, Cambridge Programme AICE examinations, and International Baccalaureate Diploma Programme examinations is included as a measure in the School Division Strategic Plan. Progress toward this measure is monitored and reported.

**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.*

**Specific Academic Aptitude (SAA):  
Students in Kindergarten through Grade Three**

Specific Academic Aptitude - English  
Specific Academic Aptitude - Mathematics

**Students in Grade Four through Grade Twelve**

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

*Prince William County Public Schools uses the designation of "language" in addition to English.*

The structure of the gifted education program resource curriculum framework for gifted learners is based upon current research-based curriculum models that expand the concepts originally published in the Principles of a Differentiated Curriculum for the Gifted/Talented prepared by the National/State Leadership Training Institute on the Gifted and Talented in 1981. This framework has been developed through the Integrated Curriculum Model of the Center for Gifted Education at the College of William and Mary published in 1995 and through The Parallel Curriculum Model of the National Association for Gifted Children published in 2000. The concept of 21<sup>st</sup> Century Skills which focuses on developing advanced abilities in the areas of critical thinking, creative thinking, collaboration and communication informs all practices within Prince William County Public Schools gifted education.

The Parallel Curriculum Model includes four strands; the core curriculum, the curriculum of connections, the curriculum of practice, and the curriculum of identity. This model is based upon the research of several theorists in the field of gifted education, including Carol Tomlinson, Sandra Kaplin, Joseph Renzulli, Jeanne Purcell, Jann Leppien, and Deborah Burns.

The William and Mary model, based upon the research of Joyce Van Tassel-Baska, is designed to meet the needs of high-ability learners through curriculum that explores advanced content, high

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level processes, complex product development, and abstract concepts in an integrated framework. This model includes the Taba Model for Concept Development and Richard Paul’s Elements of Reasoning.

In Prince William County Public Schools, these models have been integrated into the gifted education resource program model for curriculum and instruction. The model addresses the following requirements from the Virginia *Regulations Governing Educational Services for Gifted Learners*:

- (i) *advanced content and pacing of instruction;*
- (ii) *original student 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*

**Gifted Education Resource Program  
Curriculum and Instruction Model\***

**Discipline-Based Curriculum and Instruction**

<b>Acquire and Integrate Knowledge</b>	<b>Extend and Refine Knowledge</b> <ul style="list-style-type: none"> <li>▪ Comparing</li> <li>▪ Classifying</li> <li>▪ Abstracting</li> <li>▪ Inductive Reasoning</li> <li>▪ Deductive Reasoning</li> <li>▪ Constructing Support</li> <li>▪ Analyzing Errors</li> <li>▪ Analyzing Perspectives</li> </ul>	<b>Use Knowledge Meaningfully</b> <ul style="list-style-type: none"> <li>▪ Decision-Making</li> <li>▪ Problem-Solving</li> <li>▪ Invention</li> <li>▪ Investigation</li> <li>▪ Experimental Inquiry</li> <li>▪ Systems Analysis</li> </ul>
<b>Develop Productive Habits of Mind</b>		
<b>Critical Thinking    Creative Thinking    Self-Regulated Thinking</b>		
<b>Advanced Content</b> <i>(William and Mary Integrated Curriculum Model)</i>	<b>High Level Processes</b> <i>(William and Mary Integrated Curriculum Model)</i>	<b>Complex Product Development</b> <i>(William and Mary Integrated Curriculum Model)</i>
<b>Curriculum of Practice – Discipline-Based Curriculum</b> <i>(Parallel Curriculum Model)</i>		

**Inter-disciplinary Curriculum and Instruction**

<b>Abstract Concept Model – Abstract Inter-disciplinary Conceptual Themes</b> <b>Taba Model for Concept Development</b> <i>(William and Mary Integrated Curriculum Model)</i>
<b>Curriculum of Connections – Inter-disciplinary Curriculum</b> <i>(Parallel Curriculum Model)</i>

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### Affective Curriculum

<b>Opportunities for Collaboration and Reflection</b> <i>(William and Mary Integrated Curriculum Model)</i>
<b>Curriculum of Identity</b> <i>(Parallel Curriculum Model)</i>

**\*Based upon the Dimensions of Learning Model of Robert Marzano**

To establish specific learner outcomes for both the vertical and the horizontal curriculum components and to support instruction, *Florida's Frameworks for K-12 Gifted Learners* published by the Florida Department of Education and the Florida Association for the Gifted in 2007 is used with permission.

