

Prince William County Public Schools

Local Plan for the Education of the Gifted

2022-2027

LEA#	075		
Superintendent	Dr. LaTanya D. McDade		
Mailing Address	14715 Bristow Rd., Manassas, VA 20112		
Gifted Education Coordinator/ Designee	Brenda S. Bailey	Title Address Telephone E-mail	Supervisor of Gifted Education 14715 Bristow Rd. Manassas, VA 20112 703-791-7400 baileybs@pwcs.edu
Local School Board Chairperson	Babur B. Lateef, M.D.		
Date Approved by School Board	October 4, 2022		

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

Table of Contents

Executive Summary 6

- Identification 6
- Delivery of Services 6
- Curriculum and Instruction 7
- Professional Development 7
- Equitable Representation of Students 7
- Parent and Community Involvement 8

General Information regarding the Gifted Program in Prince William County 9

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1) 10

- A. Division Statement of Philosophy for the Education of Gifted Students: 10
- B. Division Operational Definition of Giftedness: 10
 - General Intellectual Aptitude and Specific Academic Aptitude: 10
 - Visual and/or Performing Arts Aptitude (VPA): 11

Part II: Program Goals and Objectives (8VAC20-40-60A.2)..... 12

- A. Identification: 12
- B. Delivery of Services: 12
- C. Curriculum and Instruction 12
- D. Professional Development 13
- E. Equitable Representation of Students 13
- F. Parent and Community Involvement 13

Part III: Screening, Referral, Identification, and Service Procedures 15

- A. Screening Procedures (8VAC20-40-60A.3): 15
 - Review of Standardized Assessment Data 15
 - Review of Classroom Performance 16
- B. Referral Procedures (8VAC20-40-60A.3): 17
 - Referral Information 17
 - Persons Encouraged to Refer Students 18
 - Availability of Referral Forms 18
 - Collection of Referral Forms 18

Prince William County Public Schools

Timeline for Return of Referral Forms 18

Referral Information 19

Persons Encouraged to Refer Students 19

Collection of Referral Forms 19

Timeline for Return of Referral Forms 19

C. Identification Procedures (8VAC20-40-60A.3):..... 19

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

 2. Additional Identification Information: 20

 Description of Identification Procedures 20

D. Placement Procedures (8VAC20-40-60A.3)..... 24

 1. Identification/Placement Committee (8VAC 20-40-40D)..... 24

 2. Eligibility (8VAC20-40-60A.3)..... 25

 3. Determination of Services (8VAC20-40-60A.3)..... 30

Part IV: Notification Procedures (8VAC20-40-60A.4) 32

 Requesting Permission to Begin the Individual Identification and Placement Process..... 32

 Requesting Permission for Individual Testing and/ or Collection of Additional Information . 32

 Providing Notification of Monitor Process to Collect Additional Information 32

 Providing Notification when Students are not found Eligible for Services 32

 Requesting Permission for Provision of Appropriate Service Options 33

 Requesting Permission for Student Re-Evaluation of Placement and Instructional Services .. 33

 Providing Notification of Results of Re-Evaluation Process of Placement and Instructional Services 33

 Providing Notification of an Appeals Committee Appointment and Decision 33

Part V: Change in Instructional Services (8VAC20-40-60A.5) 35

 Change in Placement..... 35

 Change in Instructional Services 35

 Providing Notification of Results of Re-Evaluation Process of Placement and Instructional Services 35

 Parent or Legal Guardian Initiated Change in Instructional Services..... 36

 Program Exit Policy 36

 Function and Procedure of Appeals Committee 37

 Parent or Guardian Filing of an Appeal 37

 Types of Cases and Evidence Required 37

 Composition of the Appeals Committee 38

 Monitoring of Appeals Cases..... 38

Prince William County Public Schools

Appeals Process - Timeline for Hearing Appeals 38

Appeals of Decisions of Committee 38

Change in Placement..... 39

 Change in Instructional Services 39

Program Exit Policy 39

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

 A. Service Options are Continuous and Sequential 40

 B/ES. Service Options Provide Instructional Time with Age-level Peers 41

 C/ES. Service Options Provide Instructional Time with Intellectual and Academic Peers..... 41

 D/ES. Service Options Provide Instructional Time to Work Independently 42

 B/MS. Service Options Provide Instructional Time with Age-level Peers..... 43

 C/MS. Service Options Provide Instructional Time with Intellectual and Academic Peers 44

 D/MS. Service Options Provide Instructional Time to Work Independently 44

 B/HS. Service Options Provide Instructional Time with Age-level Peers 45

 C/HS. Service Options Provide Instructional Time with Intellectual and Academic Peers 46

 D/HS. Service Options Provide Instructional Time to Work Independently..... 48

 E. Service Options Foster Intellectual and Academic Growth 50

 F. Procedures for Assessing Academic Growth in Gifted Students 55

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)..... 58

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12) 65

Part IX: Personal and Professional Development (8VAC20-40-60A.13) 69

 Professional Development Opportunities for Full-Time and Part-Time Teachers of the Gifted in Prince William County Public Schools 70

 Opportunities for Teacher Endorsement in Gifted Education 70

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)..... 72

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B) 74

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)..... 76

Virginia Requirements: 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.

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

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop-down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. 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.

Executive Summary

Local Plan for the Education of the Gifted

2022-27

- 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.
- Gifted program goals and objectives are aligned with commitments established in the *PWCS Vision 2025 Strategic Plan*.

Identification

- Students are identified for services in General Intellectual Aptitude (GIA) from kindergarten through grade twelve.
- Students are identified for services in Specific Academic Aptitude (SAA).
 - 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 six and continues through grade twelve.
- Students are identified for services in Visual/Performing Arts (VPA).
 - Identification for services for services in dance, instrumental music, theatre, visual arts and vocal music begins in grade nine.
 - Students identified in VPA are served through the Center for Fine and Performing Arts (CFPA) at Colgan High School.
- 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.

Prince William County Public Schools

- Service options provide instructional time for students to work independently.
- The plan defines service options to foster intellectual and academic growth.
- Instructional strategies are based upon School Division, Virginia, and national research-based best practices.
- Instructional strategies provide for differentiation in content, process, and product, and support collaboration and reflection.
- The plan defines specific methods 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

- Classroom models for curriculum and instruction based upon School Division, Virginia, and national research-based best practices provide the plan's structure for describing differentiated classroom instruction.
- 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)
 - *Learning and Innovation Skills with Conceptual Thinking - 5 C's Model*
- Learner outcomes are established in content, process, and product with support for 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 learners in English (language), history and social science, mathematics, and science complete a School Division accreditation requirement based upon the Virginia Standards of Accreditation. The requirement includes training on the characteristics and needs of gifted learners, differentiation strategies, and identification of gifted learners in underrepresented populations.

Equitable Representation of Students

- With a gifted resource teacher in every elementary, middle, and high school, all PWCS students have equitable access to gifted identification and programming on-site.
- This plan places an increased emphasis upon the gifted identification of and support for economically disadvantaged learners, culturally and linguistically diverse students, students who receive Special Education Services, and English Learners (ELs).

Prince William County Public Schools

- The transition to a School-level Identification/Placement Committee ensures that students are considered in comparison to age peers of similar experience and environment in the identification process.
- English Language Proficiency (ELP) language growth data and local norms are used in the screening process to uncover talent and potential in all student populations.
- The goal of equitable representation of students is monitored annually through the PWCS Strategic Plan and through the Gifted Education Advisory Committee Report.
- Specific procedures for appropriate academic acceleration are included in PWCS regulation.