#### **Learner Outcomes** *Florida's Frameworks for K-12 Gifted Learners*

- ❑ Content Outcomes
  - By graduation, the student identified [for gifted services] will be able to examine critically the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.
  - By graduation, the student identified [for gifted services] will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.
- ❑ Process Outcomes
  - By graduation, the student identified [for gifted services] will be able to conduct thoughtful research/exploration in multiple fields.
  - By graduation, the student identified [for gifted services] will be able to think creatively and critically to identify and solve real-world problems.
- ❑ Affective Outcomes (support for collaboration and self-reflection)
  - By graduation, the student identified [for gifted services] will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
  - By graduation, the student identified [for gifted services] will be able to set and achieve personal, academic, and career goals.
- ❑ Product Outcomes
  - By graduation, the student identified [for gifted services] will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

#### **Gifted Education Resource Program**

- ❑ The design for curriculum and instruction for the gifted education resource program can be compared to an integrated framework.
- ❑ The vertical alignment of curriculum and instruction from kindergarten through grade twelve is based upon the macro-concept of systems. This use of an inter-disciplinary concept relates both to the Taba Model for Concept Development used in the William and Mary Integrated Curriculum Model and to the Curriculum of Connections.
  - Structure of Systems – Primary Students
  - Function of Systems – Elementary Students
  - Change of Systems – Middle School Students
  - Limits of Systems – High School Students

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The horizontal alignment relates to the Standards of the Discipline and to the Curriculum of Practice. These horizontal discipline-specific standards are integrated with the vertical multi-disciplinary strands. These discipline-specific standards include the following standards for curriculum and instruction:

### School Division Curriculum and Instruction Standards

- ❑ Kindergarten through Grade Five Curriculum for English Reading and Writing, History and Social Science, Mathematics, and Science
- ❑ Grade Six through Grade Eight
  - Differentiated (Adapted) Program of Studies for Extended Language Arts
  - History and Social Science Curriculum
  - Accelerated (Modified) Curriculum for Extended Mathematics
  - Science Curriculum
- ❑ Grade Nine through Grade Twelve
  - English 9 and 10 – Pre-AP; IGCSE; pre-IBDP programs of study
  - English 11 and 12 – AP; AICE, IBDP curriculum
  - History and Social Science – pre-AP, IGCSE, pre-IBDP designated courses
  - History and Social Science – AP, AICE, IBDP designated courses
  - Mathematics – Designated courses in an accelerated mathematics sequence pre-AP, IGCSE, pre-IBDP and AP, AICE, IBDP designated courses
  - Science - Designated courses in an accelerated science sequence pre-AP, IGCSE, pre-IBDP and AP, AICE, IBDP designated courses

### Virginia Standards of Learning

- ❑ English
- ❑ History and Social Science
- ❑ Mathematics
- ❑ Science

### National Curriculum Models

- ❑ The Integrated Curriculum Model of the Center for Gifted Education at the College of William and Mary
- ❑ The Parallel Curriculum Model of the National Association for Gifted Children

### National Educational Standards

- ❑ National Discipline-Based Standards in English, History and Social Science, Mathematics, and Science
- ❑ K-12 Programming Standards of the National Association for Gifted Children
- ❑ Advanced Placement Program Standards

### International Programme Standards

- ❑ Standards for the International Baccalaureate Primary Years Programme, International Baccalaureate Middle Years Programme, and for the International Baccalaureate Diploma Programme
- ❑ Standards for the Cambridge Programme, both the International General Certificate of Secondary Education and the Advanced Certificate of Secondary Education

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### **Content Component**

*(i) advanced content and pacing of instruction;*

*(v) a focus on issues, themes, and ideas within and across areas of study*

The function of this framework for curriculum and instruction is based upon the work of such educational theorists as Benjamin Bloom, Arthur Costa, Robert Marzano, Howard Gardner, and Richard Paul. Concepts of differentiation from the work of Carol Tomlinson are also included in the function.