Parent and Community Involvement

- The plan includes 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 PWCS Strategic Plan, including the expansion of family engagement efforts.
- The plan outlines procedures for the annual review of program effectiveness.
- This plan continues the review of effectiveness currently conducted by the Gifted Education Advisory Committee.

Prince William County Public Schools

General Information regarding the Gifted Program in Prince William County

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) – English	K-12
Specific Academic Aptitude (SAA) – Mathematics	K-12
Specific Academic Aptitude (SAA) – Science	6-12
Specific Academic Aptitude (SAA) – History and Social Science	6-12
Career and Technical Aptitude (CTA)	NA
Visual and/or Performing Arts Aptitude (VPA) - Dance	9-12
Visual and/or Performing Arts Aptitude (VPA) – Instrumental Music	9-12
Visual and/or Performing Arts Aptitude (VPA) – Theatre	9-12
Visual and/or Performing Arts Aptitude (VPA) – Visual Arts	9-12
Visual and/or Performing Arts Aptitude (VPA) – Vocal Music	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:

Prince William County Public Schools is committed to learning and achievement for all. Academic excellence is supported through equitable opportunities for all students to achieve at high levels. Access to rigorous, high quality, and culturally relevant curriculum challenges students to reach their full potential. Students who graduate from Prince William County Public Schools have the knowledge, skills, and habits of mind to be critical thinkers, responsible digital citizens, innovators and visionaries, resilient individuals, and global collaborators.

Students who have been identified for services through the Gifted Education Program of Prince William County Public Schools will develop into independent and reflective thinkers, informed and supportive collaborators in group settings, and exceptional leaders. They will be able to analyze and combine materials and ideas to integrate and transform such materials and ideas into exemplary solutions and products. They will develop and apply advanced skills in critical thinking, creative thinking, collaboration, communication, and conceptual thinking to Advanced Placement (AP)/International Baccalaureate (IB)/Cambridge coursework, dual enrollment classes, post-secondary education, and future careers.

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.

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 advanced academic performance based on a norm-referenced assessment of aptitude.

General Intellectual Aptitude and Specific Academic Aptitude:

Students who are found eligible for gifted services in Prince William County Public Schools are those students who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment.

Students identified for services in general intellectual aptitude demonstrate or have the potential to demonstrate advanced reasoning, persistent intellectual curiosity, advanced use of language,

Prince William County Public Schools

exceptional problem solving, rapid acquisition and mastery of facts, concepts, and principles, and creative and imaginative expression across a broad range of intellectual disciplines.

Students identified for services in specific academic aptitude demonstrate or have the potential to demonstrate advanced reasoning, persistent intellectual curiosity, advanced use of language, exceptional problem solving, rapid acquisition and mastery of facts, concepts, and principles, and creative and imaginative expression in one or more specific academic areas: English (K-12), History and Social Sciences (6-12), Mathematics (K-12), and/or Science (6-12).

These exceptional intellectual and academic strengths indicate 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 who are found eligible for VPA demonstrate or have the potential to demonstrate advanced 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. These students possess a keen sense of observation, perception and mature insights when seeing and interpreting works of visual or performance art.

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:

- PWCS will increase both the participation and performance of students in gifted education by removing barriers to identification and access. *Commitment 1: Learning and Achievement for All*
- Multi-criteria identification procedures will continue to be refined based upon national research-based best practices to increase identification of diverse learners for gifted education services.

B. Delivery of Services:

- Identified gifted students will benefit from increased collaborative planning between gifted resource teachers and classroom teachers to increase the depth and complexity of grade-level curriculum. *Commitment 1: Learning and Achievement for All*
- Differentiated Services Plans (DSP) will be developed and shared with parents/guardians of identified gifted students annually. The DSP documents opportunities for students to work with age-level peers, intellectual and academic peers, and independently. It includes expected learner outcomes for direct gifted services.
- Measures used to document student academic growth during direct gifted services will be developed and 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 using reflective self-assessment measures.
- In order to report on academic growth in terms of learner outcomes through gifted education services, Gifted Education Progress Reports will be sent to parents/guardians of identified students.
- 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.

C. Curriculum and Instruction:

- Resources used for curriculum and instruction will be revised to incorporate national research-based standards for curriculum and instruction designed for gifted learners.
- The vertical alignment of curriculum and instruction from kindergarten through grade twelve will be supported by using the Integrated Curriculum Model, the Parallel Curriculum Model, and the Learning and Innovation Skills with Conceptual Thinking (5 C's Model).
- 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:

Prince William County Public Schools

- School division curriculum frameworks and resources
- Virginia Standards of Learning
- National curriculum models
- National gifted education standards
- In collaboration with content supervisors, advanced and accelerated curriculum and instruction based upon School Division, Virginia, and national standards 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:

- Every elementary, middle, and high school will have at least one full-time, highly qualified gifted resource teacher, trained to support the academic, social/emotional, and intellectual needs of gifted learners. *Commitment 1: Learning and Achievement for All*
- All gifted resource teachers will earn the state add-on gifted endorsement within three years of hire. Graduate level courses to fulfill the endorsement requirement will be offered on a regular cycle.
- PWCS will prepare all staff members to support and challenge all students. *Commitment 1: Learning and Achievement for All*
- Classroom teachers instructing identified gifted students will have training in gifted education through graduate courses, specialized training, conferences, or local professional development sessions to complete an 18-hour accreditation requirement.
- School identification data will be utilized to determine professional development needs and provide targeted support at the individual and school level.

E. Equitable Representation of Students:

- The participation of underrepresented groups in gifted education programs will increase to reflect the diversity of each school's student population. *Commitment 1: Learning and Achievement for All*
- Universal screening, professional development, community outreach, and early exposure to enriching opportunities (early talent development) will be implemented with fidelity to increase equitable access to gifted education services.
- Multi-criteria identification procedures of the gifted education program will continue to be refined based upon national research-based best practices.
- Action plans will be refined to continue to increase identification of and support for English Learners (ELs) and twice-exceptional learners.

F. Parent and Community Involvement:

- Parent engagement sessions will be provided and will focus specifically on gifted identification and access to gifted education services for all parents, with targeted outreach to parents of underrepresented student groups. *Commitment 1: Learning and Achievement for All*

Prince William County Public Schools

- Each level of the Gifted Education Program will develop and implement a common communication plan to increase two-way communication, parent involvement, and community outreach. As a result, parent satisfaction will increase. *Commitment 3: Family and Community Engagement*
- Information about the Gifted Education Program will be translated and interpreted in the Division's major languages as part of the focus on equity and access.
- The Gifted Education Advisory Committee will continue to provide families with opportunities to participate in decision-making.

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.

Screening Procedures for General Intellectual Aptitude (K-12)

Screening Procedures for Specific Academic Aptitude (SAA):

Screening Procedures for Specific Academic Aptitude – English (K-12)

Screening Procedures for Specific Academic Aptitude – History and Social Sciences (6-12)

Screening Procedures for Specific Academic Aptitude – Mathematics (K-12)

Screening Procedures for Specific Academic Aptitude – Science (6-12)

"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).

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:

Prince William County Public Schools

- Reading level assessments (i.e. Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI), Houghton Mifflin Harcourt Growth Measure (HMH))
- Standards of Learning test and end-of-course test scores
- WIDA ACCESS for English Learners administered annually
- Cognitive Abilities Test (CogAT) scores universally administered in third grade
- Naglieri Nonverbal Ability Test (NNAT) scores universally administered in second, sixth, and ninth grades
- Scores from externally moderated examinations such as Advanced Placement Examinations, Cambridge Programme AICE Examinations, and International Baccalaureate Diploma Programme Examinations
- PSAT scores, administered universally in ninth through 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 English as a Second Language (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.
- Members of the gifted education resource staff collaborate with Special Education (SPED) staff members to place students in a pool of potential candidates for further evaluation where scores indicate strength.

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
- Classroom observations and conversations with classroom teachers, SPED teachers, ESOL teachers, and other school professionals
- In grades nine through twelve, cumulative grade point averages

Timeline for Review

- These responses may be submitted any time during the year.

Procedures for Review

- Data is reviewed for demonstration of exceptional creative, critical, or conceptual thinking skills or other indications of gifted potential.

Screening Procedures for Visual and/or Performing Arts Aptitude (VPA):

- 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

Screening for VPA is open to all rising ninth-grade students in Prince William County. Students can also be considered for identification during their ninth or tenth grade year during the screening cycle. Information about the VPA program is shared division-wide to ensure the inclusion of all students as part of the screening pool.

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

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

Referral Procedures for General Intellectual Aptitude (K-12)

Referral Procedures for Specific Academic Aptitude (SAA):

- Referral Procedures for Specific Academic Aptitude – English (K-12)
- Referral Procedures for Specific Academic Aptitude – History and Social Sciences (6-12)
- Referral Procedures for Specific Academic Aptitude – Mathematics (K-12)
- Referral Procedures for Specific Academic Aptitude – Science (6-12)

“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).

Referral Information

- 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. Forms for identification are translated into multiple languages.

Prince William County Public Schools

- Information on referrals is communicated to families on school Web pages and at parent engagement events.
- Gifted resource teachers provide information about referrals to all professional staff members annually. They also provide information to families and community members.

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)

Availability of Referral Forms

- Forms are available from each gifted 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 and on each school's Web page.
- Upon request, forms are mailed or emailed from the Gifted Education Program Office.

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.
- At any point during the year, forms may be returned to the Gifted Education program office to be forwarded by that office to the appropriate gifted education resource teacher.

Timeline for Return of Referral Forms

Referral forms are accepted at any time, as identification is ongoing throughout the school year. 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.

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.

Referral procedures for Visual or Performing Arts Aptitude (9-12):

- 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.

Referral Information

- Referrals are made through the PWCS Specialty Program application process.
- Specific information on the application process is available to families at Division and school-level information nights.
- Information about the CFPA program is available through the Advanced Academics and Specialty Programs Web page accessible through the Home Page of PWCS, as well as the Colgan High School Web page.
- Students new to PWCS can be referred for identification within 30 days of their transfer to the division.

Persons Encouraged to Refer Students

- Parents
- Classroom Teachers of Music, Art, and Theatre
- Students (Self-Referral)

Collection of Referral Forms

Applications are submitted through an online portal and accessed by the program coordinator.

Timeline for Return of Referral Forms

Applications for the CFPA program are due in December. Students entering PWCS after the application deadline have 30 school days after registration to submit their application.

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.

Multiple Criteria Listing for General Intellectual Aptitude (GIA)

Multiple Criteria Listing for Specific Academic Aptitude (SAA):

- Specific Academic Aptitude – English (K-12)
- Specific Academic Aptitude - History and Social Science (6-12)
- Specific Academic Aptitude – Mathematics (K-12)
- Specific Academic Aptitude – Science (6-12)

- 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: State criterion referenced tests

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. Once written permission is received, the eligibility process must be completed within 90 instructional days. The gifted education resource teacher is responsible for developing and maintaining the student profile.

Component One

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.

Kindergarten through Grade Five

- In Kindergarten through Grade Two, gifted education resource teachers administer the Kaufman Brief Intelligence Test (KBIT-2R).
- In the first quarter of Grade Three (prior to universal CogAT administration), gifted education resource teachers administer the KBIT-2R.
- Classroom teachers administer the NNAT3 to all grade two students as a part of Division-wide universal screening. Gifted education resource teachers administer the NNAT3 to all second, third, fourth, and fifth grade students who do not have a valid score.
- Grade Three classroom teachers administer the CogAT to all third-grade students as a part of Division-wide universal screening. Gifted education resource teachers administer the CogAT to all fourth and fifth grade students who do not have valid scores.
- The resource teacher will administer a KBIT-2R to any of these students upon the request of the Identification/Placement Committee.
- Current comparable aptitude tests may be used for transfer students.

Grade Six through Grade Twelve

- All students in sixth and ninth grade take the NNAT3 as a part of Division-wide universal screening. Resource teachers will administer the NNAT3 to students being evaluated for gifted education eligibility who do not have a valid score.
- Gifted education resource teachers administer the CogAT to all students in the gifted identification process.
- The resource teacher will administer the KBIT-2R to any of these students upon the request of the Identification/Placement Committee.
- Current comparable aptitude tests may be used for transfer students.

Component Two

The student profile includes standardized measures of achievement and content mastery used in the determination of eligibility, placement, and services.

Kindergarten through Grade Two

- The gifted education resource teacher administers a math and logic problem set scored with a rubric.
- The gifted education resource teacher administers a controlled storytelling prompt evaluated using the *PWCS K-5 Levels of Writing Continuum*.
- The resource teacher collects standardized reading and math assessment data administered in the classroom.

Grade Three through Grade Five

- The gifted education resource teacher administers a math and logic problem set scored with a rubric.

Prince William County Public Schools

- The gifted education resource teacher administers a controlled writing prompt evaluated using the *PWCS K-5 Levels of Writing Continuum*.
- The resource teacher collects standardized reading and math assessment data administered in the classroom.
- Virginia Standards of Learning test scores or other state criterion referenced tests are included as they become available.
- Scores from normed student achievement assessments are included when available.

Grade Six through Grade Twelve

- In grade six through grade eight, the gifted education resource teacher administers a math and logic problem set scored with a rubric.
- In grade six through grade eight, the gifted education resource teacher administers a controlled writing prompt evaluated with a rubric.
- In grade nine through grade twelve, the resource teacher administers controlled problem sets in math, writing, language, or social studies as needed when no standardized measures are available.
- Scores from norm-referenced student achievement assessments are included when available.
- Virginia Standards of Learning and End-of-Course test scores or other state criterion referenced tests are included when available.
- PSAT scores in Evidence Based Reading and Writing or Mathematics, in addition to sub scores in science and social studies, from universal PSAT administration in grades 9 through 11 are collected by the resource teacher.
- SAT or ACT scores may be used for language or mathematics, with subject test scores used for science and social studies.

Component Three

The student profile includes reports from professional staff members and current grades used in the determination of eligibility, placement, and services.

Kindergarten through Grade Twelve - Professional Report and Grades

- In the elementary school, the classroom teacher completes the professional report. In the middle school and high school, specific teachers who teach given subjects complete the appropriate report.
- The special education teacher completes a specialized professional report for students receiving special education services.
- The ESOL teacher completes a specialized professional report for English Learners (ELs) of any language proficiency level.
- In elementary school, the classroom teacher indicates the current grade and the designated level of reading and mathematics as below, on, or above grade level.
- The gifted education resource teacher provides copies of the transcript and/or of the current report card.