- ❑ **Concrete Content:** the basic information and symbols of content
- ❑ **Abstract Content:** the ideas and structural concepts imbedded in content

### **Differentiation of Content**

As Robert Marzano indicated in Dimensions of Learning, content includes developing objectives of declarative and procedural knowledge. This means that students must acquire knowledge and develop basic skills. Learning the notes of a piece of music is an example of declarative knowledge. Developing the technique to play those notes is an example of procedural knowledge. Both declarative and procedural knowledge can be extended to provide for differentiation.

Content may be differentiated by modifying the actual concrete content. Giving a student three-digit numbers instead of one-digit numbers to multiply is an example of differentiating the concrete component of content. Giving a student a reading assignment with vocabulary considered difficult for that grade level is also differentiating the concrete component of content. Changing the pacing of instruction often is related to extending concrete content.

The difficulty of content may also be increased by differentiating the abstract concepts imbedded in content. If the student is asked to understand the concept of division when the benchmark for the grade is multiplication, the student is being asked to understand a new pattern or relationship. Rather than accelerating the student to division, it is also possible to differentiate abstract concepts by asking more complex problems using multiplication. This also asks the student to understand a new pattern or structure. In the example of reading, stories with complex themes may be used to differentiate the abstract concept imbedded in content by asking students to identify patterns and relationships. This may not change the pacing of instruction, but it is providing instruction in advanced content.

### **Process Component**

*(iii) problem finding and solving;*

The framework for curriculum and instruction to support services to identified gifted students in Prince William County Public Schools includes critical inquiry and critical thinking skills, creative thinking and invention, as well as skills in decision-making, problem-solving, investigation, experimental inquiry, and systems analysis. The goal is to develop self-directed learners who can be excellent independent thinkers and learners, informed and supportive colleagues in group settings, and exceptional leaders of others.

- ❑ **Critical Thinking:** the skill of examining and analyzing materials and ideas
- ❑ **Conceptual Thinking:** the skill of combining and creating materials and ideas

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- ❑ **Creative Thinking:** the skills of fluency, flexibility, originality and elaboration in addition to risk taking, complexity, curiosity, and imagination
- ❑ **Collaborative Thinking:** the skill of working with others to create materials and ideals
- ❑ **Communication:** the skill of conveying and receiving information

### Differentiation of Process

These process skills are based on the work of Benjamin Bloom. Bloom would have defined these skills as analysis, synthesis, and evaluation.

Arthur Costa has extended the work of Bloom but has emphasized the importance of meta-cognition. Costa believes that reflective thinking includes having students reflect on their own thinking processes. He calls this form of reflective thinking meta-cognition.

Robert Marzano has extended the concepts of both Bloom and Costa. Marzano takes a comprehensive view of processing skills. He indicates the need for basic declarative and procedural knowledge to be refined, and extended through processing skills to lead to meaningful student use of knowledge.

Richard Paul has extended the understanding of critical thinking to support student understanding with his reasoning model. This model includes the elements of reasoning, standards for reasoning, and the traits of the reasoning mind.

### Product Component

*(ii) original research or production*

*(iv) higher level thinking that leads to the generation of products*

The framework for curriculum and instruction to support services to identified gifted students in Prince William County Public Schools encourages multiple responses, diverse products, and new technologies that challenge existing ideas and thoughts.

- ❑ **Inquiry-Based Products:** work based on inquiry-based processes
- ❑ **Creative Products:** work based on creative processes
- ❑ **Combined Products:** work based on creative and inquiry-based processes

### Differentiation of Product

Successful completed works reflect the use of inquiry-based processes, creative processes, or both. As defined by Robert Marzano, inquiry-based processes that result in products based on investigation include mathematical and technical problem solving, scientific experimentation, social sciences decision making, and research processes in the humanities, arts, and sciences. Creative processes that result in creative products include the creation of a portfolio or performance.

Products should reflect conceptual thinking in the integration and transformation of materials and ideas. Products may be presented in oral, visual, spatial, or written form or in any combination of forms.

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Students learn to assess their products against specific established criteria to understand the need for internal consistency in their products. Products are also assessed in terms of their external worth. Such assessments and the process of assessment itself support student growth in the development of products.