Prince William County Public Schools

- The level of coursework is recorded. In middle school, extended and advanced classes are considered above grade level. In high school, AP, IB (SL), AICE, and dual enrollment (DE) classes are considered above grade level.
- 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.

Component Four

The student profile includes examples of student work products, reports from parents, and responses from students used in the determination of eligibility, placement, and services.

Work Samples in Kindergarten through Grade Five

- The classroom teacher provides two examples of student work in language. These examples may be in the language of the student rather than in English.
- The classroom teacher may provide additional examples of student work in mathematics.
- Additional examples of student work in history and social science or science may be included in the student profile to support identification in either language or mathematics.

Work Samples in Grade Six through Grade Twelve

- On the secondary level, the student, the teacher or the resource teacher may submit examples of student work in English (language arts), world languages, history and social science, mathematics, or science to provide evidence in the determination of eligibility.

Student Response in Kindergarten through Grade Twelve

- 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.
- 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.
- Any student may request to dictate or record their student response in lieu of a written product.
- The Identification/Placement Committee may request an interview or an observation to supplement the student response.

Parent or Legal Guardian Report in Kindergarten through Grade Twelve

- 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.

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:

For the VPA identification process, after the referral is made through the specialty program application process, a student is scheduled to audition in January. This audition is the component used in making a determination of need for services.

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)

General Intellectual Aptitude (GIA)

Specific Academic Aptitude (SAA)

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

2 Classroom Teacher(s)

Prince William County Public Schools

- 1 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
 - School Psychologist(s)
 - Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
 - Gifted Education Coordinator
- 2 Other(s) Specify: ESOL Teacher and 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 Performing Arts (VPA)

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

- 2 Classroom Teacher(s): Music, Art, Dance, Theatre
 - Gifted Education Resource Teacher(s)
 - Counselor(s)
 - School Psychologist(s)
 - Assessment Specialist(s)
- 2 Principal(s) or Designee(s): CFPA Coordinators
 - Gifted Education Coordinator
 - Other(s) Specify:

- 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.

Kindergarten through Grade Twelve

- The eligibility process is designed to ensure that no one single criterion, such as a test score, can be used to deny or guarantee access to gifted program services.
- Students may be monitored for additional evidence supporting the student profile to be gathered from multiple criteria sources. These students may be determined eligible for services at a subsequent Identification/Placement Committee meeting.

Prince William County Public Schools

- 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.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
COMPONENT ONE – Aptitude Test Scores			
Kaufman Brief Intelligence Test, Second Edition Revised (KBIT-2R)	Gifted Education Resource Teacher	Q-global – Pearson	Gifted Education Resource Teacher
Naglieri Nonverbal Ability Test, Third Edition (NNAT3)	Classroom Teacher (universal screening) or Gifted Education Resource Teacher	Pearson Publishing Company or Gifted Education Resource Teacher	Gifted Education Resource Teacher
Cognitive Abilities Test (CogAT)	Classroom Teacher (universal screening) or Gifted Education Resource Teacher	Riverside Publishing Company or Gifted Education Resource Teacher	Gifted Education Resource Teacher
COMPONENT TWO – Levels of Achievement and Content Mastery			
Math and Logic Problem Set Kindergarten through Grade Eight	Gifted Education Resource Teacher	Gifted Education Resource Teacher	Gifted Education Resource Teacher
Controlled Writing Sample	Gifted Education Resource Teacher	School Committee	Gifted Education Resource Teacher
Standardized Reading and/or Math Assessment Data (i.e., HMH, VGA (Virginia Growth Assessments))	Classroom Teacher	Externally scored online	Gifted Education Resource Teacher
Phonological Awareness Literacy Screening (PALS)	Classroom Teacher	Externally scored online	Gifted Education Resource Teacher
Standards of Learning (SOL) and End-of-Course (EOC) Examinations	Classroom Teacher	Commonwealth of Virginia	Gifted Education Resource Teacher

Prince William County Public Schools

Advanced Placement Examinations	Program Coordinators	College Board	Gifted Education Resource Teacher
International Baccalaureate (IB) Examinations (9-12)	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
PSAT and/or SAT	Classroom Teachers	College Board	Gifted Education Resource Teacher
COMPONENT THREE – Reports from Professionals and Academic Record			
Reports from Professional Staff Members	Classroom teachers Special Education Teachers ESOL Teachers Gifted Education Resource Teachers	School Committee	Gifted Education Resource Teacher
Quarterly Grades	Classroom Teacher	Classroom Teacher	Gifted Education Resource Teacher
Level of Course in Grade Six through Grade Twelve	School Counselor	School Counselor	Gifted Education Resource Teacher
COMPONENT FOUR – Parent Report, Student Response, and Student Work Portfolios			
Reports from Parents or Legal Guardians	Parent(s) Legal Guardian(s)	School Committee	Gifted Education Resource Teacher
Student Response	Gifted Education Resource Teacher	School Committee	Gifted Education Resource Teacher
Portfolio of Student Work including Self-Initiated Projects	Classroom Teacher	Classroom Teacher and School Committee	Gifted Education Resource Teacher

Prince William County Public Schools

Eligibility Decision Process: Identification and Placement Committee Process

Identification and Placement Committee Schedule		
Elementary School	Middle School	High School
September	September	September
November	November	November
January	March	March
March	April	April
April	June	June
June		

- The folder with the completed student profile is presented to the School-level Identification/Placement Committee. The School-level Identification/Placement Committee is composed of a school administrator, a professional school counselor, classroom teachers, and a gifted education resource teacher, who chairs the Committee.
- The members of the Identification/Placement Committee review data in each component of the student profile to determine areas of strength. The gifted education resource teacher records ratings as far exceeds age peers, exceeds age peers, consistent with age peers, or does not support. Members of the Committee are expected to compare students with age peers of similar environment and experience.
- The gifted education resource teacher leads a discussion of the student profile. Based on the discussion and ratings, the Identification/Placement Committee determines eligibility and placement. The gifted resource teacher completes the Identification and Placement Committee Decision Form to reflect the recommendation of the Committee.
- The gifted education resource teacher submits the student profile to the Division-level Oversight Committee for procedural review and verification of decision. In cases of procedural errors, the student profile will be returned to the School-level Identification/Placement Committee for correction and/or reconsideration.

General Intellectual Aptitude (GIA)

Grades	Number of Far Exceeds or Exceeds in Any Area	Minimum Number of Far Exceeds
K-5	7	1
6-12	11	1

Specific Academic Aptitude (SAA)

Grades	Number of Far Exceeds in Academic Area	Number of Exceeds in Academic Area
K-12	4	0
	3	0-1
	2	1-2
	1	3

Early Talent Development (ETD) Program

In kindergarten through grade two, if the student profile on the Identification Placement Decision Form does not support eligibility but indicates strengths aligned with one of the following combinations of components, that student shall be recommended for the Early Talent Development (ETD) program. The ETD program nurtures gifted potential by exposing students to enriched environments and advanced opportunities through collaboration between the gifted resource teacher and classroom teacher. Academic performance and growth over time are documented in a portfolio. ETD students go through the identification process again at the end of third grade or earlier if evidence supporting eligibility becomes available.

Grades	Minimum Number of Far Exceeds	Minimum Number of Exceeds
K - 2	1	0
	0	4

Placement Decision Process: Identification and Placement Committee Process

If a student has been found eligible for services in General Intellectual Aptitude or Specific Academic Aptitude, the School-level Identification/Placement Committee recommends placement.

In kindergarten through grade five, the placement decision process results in the determination of placement in either general intellectual aptitude or specific academic aptitude in English (language) or in mathematics.

In Grades Six through Twelve, the placement decision process results in the determination of placement in general intellectual aptitude or 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 General Intellectual Aptitude or 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

Measure	Administered/ Completed by	Scored by
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 days of the school division’s receipt of the parent or legal guardian consent for evaluation.

All eighth through tenth 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 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.

General Intellectual Aptitude (GIA)

Specific Academic Aptitude (SAA):

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

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 *Identification and Placement Committee Decision Form*.

- At kindergarten through grade five, the Identification and Placement Committee determines services to support strength in general intellectual aptitude or services to support strength in English (language) or mathematics. Students receive documented services within the classroom and from a gifted education resource teacher.
- At grades six through twelve, the Identification and Placement Committee determines services to support strength in general intellectual aptitude or services to support strength in English (language), history and social science, mathematics, or science.

Visual and/or Performing Arts (VPA):

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

All eighth through tenth 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 VPA are offered acceptance into the CFPA program.

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

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

General Intellectual Aptitude (GIA)

Specific Academic Aptitude (SAA):

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Requesting Permission to Begin the Individual Identification and Placement Process

Permission from parents or legal guardians is requested to establish the individual Student Identification and Placement Folder, collect information, and administer testing as needed. The gifted education resource teacher provides the referred student's parents or guardians with the appropriate form. A letter to parents or legal guardians explaining the identification and placement process is included with the form.

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

After the initial permission from parents or legal guardians has been received, the School-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 of placement, or for the determination of services. The collection of evidence and an ending date for the monitor status 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.

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.

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.

Providing Notification of an Appeals Committee Appointment and Decision

- Parents or legal guardians are notified of an Appeals Committee appointment in person, by e-mail, by mail, or by telephone.
- 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, placement, or services.
- Because the Appeals Committee hears cases from Initial Process to Determine Eligibility, Placement, and Services, and from Re-Evaluation of Placement and Services, letters are modified to reflect each type of case.

Prince William County Public Schools

- If the student is not found eligible for gifted education services, if the placement for services has been modified, the letter includes information on the process for appealing the decision of the Appeals Committee.

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 and give permission for their child to participate in the Prince William County Public Schools Center for Fine and Performing Arts program beginning at the start of the next school year.

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

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

General Intellectual Aptitude (GIA)

Specific Academic Aptitude (SAA):

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

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 kindergarten through grade twelve remain eligible for 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.
- 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 School-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.
- The School-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.

Prince William County Public Schools

- 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.
- With parent or legal guardian permission, a temporary change or break in instructional services can be accommodated. The parent or legal guardian can request all instructional services resume at any time.

Program Exit Policy

Once a student is found eligible for gifted services, the eligibility remains in place for as long as the student is enrolled in Prince William County Public Schools. PWCS does not have a formal exit policy. However, a parent or guardian may decline the continuation of services at any time. Such a request must be made in writing. When a change in services is recommended by a professional, the parent or legal guardian is invited to participate in a conference with an administrator and gifted education resource teacher to discuss the recommendation. No change in services will be made without the consent of the parent or guardian.

Function and Procedure of Appeals Committee

- The Appeals Committee analyzes the student profile and reviews the *Identification and Placement Committee Decision 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 advocate for the student at the committee meeting.
- Students may self-advocate 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.

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 filed within 10 instructional days of receipt of notification of the School-level Identification/Placement Committee's decision.

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.
- Parent or Guardian Appeal

Prince William County Public Schools

Parents may appeal Identification and Placement Committee decisions. The parent will meet with the gifted education resource teacher or Supervisor of Gifted Education to review the multi-criteria identification process and discuss specific areas in need of additional evidence. After the meeting, the appeals appointment is scheduled. The parent is responsible for presenting evidence that was not originally included in the student's identification folder. The evidence may include, but is not limited to, additional work samples, outside testing results, video/photo documentation, and anecdotal observations.

- 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 the School-level Identification and Placement Committee. 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 a period of time not to exceed one calendar year.

- 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 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 Opportunity and Multilingual Services, and then to the Associate Superintendent for Teaching and Learning. A final appeal may be made to the Deputy Superintendent of Schools.

Visual and/or Performing Arts (VPA):

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

Change in Placement

Change in Instructional Services

The CFPA is a rigorous course of study that includes both academic and fine arts components. The program strives to prepare students for entrance into the college and/or professional arena with complete portfolios and solid core academic skills. Students who do not meet the requirements will be notified at mid-semester. Concentration teachers will assist these students by developing an improvement plan and monitoring progress.

Program Exit Policy

Students may opt out of the program with parent permission during the scheduling process. If a student is a transfer, he or she may have to return to the base school for the ensuing year(s).

Appeals

Appeals for decisions of the identification and placement of a student may be made to the principal of Colgan High School. It is treated as an academic appeal following PWCS Regulation 737-1.

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

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

A. Service Options are Continuous and Sequential

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

Students in Kindergarten through Grade Twelve

General Intellectual Aptitude

Students in Kindergarten through Grade Five

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Students in Grade Six 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 following table 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.

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

General Intellectual Aptitude (K-5)

Specific Academic Aptitude (K-5)

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

The indicated options are provided for elementary students identified for services. Additional information is provided under service options defined in B., C., or D.

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

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 – General Intellectual Aptitude and 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 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.
 - World language programs (FLES – Foreign Language in the Elementary School) are available in six elementary schools from grades one through five.

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

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 - General Intellectual Aptitude and Specific Academic Aptitude

- **Gifted Education Resource Services Kindergarten through Grade Five**
 - In accordance with PWCS Regulation 602-1: Elementary Instructional Day, elementary students receive weekly minutes of resource service from a gifted

Prince William County Public Schools

education resource teacher. These minutes vary by grade level. Some weeks of the division's gifted services calendar are reserved for collaboration with classroom teachers.

- Instruction for students is multi-disciplinary and is based upon national curriculum models.

Grade Level	Service Minutes
Kindergarten	45 minutes every other week
Grades 1 and 2	45 minutes per week
Grade 3	90 minutes per week
Grades 4 and 5	225 minutes per week

- **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.
 - Collaborative planning takes place between the gifted education resource teacher and classroom teacher to increase depth and complexity of grade-level curriculum.
 - 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 is based upon the requirements of the Virginia Standards of Accreditation and is supported by School Division professional development offerings. The process is monitored through the Gifted Education program office of Prince William County Public Schools.
 - PWCS Regulation 602-1 provides 45 minutes each school day for enrichment, intervention, or remediation.
- **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.

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

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 – General Intellectual Aptitude and Specific Academic Aptitude

- **Gifted Education Resource Services Kindergarten through Grade Five**
 - Each identified student in kindergarten through grade three has an opportunity for choice activities as a component of resource program services.

- Each identified student in grades four and five has an opportunity to participate in independent study projects 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.