The assessment of student products also provides information on the effectiveness of accelerated and differentiated curricula and instruction provided for identified gifted students in Prince William County Public Schools.

### **Kindergarten through Grade Three Resource Program Curriculum and Instruction**

In the primary resource program, the theme of *patterns and relationships* (Structure of Systems) serves as a framework for a program of instruction built around extensions of the core curriculum and the curriculum of practice.

### **Grade Four and Grade Five Resource Program Curriculum and Instruction**

In grades four and five, the theme of *systems and interactions* (Function of Systems) serves to support a program of curriculum and instruction that includes both the curriculum of practice within given disciplines and the curriculum of connections among disciplines.

### **Grade Six through Grade Eight Resource Program Curriculum and Instruction**

In grades six through eight, the theme is *change and continuity* (Change of Systems). In the gifted education resource program, there is a deliberate emphasis on the curriculum of practice. In order to explore the content and the processes of designated disciplines, middle school students are given opportunities to try adult roles in a resource room setting. For example, students may be judges, archeologists, or business people. Connections among disciplines are the basis for small group classes.

### **Grade Nine through Grade Twelve Resource Program Curriculum and Instruction**

On the high school level, the theme is *systemic paradigms* (Limits of Systems). The gifted education resource program at the high school level is a reflective seminar program. The curriculum of identity is central to the high school program. The seminar program is designed to help students form their own connections among the advanced content in the several disciplines they are studying. *Gifted Education Program Curriculum Rubric [Appendix D]*

### **Classroom Curriculum and Instruction**

- ❑ Classroom curriculum and instruction is based upon the curriculum documents of Prince William County Public Schools for kindergarten through grade twelve.
- ❑ The Standards of Learning of the Commonwealth of Virginia and the curriculum documents of Prince William County Public Schools form the structure for differentiation of instructional strategies in the classroom environment.
- ❑ Curriculum objectives may be compacted for students who demonstrate mastery of specific curriculum objectives. Curriculum objectives may also be extended to provide an appropriate differentiated curriculum scope and sequence for students who are advanced in a given subject (specific academic aptitude) or advanced in a number of subjects.

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- ❑ Classroom opportunities for identified gifted students and for other advanced and motivated learners provided through structure for curriculum and instruction offer opportunities for the acceleration and enrichment of required tasks, activities, and process beyond grade level or course expectations.

### Kindergarten through Grade Five Classroom Curriculum and Instruction

- ❑ **Language Arts:** The curriculum structure for language arts is based upon a balanced literacy model with strands of listening and speaking and of reading and writing. The literary analysis component of language arts encompasses the critical thinking skills model of Richard Paul. The writing component includes expository and technical writing, including persuasive writing, and mirrors the writing required through the William and Mary language arts units.
- ❑ **Mathematics:** The design for curriculum and instruction emphasizes a balanced approach to mathematics. The development of automaticity of calculation is balanced with the development of fluency of mathematical thinking with increased number sense and spatial sense. Problem-solving is an important component of curriculum and instruction.
- ❑ **Science:** The development of curriculum materials and instructional support materials to support inquiry-based science instruction has become a focus in elementary science.
- ❑ **Social Studies:** Curriculum and instruction for identified gifted students in these areas occur through classroom differentiation or through resource program curriculum design.
- ❑ **International Baccalaureate Primary Years Programme (IBPYP):** The tenets of IBPYP are closely aligned with both the Integrated Curriculum Model and the Parallel Curriculum Model. The Primary Years Programme includes discipline-based curriculum and instruction as well as trans-disciplinary curriculum and instruction. The program also includes abstract themes.

### Grade Six through Grade Eight Classroom Curriculum and Instruction

- ❑ In grades six, seven, and eight, specific designated classroom programs of studies have been developed in language arts and in mathematics in all middle schools.
- ❑ Such programs have been developed in world language in the three schools offering world language specialty program opportunities and in science in the three schools offering mathematics and science specialty program opportunities.
- ❑ In the four middle schools offering the International Baccalaureate Middle Years Programme, such designated programs of study have been developed for language arts, world language, and mathematics. These designated programs of study reflect the concepts of the discipline-based curriculum components of the Integrated Curriculum Model and of the Parallel Curriculum Model.
- ❑ Interdisciplinary connections are incorporated into the International Baccalaureate Middle Years Programme (IBMYP). This program reflects the inter-disciplinary components of the Integrated Curriculum Model and of the Parallel Curriculum Model. In the middle schools not offering these specific programs of study, the interdisciplinary connections are provided through the middle school gifted education resource program.