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

General Intellectual Aptitude (6-8)

Specific Academic Aptitude (6-8)

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

All 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 (Middle)

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 – General Intellectual Aptitude and 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 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 eight 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 French, Spanish, and German.

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

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 – General Intellectual Aptitude and Specific Academic Aptitude

- **Gifted Education Resource Services Grade Six through Grade Eight**
 - Each identified student in grades six and seven receives two quarters of direct gifted education resource service from a gifted education resource teacher on the encore rotation model.
 - In addition to access to high school credit courses, each student in grade eight receives at least 25 hours of direct resource service delivered throughout the school year from a gifted education resource teacher.
 - Instruction for middle school students is based upon multi-disciplinary units developed using national curriculum models and discipline-based standards in language arts, history and social science, mathematics, and/or science,
- **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 is based upon the requirements of the Virginia Standards of Accreditation and is supported by School Division professional development offerings. The process is monitored through the Gifted Education program 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.

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

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 – General Intellectual Aptitude and 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.

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:

General Intellectual Aptitude (GIA)

Specific Academic Aptitude (SAA)

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Visual and/or Performing Arts (VPA):

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

All 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 (High)

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 - General Intellectual Aptitude (GIA)

Service Options - Specific Academic Aptitude (SAA)

- 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 diversity of learners in Prince William County Public Schools.

Prince William County Public Schools

- Prince William County Public Schools also offers a range of interest-based specialty programs to all students. Students may transfer schools to participate in these programs. Programs are listed in the chart below

Program	Schools
International Baccalaureate Middle Years Program International Baccalaureate Diploma Program	Gar-Field, Unity Reed
International General Certificate of Secondary Education (IGCSE) Advanced International Certificate of Education (AICE)	Brentsville, Potomac
Pathways to Global Citizenship	Gainesville
Advanced Placement Scholars	Patriot, Woodbridge
Information Technology	Battlefield, Forest Park
Pre-Governor’s School Biotechnology and Engineering	Osbourn Park
Center for Environmental and Natural Sciences	Freedom
Center for International Studies and Languages	Hylton

- Prince William County Public Schools also offers an array of Career and Technical Education interest-based specialty programs that includes Project Lead the Way engineering programs. Students may transfer schools to participate in these programs.

Service Options - Visual and/or Performing Arts

Students in the CFPA program are enrolled in academic courses with their age-level peers.

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

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

General Intellectual Aptitude (GIA)

Service Options - Specific Academic Aptitude (SAA)

Gifted Education Resource Services Grade Nine through Grade Twelve

The chart below indicates the service hours for direct gifted services for grades nine through twelve. Students in grades eleven through twelve have credit-bearing course options or can continue to participate in resource seminars.

Grade Level	Service Type	Service Time
9-10	Resource Seminars	18 hours/year
11	Resource Seminars	12 hours/year
12	Resource Seminars	6 hours/year
11-12	Multi-Disciplinary Course	3-5 hours week, yearlong duration

Prince William County Public Schools

11-12	Governor's School @ Innovation Park	5 class periods, yearlong duration
9-12	Thomas Jefferson High School for Science and Technology	Year-long, full-time
11-12	Summer Residential Governor's Schools	1 month

Resource Seminars

- Each identified student in grades nine and ten receives a minimum of eighteen (18) hours of direct resource service annually through reflective seminars conducted by a gifted education resource teacher.
- Options for scheduling the 18 seminar hours are through:
 - Clustered academic courses (6 seminars) and open schedule (6 seminars)
 - Clustered academic courses (12 seminars)
 - Clustered PE courses with an open schedule option
- In grade eleven through twelve, students not participating in a Multi-Disciplinary Course continue to have resource seminars as a service option.
- 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.

Multi-disciplinary Courses

- In schools that offer an Advanced Placement Program, the Gifted Education Multi-disciplinary Seminar (GEMS) serves as an optional multi-disciplinary senior course for gifted students. GEMS courses are taught by gifted education resource teachers.
- Some schools also offer AP Seminar and AP Research as a multi-disciplinary junior and senior course sequence open to all students. These courses are taught by a gifted education resource teacher or gifted-endorsed or accredited classroom teacher.
- 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. These courses are taught by a gifted education resource teacher or gifted-endorsed or accredited classroom teacher.
- In schools that offer the International Baccalaureate Programme, the Theory of Knowledge (TOK) course serves as an optional senior multi-disciplinary course. These courses are taught by a gifted education resource teacher or gifted-endorsed or accredited classroom teacher.

Classroom Options High School

- Each high school offers advanced course options to all students through dual enrollment, Advanced Placement courses, the International Baccalaureate program, or the Cambridge Programme.
- Each high school offers preparation for AP, IBDP, or AICE courses through Advanced course options or IGCSE courses open to all students.
- 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 and is a joint venture of three school divisions in cooperation with George Mason University. The program focuses on science, technology, engineering, and mathematics (STEM).
- **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.

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.
- Students who reside in Prince William County are eligible to apply for Foreign Language Academies.

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

The Center for Fine and Performing Arts

- Students in the CFPA program are enrolled in at least one CFPA course each year in their area of art concentration.
- Students in the CFPA program complete master classes and other extension opportunities with other CFPA students in their art area.

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

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 – General Intellectual Aptitude (GIA)

Service Options – Specific Academic Aptitude (SAA)

Services through Resource Seminar Grade Nine through Grade Twelve

- Students in gifted resource seminars have time to independently complete a reflection at the end of each seminar.
- Students complete a reflection as part of their yearly self-assessment of growth.

Services through Cross Curricular Courses

- Students in the AP Seminar and Research classes complete independent research as a course requirement.
- Students in GEMS complete an independent research assignment as part of the coursework.

Services through Advanced Classes Grade Nine through Grade Twelve

- While in advanced courses and specialty programs, students are given the time to work on projects independently.
- International Baccalaureate Diploma candidates must complete an extended essay.

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.

General Intellectual Aptitude (GIA)

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Students in Grade Six through Grade Twelve

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Gifted Education Resource Program Instructional Strategies

The *PWCS Strategic Plan* ensures that students develop the habits of mind to create a thriving future for themselves and their community. Every PWCS student will develop the knowledge and skills throughout their pre-K-12 experience to graduate with the qualities of a critical thinker, digital citizen, innovator and visionary, resilient learner, and global collaborator.

Building on this foundation, the PWCS Gifted Education Resource Program provides a variety of instructional strategies and models to foster intellectual and academic growth for identified gifted students. Those strategies and models include:

- Integrated Curriculum Model
- Parallel Curriculum Model
- Learning and Innovation Skills - 5 C's Model: critical thinking, creative thinking, collaboration, and communication with the addition of conceptual thinking skills
- Habits of Mind with an emphasis on persistence, metacognition, questioning and posing problems, and intellectual risk-taking
- Independent Study
- Inquiry-based Instruction
- Interdisciplinary connections
- Problem/project-based learning
- Simulations
- Socratic seminars

More detailed information about strategies and models can be found in **Part VII: Program of Differentiated Curriculum and Instruction.**

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. Learning experiences ensure students have multiple and varied opportunities for engagement, representation, and expression of learning.