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### Grade Nine through Grade Twelve Classroom Curriculum and Instruction

- ❑ In grades nine, ten, eleven, and twelve, specific designated classroom programs of studies have been developed in language arts, in world language, in history and social science, in mathematics, and in science, for pre-AP and Advanced Placement courses, for IGCSE and AICE courses in the Cambridge Programme, and for pre-IBDP and Diploma level courses in the International Baccalaureate Programme. The models of curriculum and instruction of The Governor's School @ Innovation Park and of Thomas Jefferson High School for Science and Technology are comparable models. These courses and programs all reflect the concepts of the discipline-based curriculum and instruction components of the Integrated Curriculum Model and of the Parallel Curriculum Model.
- ❑ Interdisciplinary connections are incorporated into each of these programs and into the curriculum models of Innovation Park and Thomas Jefferson. At the twelfth-grade level in Prince William County, a specific course is offered as a component of each program to foster the development of inter-disciplinary connections. These courses include Gifted Education Multi-Disciplinary Seminar in schools offering Advanced Placement (AP Seminar and AP Research may also be offered as options), Thinking Skills in schools offering the Cambridge Program, and the Theory of Knowledge in schools offering the International Baccalaureate Programme. These courses reflect the inter-disciplinary components of the Integrated Curriculum Model and of the Parallel Curriculum Model.

### Visual and/or Performing Arts (VPA):

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

Prince William County Public Schools offers gifted services for students identified in the area of visual and/or performing arts through a center-based specialty program. In addition to the curricular options offered to all identified gifted students, VPA students enrolled in the Center for Fine and Performing Arts (CFPA) are offered access to a diverse array of discipline specific classes and master classes. CFPA courses include differentiation and acceleration in content, process and product/performance. The structure of the CFPA program addresses the following requirements from the *Virginia Regulations Governing Educational Services for Gifted Learners*:

- (i) *advanced content and pacing of instruction;*
- (ii) *original student research or production;*
- (iii) *problem finding and solving;*
- (iv) *higher level thinking that leads to the generation of products/performance; and a focus on issues, themes, and ideas within and across areas of study*

**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.*

**Specific Academic Aptitude (SAA):  
Students in Kindergarten through Grade Three**

Specific Academic Aptitude - English  
Specific Academic Aptitude - Mathematics

**Students in Grade Four through Grade Twelve**

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

*Prince William County Public Schools uses the designation of "language" in addition to English.*

The Strategic Plan 2016-20 of Prince William County Public Schools includes an objective to "provide equitable access for students to challenging opportunities resulting in increased participation and achievement" to support equitable access to programs and advanced courses. The School Division Strategic Plan establishes a framework for measuring equitable access to gifted education services, to the range of specialty programs, and to Advanced Placement, International Baccalaureate Diploma, and Cambridge AICE courses.

**Acceleration**

- ❑ **Regulation 665-1 Promotion and Retention** includes specific procedures for academic acceleration.
- ❑ **Regulation 662-5 Waiver of Standards of Accreditation Clock Hour Requirement for Award of Standard and Verified Credits** includes specific procedures for the awarding of credit without enrollment in a specific class.

**Twice-Exceptional Learners**

- ❑ This plan places increased emphasis upon the identification of and support for twice-exceptional learners. Twice-exceptional learners include the following students:
  - Learners who receive both Special Education and Gifted Education services.
  - Learners who have specific documented disabilities that must be considered in identification and in educational planning.

**English Language Learners**

- ❑ This plan places increased emphasis upon the identification of and support for English Language Learners (ELLs).
  - Gifted Education currently supports grade wide administration of the Naglieri Non-Verbal Ability Test (NNAT) to students in grade 6 at five middle schools to help in the identification of ELLs.

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- Divisionwide administration of the NNAT at grades 6 and 9 is under consideration.
- The needs of ELLs must be considered in identification and in educational planning. All Prince William County Public School teachers complete extensive training in appropriate instructional strategies in order to align instruction to the needs of ELLs.

### Gifted Education Services

- ❑ The *Gifted Education Program Identification and Placement Procedures Manual* (IDP Manual) of Prince William County Public Schools defines specific guidelines for each component of screening, referral, identification, and service procedures.
- ❑ These guidelines have been developed within the framework of the *Virginia Reference Guide for the Development and Review of Local Plans for the Education of the Gifted Education* and the *Gifted Programming Standards of National Association for Gifted Children* (NAGC). The School Division monitors the access of diverse learners to gifted education services.
  - Diverse learners include economically disadvantaged learners, minority students, students who receive special education services, and English Language Learners.
  - The annual report on the School Division Strategic Plan includes information on each of these groups of students.
  - The number and percentage of diverse learners receiving gifted education services continues to increase.
- ❑ To support the identification of diverse learners, the screening process for potential gifted education services includes collaboration with administrators, with classroom teachers, with teachers of English as a Second Language (ESOL), with teachers of Special Education (SPED), and with other professional staff members. Screening procedures are designed to use as many independent sources of information as possible to create an inclusive pool of potential candidates for further assessment. Critical identification documents are provided to parents in six different languages.
- ❑ The eligibility process for identification for services is a multiple criteria process. The student profile includes examples of student academic performance, includes reports from professional staff members and/or from parents or guardians and/or from community members, includes the student's academic record, and includes aptitude testing information. Aptitude testing includes both verbal and non-verbal measures. All of this information is used in the determination of eligibility, placement, and services.

### Specialty Programs

- ❑ The School Division monitors the access of diverse learners to middle and high school interest-based specialty programs. The number and percentage of diverse learners participating in specialty programs continues to increase.
- ❑ The School Division prepares a report on the comparative academic achievement of students who are enrolled in specialty programs.

### External Examination Programs (Credit for Higher Education)

- ❑ The number and percentage of diverse learners enrolled in Advanced Placement, International Baccalaureate, and Cambridge AICE courses continues to increase.
- ❑ The equity and excellence index for Prince William County Public Schools continues to increase. This index indicates the percentage of all seniors who received a qualifying score on at least one externally moderated examination during their school career.

**Part IX: Personal and Professional Development** (8VAC20-40-60A.13)

*School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.*

- 1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and*
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.**
- 2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;*
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and*
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).**
- 3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;*
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;*
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;*
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;*
  - e. The evaluation of data collected from student records such as grades, honors, and awards;*
  - f. The use of case study reports providing information concerning exceptional conditions; and*
  - g. The structure, training, and procedures used by the identification and placement committee.**
- 4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;*
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and*
  - c. The development of learning environments that guide students to become self-directed, independent learners.**

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5. *Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:*
  - a. *The integration of multiple disciplines into an area of study;*
  - b. *Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;*
  - c. *The development of analytical, organizational, critical, and creative thinking skills;*
  - d. *The development of sophisticated products using varied modes of expression;*
  - e. *The evaluation of student learning through appropriate and specific criteria; and*
  - f. *The development of advanced technological skills to enhance student performance.*
6. *Understanding of contemporary issues and research in gifted education, including:*
  - a. *The systematic gathering, analyzing, and reporting of formative and summative data; and*
  - b. *Current local, state, and national issues and concerns.*

### Professional Development Opportunities for Full-Time and Part-Time Teachers of the Gifted in Prince William County Public Schools

In Prince William County Schools, gifted education resource teachers are required to hold the Virginia add-on endorsement in gifted education. Teachers have three years from date of hire to earn the endorsement.

#### Opportunities for Teacher Endorsement in Gifted Education

Graduate courses leading to endorsement are offered to faculty members through a collaborative partnership with a local university or college.