Kindergarten through Grade Five Classroom Instructional Strategies

- **Acceleration:** According to procedures established in School Division Regulation 665-1, elementary students may be accelerated in single subjects or may be accelerated by an entire grade. Curriculum compacting supports acceleration within the classroom.
- **Differentiation:** Differentiation of content, process, and product provides support for gifted learners.
 - **Differentiation of Content:**
 - Language Arts: Instructional materials for gifted learners include a variety of diverse, relevant, and authentic texts and media. These rigorous materials engage students in decoding, comprehension, critical thinking, and metacognition.
 - Mathematics: Rich mathematical tasks are incorporated into instruction to engage students in deeper levels of thinking, reasoning, and problem solving.
 - **Differentiation of Process:**
 - Language Arts: Gifted learners read, write, and conduct research to support and enhance their critical thinking, communication, creativity, collaboration, and citizenship.
 - Mathematics: Learning experiences ensure students have essential skills to solve problems efficiently and accurately in flexible ways with increasing levels of complexity. Emphasis is placed on problem-solving and mathematical communication skills.
 - **Differentiation of Product:**
 - Language Arts: Differentiated product choices provide opportunities to demonstrate mastery of reading, writing, speaking, and listening standards.
 - Mathematics: Students apply their learning to real-world situations and communicate the processes and solutions they develop mathematically to others.

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 of Content** is supported using advanced and complex readings, the development of advanced vocabulary, and the development of non-fiction writing. Extensive writing is required.
 - **Differentiation of 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.

- **Differentiation of 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 of 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 of Content** is supported by the opportunity for analysis of complex text sources encounters with multiple sources at a complex reading level.
 - **Differentiation of Process** is supported through the analysis of primary and secondary sources as well as through research writing.
 - **Differentiation of 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.
- **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 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 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.

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 Advanced or International General Certificate of Secondary Education (IGCSE). 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 dual enrollment, 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 Advanced or IGCSE 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.
- **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 Advanced or IGCSE. These courses provide for differentiation in content, support differentiation in process, and require differentiated products.
 - Opportunities for advanced course work are also provided through dual enrollment, 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 Advanced or IGCSE and provide for differentiation in content, support differentiation in process, and require differentiated products.
 - Opportunities for advanced course work are also provided through dual enrollment, 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.

- **Science:** Opportunities for advanced course work with content differentiation are available through specific aligned science sequences.
 - Specific courses are designated as Advanced or IGCSE 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 dual enrollment, 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.

Visual and/or Performing Arts (VPA):

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

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 courses and 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.

General Intellectual Aptitude (GIA)

Specific Academic Aptitude: Students in Kindergarten through Grade Five

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Students in Grade Six through Grade Twelve

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

Kindergarten through Grade Five

- **Gifted Education Resource Program**
 - Specific learner outcomes for critical thinking, creative thinking, collaboration, communication, and conceptual thinking 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 study projects. Projects are based upon student interest and academic need. Student academic growth is assessed in terms of the project outcomes.
 - Student academic growth is assessed through pre and post assessments, performance-based assessment, and product or portfolio assessment. Students assess their own performance in terms of established learner outcomes.
 - The gifted education resource teacher prepares a Progress Report for each identified student. Student self-assessment is a component of the Progress Report. The completed form is sent to parents at the end of each semester to document academic growth through gifted education resource services.

- **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 and legal guardians receive copies of Differentiated Services Plans.
 - Differentiation is based upon 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 quarterly grade 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.
 - Student outcomes are also established for independent study projects. Projects are based upon student interest and academic need. Student academic growth is assessed in terms of the project outcomes.
 - Student academic growth is assessed through pre- and post-assessment, performance-based assessments, and product or portfolio assessments. Students assess their own performance in terms of established learner outcomes.
 - The gifted education resource teacher prepares a Progress Report for each identified student. Student self-assessment is a component of the Progress Report. The completed form is sent to parents and legal guardians at the end of each semester to document academic growth through gifted education resource services.

- **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 and legal guardians by classroom teachers through quarterly grade 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 skills demonstrated during seminar participation and reflective responses. These assessments are rubric-based. Students

complete 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 annually for each identified student. The completed form is sent to parents and legal guardians to document academic growth through gifted education resource services in terms of established learner outcomes.
- 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 Advanced 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 and legal guardians through quarterly grade reporting procedures.
- **Classroom Program for Identified Gifted Students**
 - Objectives for Advanced and IGCSE 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 and legal guardians by classroom teachers through regular School Division reporting procedures.
 - Externally moderated examinations are given in IGCSE courses as well as in AP, AICE, and IB Diploma courses.

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.
 - Student work within CFPA courses is measured and reported to parents and legal guardians by classroom teachers through regular School Division grade reporting procedures.
 - To demonstrate artistic growth, students in the CFPA program complete a senior portfolio project. In order to complete the final portfolio requirement and receive a CFPA certificate, all seniors must successfully participate in a Senior Showcase Event and/or complete a final concentration portfolio.

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

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

**General Intellectual Aptitude (GIA)
Students in Kindergarten through Grade Twelve**

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Students in Grade Six through Grade Twelve

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

The structure of the gifted education program resource curriculum framework for gifted learners is based upon research-based curriculum models, including the Integrated Curriculum Model (ICM) and the Parallel Curriculum Model of NAGC. Learning and Innovation Skills, which focus on developing advanced abilities in the areas of critical thinking, creative thinking, collaboration and communication, creates the framework for skill development in gifted education (Figure 1). To better serve the academic and intellectual needs of gifted learners, a conceptual thinking component is incorporated.

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

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

Prince William County Public Schools

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.

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 Models and Instructional Strategies**

William and Mary Integrated Curriculum (ICM) Model		
Dimension	Description	Requirement Addressed
Advanced Content	Advanced content within a given subject provides opportunities for new learning.	i
Concepts, Issues, Themes	Focus on overarching issues, themes, and concepts to elevate student understanding of the real world and how it works. “Big ideas” include change, patterns, systems, perspectives, cause/effect, and cycles. The Taba Model for Concept Development is integrated into this dimension of ICM.	v
Process-Product	Focus on reasoning through situations and thinking critically about subject matter to elevate student engagement and creative production. The elements of Paul’s Elements of Reasoning are integrated into this dimension of ICM: issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences.	ii, iii, iv

Center for Gifted Education, The College of William and Mary (2014)

Parallel Curriculum Model		
Strand	Description	Requirement Addressed
Core Curriculum	Foundational curriculum that establishes a rich framework of knowledge, understanding, and skills most relevant to a discipline.	i
Curriculum of Connections	An extension of the Core Curriculum that is designed to help students encounter and interact with key concepts, principles, and skills across disciplines and through varied perspectives.	i, v
Curriculum of Practice	An extension of the Core Curriculum that is designed to help students function with increasing skill and confidence in a	i, ii, iii, iv

	discipline as professionals would function. It promotes students' expertise as practitioners of the discipline.	
Curriculum of Identity	An extension of the Core Curriculum that is designed to help students see themselves in relation to the discipline, understand the discipline more fully by connecting it to their lives, and increase awareness of their preferences, strengths, interests, and need for growth.	i, v

Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J. H., Leppien, J. H., Burns, D. E., Strickland, C. A., & Imbeau, M. B. (2009)