The following four courses are offered, one per semester, in a continuous loop:

Name of Course	Target Audience	Competencies Addressed
Introduction to Gifted Education	Gifted Education Resource Teachers, Classroom Teachers	1, 2, 3,
Curriculum Design for Gifted Education	Gifted Education Resource Teachers, Classroom Teachers	4, 5
Models and Methods of Instruction in Gifted Education	Gifted Education Resource Teachers, Classroom Teachers	1, 2, 4, 5
Contemporary Issues and Theories in Gifted Education	Gifted Education Resource Teachers, Classroom Teachers	2, 3, 6

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### Opportunities for Teacher Accreditation in Gifted Education

In Prince William County Schools, classroom teachers instructing gifted learners in core academic areas shall satisfy an accreditation requirement in gifted education.

All teachers seeking gifted accreditation are required to complete six hours of core gifted curriculum in characteristics and needs of gifted learners and differentiation strategies.

<b>Name of Session</b>	<b>Format</b>	<b>Target Audience</b>	<b>Competencies Addressed</b>
Characteristics and Needs of Gifted Learners*	Online Face-to-face	Classroom Teachers K-12	2, 5, 6
Differentiation Strategies*	Online Face-to-face	Classroom Teachers K-12	1, 4, 5
Identification of Gifted Learners	Online Face-to-face	Classroom Teachers K-12	3
Social and Emotional Needs of Gifted Learners	Online Face-to-face	Classroom Teachers K-12	2
Characteristics and Identification of Diverse Learners	Online Face-to-face	Classroom Teachers K-12	3, 6
The Teacher's Role in Identification	Online Face-to-face	Classroom Teachers K-12	3
Mindsets in the Classroom	Face-to-face	Classroom Teachers K-12	1, 2
Thinking Maps	Face-to-face	Classroom Teachers K-8	1, 4, 5
Recognizing Gifted Potential Using the Kingore Observation Inventory	Face-to-face	Classroom Teachers K-5	2, 3, 4, 5
Extending Curriculum with Technology	Face-to-face	Classroom Teachers 6-12	1, 4, 5
Fostering Creativity in the Classroom	Face-to-face	Classroom Teachers K-12	4, 5

\*Core gifted curriculum

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21 <sup>st</sup> Century Skills: Using Student Driven Learning to Engage Students and Increase Productivity	Face-to-face	Classroom Teachers K-5	4, 5
Children's Engineering: Integrating STEM into K-5 Curriculum	Face-to-face	Classroom Teachers K-5	4, 5
Using Primary Sources and Inquiry in Socials Studies	Face-to-face	Classroom Teachers K-5	1, 4, 5
Let's Talk About Gifted	Face-to-face	Classroom Teachers 6-12	1, 6
Teacher as Readers	Online Face-to-face	Classroom Teachers K-12	1, 2, 4, 5
Advanced Placement Training	Face-to-face	Teachers of Advanced Placement Courses	1, 2, 4, 5
Cambridge Programme Training	Face-to-face	Cambridge Programme Teachers	1, 2, 4, 5
IB Programme Training	Online Face-to-face	Gifted Education Resource Teachers, Classroom Teachers in IB Schools	1, 2, 4, 5
Discipline based courses addressing the needs of advanced learners	Online Face-to-Face	Classroom Teachers K-12	1, 4, 5

**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.*

Identification – Each Year

- ❑ Review identification statistics
  - Review data on identification reported from Virginia Department of Education
  - Review data from Assessment Office related to Strategic Plan goals on identification of diverse learners for gifted services
- ❑ Establish specific action plans for the year to continue to increase the diversity of learners receiving gifted education services

Delivery of Services

- ❑ Review selected Differentiated Services Plans and Progress Reports on a rotating basis
- ❑ Schedule visits of advisory committee community members to each school within the five-year plan period
- ❑ Review Parent and Student Survey results

Curriculum and Instruction

- ❑ Review and revise documents supporting curriculum and instruction on an ongoing basis

Learner Outcomes and Academic Growth of Students

- ❑ Review learner outcomes on Differentiated Services Plans on an ongoing basis
- ❑ Review Progress Reports on an ongoing basis to examine the documentation of learner academic growth

Professional Development

- ❑ Assess the effectiveness of Professional Development through evaluations of participants

Equitable Access

- ❑ Monitor equitable access through the assessment reports on the School Division Strategic Plan prepared by the Office of Accountability
  - Monitor access of diverse learners to gifted education services
  - Monitor access of diverse learners to specialty programs
  - Monitor access of diverse learners to advanced course offerings

Parent and Community Involvement

- ❑ Use data from parent survey to determine program effectiveness from a parent perspective
- ❑ Use qualitative information from parent and community visits to determine program effectiveness

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<b>Timeline for Effectiveness Review</b>	
<b>Component</b>	<b>Review Timeline</b>
Identification	Annual
Delivery of Services	Annual
Curriculum and Instruction	Ongoing
Review of Learner Outcomes	Ongoing
Academic Growth of Students	Ongoing
Professional Development	Annual
Equitable Access	Annual
Parent and Community Involvement	Annual

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

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

Parent and Community Members - Parents and community members are appointed to represent all geographic areas of Prince William County Public Schools. Each educational level (elementary school, middle school, and high school) is represented. Every effort is made to balance the demographics of the committee to reflect the demographic composition of the School Division.

- ❑ Categories of Membership
  - Parents or guardians of students identified as gifted and who are enrolled in Prince William County Public Schools and/or in an Academic-Year Governor's School
  - Individuals serving on other current instructional advisory councils and committees that represent instruction, special education, and career and technical education
  - Individuals representing Prince William County civic and community organizations
  - Individuals representing Prince William County businesses, parents or guardians of students not identified as gifted who are enrolled in Prince William County Public Schools, and/or citizens who do not have students enrolled in Prince William County Public Schools
- ❑ Number of Parent and Community Members
  - There shall be no fewer than eight parent and community members of the Committee.
  - Members may represent concurrently more than one category of membership.

Professional Staff Members - Professional and support staff members are appointed to represent each educational level (elementary school, middle school, and high school). Membership is balanced to reflect the demographic and geographic composition of the school division.

- ❑ Categories of Membership
  - Classroom teachers who have identified gifted students in their classes
  - Gifted education resource teachers
  - School counselors
  - School administrators
- ❑ Number of Professional-Staff Members
  - There shall be no fewer than eight professional and staff members of the Committee
  - Members may concurrently represent more than one category of membership

Selection Criteria for Committee Members

- ❑ Each School Board Member has the option to appoint a representative to the Gifted Education Advisory Committee.
- ❑ Additional potential Committee members are determined based upon recommendations from multiple stakeholders.

## Prince William County Public Schools

- The list of potential members must include members from all geographic areas of the School Division.
- The list of potential members must include members from all levels of the School Division.
- The Superintendent of Schools or his designee reviews the list of additional potential Committee members to ensure that the criteria established in the Virginia Regulations Governing Educational Services for Gifted Students have been met.

### Procedure for Appointment of Committee Members

- School Board members make their appointments through the established appointment procedures for advisory councils and committees.
- The Superintendent of Schools submits a balanced list of additional potential Committee members to the School Board for approval.
- Under Virginia Regulations Governing Educational Services for Gifted Students, all Committee members are appointed by the School Board.

### Tenure of Members

- Members are appointed for one-year terms. Membership is not limited to one term.
- Members may resign upon submission of written notification to the Chairperson. When a vacancy occurs, the Superintendent of Schools may recommend a representative to the School Board to fill the vacancy for the remainder of the unexpired term under the procedure described for the selection of members.
- Leaves of absence are permitted on a limited and exceptional basis by the Superintendent of Schools in consultation with the Supervisor of Gifted Education and the Chairman of the Committee. Leaves of absence are not permitted to extend past the completion of the report by the committee.

Committee members shall be free from actual or potential conflicts of interest between their individual job responsibilities and their role as a member on the Committee. The Superintendent of Schools shall determine if any actual or potential conflict of interest exists and may make the appropriate recommendations to the School Board for membership changes. *Gifted Education Advisory Committee By-Laws [Appendix E]*

A list of members of the Advisory Committee and the current Gifted Education Advisory Committee Report is posted to the Gifted Education Program Web page.

**Prince William County Public Schools**

**Part XII: Assurances** (8VAC20-40-60A.6; A.7; A.8; A.9)

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

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;
- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and
- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

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

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Division Superintendent’s Signature                      Printed Name                      Date