Learning and Innovation Skills with Conceptual Thinking - 5 C's Model		
Skill	Description	Requirement Addressed
Critical Thinking	Students use various types of reasoning, interpret and evaluate information, and draw accurate conclusions.	iii
Creative Thinking	Students use various idea creation techniques, including FFOE (Fluency, Flexibility, Originality, Elaboration) and SCAMPER, to create new and worthwhile ideas, and evaluate those ideas.	iv
Communication	Students communicate effectively in a variety of forms/contexts and for a variety of purposes.	ii
Collaboration	Students work effectively and respectfully with others and assume shared responsibility.	iii
Conceptual Thinking	Students use patterns and/or connections between abstract ideas to organize thinking and develop concepts or rules.	v

PWCS Gifted Education Curriculum Framework

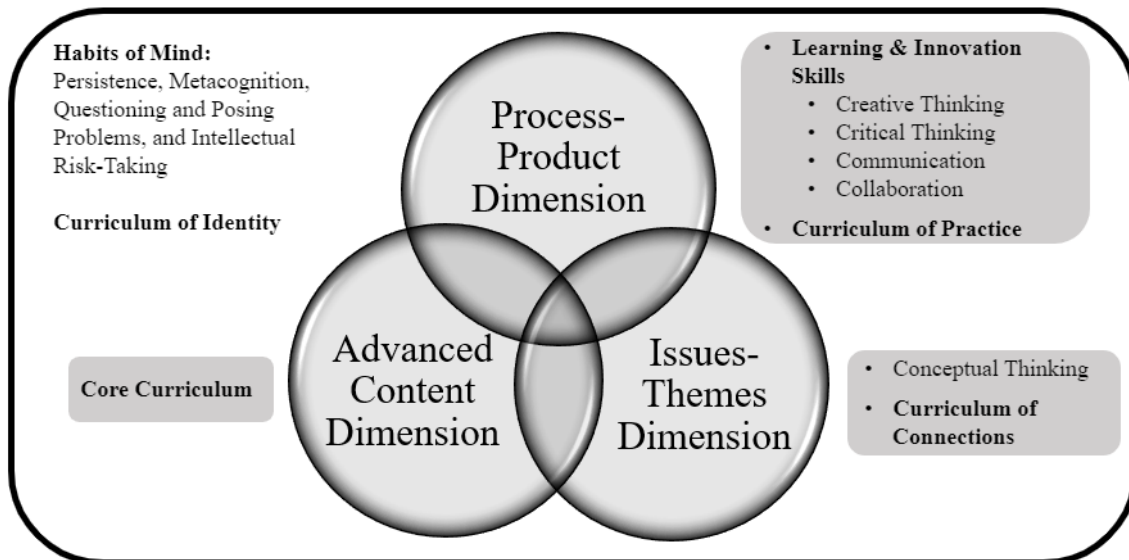


Figure 1: PWCS Gifted Education Curriculum Framework

Additional Concepts and Instructional Strategies		
Strategy	Description	Requirement Addressed
Habits of Mind	Habits of Mind are 16 dispositions people use when confronted with problems and situations to which the answers are not immediately apparent. Drawing upon these intellectual resources results in thoughtful, responsive, and innovative solutions (Institute for Habits of Mind, 2022). Emphasis is placed on persistence, metacognition, questioning, and intellectual risk-taking.	iii, iv
Independent Study and Research	Students generate questions and explore problems, issues, and events through research and independent study using a variety of resources. A culminating project is developed and presented.	i, ii, iv, v
Inquiry-based Instruction	Students construct their own meaning in a real-world context by posing questions, designing investigative methods, and interpreting data.	iii, iv
Interdisciplinary Connections	Broad-based themes or “big ideas” are used to deepen student understanding of discipline-based knowledge and skills.	v
Problem-Based Learning	Students work collaboratively to solve an ill-structured, complex problem using research.	ii, iii, iv
Project-Based Learning	Students engage in an authentic learning experience centered around a driving question that requires synthesis and evaluation of information.	ii, iii, iv
Simulations	Students gain experience solving real world problems, analyzing issues, and considering multiple perspectives through role play.	iii, iv
Socratic Seminars	Students explore ideas and apply complex thinking skills in a dialogue that encourage reflection and a deeper understanding of issues, themes, and ideas.	i, v

Kindergarten through Grade Three Resource Program Curriculum and Instruction

The foundation of the resource program curriculum and instruction is established in the primary grades and is built around extension of the core curriculum, development of 21st Century Learning skills, and concept development.

Grade Four and Grade Five Resource Program Curriculum and Instruction

In grades four and five, the program of curriculum and instruction expands to include extension of the core curriculum, the curriculum of practice within given disciplines, the curriculum of connections among disciplines, and independent study.

Grade Six through Grade Eight Resource Program Curriculum and Instruction

In grades six through eight, the theme is *change and continuity*. In the gifted education resource program, there is an emphasis on the curriculum of practice in STEM and humanities fields. In

order to explore the content and the processes of designated disciplines, middle school students are given opportunities to act as practitioners of those disciplines in a resource room setting. For example, students may be judges, historians, or entrepreneurs. Connections among disciplines are the basis for whole group classes.

Grade Nine through Grade Twelve Resource Program Curriculum and Instruction

On the high school level, the theme is *systemic paradigms*. In ninth grade, students discuss how knowledge is built in each discipline (epistemology). In tenth grade, students consider how relativity is different in science and the humanities. In eleventh grade, students discuss how power and progress are embedded in the nature of self, society, and science. In twelfth grade, students consider how metaphysics, epistemology, ethics, and aesthetics define the world around them. 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. Students move from concrete to abstract thinking as they progress through the seminar program.

Social-Emotional Learning

In kindergarten through grade twelve, the affective (social-emotional) needs of gifted learners are addressed through targeted lessons, conferencing, and Socratic seminars. Themes include growth mindset, perfectionism, humility, and identity.

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 appropriately differentiated curriculum scope and sequence for students who are advanced in a subject (specific academic aptitude) or advanced in several subjects (general intellectual aptitude).
- 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 incorporates critical thinking skills. The writing component includes expository and technical writing, including persuasive writing.

- **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 a key component of curriculum and instruction.
- **Science:** Curriculum materials and instructional support materials to support hands-on scientific inquiry is 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.
- In the elementary schools offering the International Baccalaureate Primary Years Programme, inter-disciplinary connections and curriculum components are integrated.

Grade Six through Grade Eight Classroom Curriculum and Instruction

- In grades six, seven, and eight, extended classroom programs of studies have been developed in language arts and in mathematics in all middle schools.
- Interest-based specialty programs in world language and math and science offer extended curriculum and are available to all middle school students through specialty programs at designated middle schools.
- In the middle schools offering the International Baccalaureate Middle Years Programme, designated programs of study have been developed for language arts, world language, and mathematics. IBMYP integrates inter-disciplinary connections and curriculum components.

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 Advanced and Advanced Placement courses, for IGCSE and AICE courses in the Cambridge Programme, and for Diploma level courses in the International Baccalaureate program. The models of curriculum and instruction of The Governor's School @ Innovation Park and of Thomas Jefferson High School for Science and Technology provide access to advanced content and accelerated pacing of instruction.
- At the eleventh and 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 Programme, and the Theory of Knowledge in schools offering the International Baccalaureate program.

Visual and/or Performing Arts (VPA):

VPA - Dance

VPA - Instrumental Music

VPA - Theatre

VPA - Visual Arts

VPA - Vocal Music

Prince William County Public Schools

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*:

- *advanced content and pacing of instruction;*
- *original student research or production;*
- *problem finding and solving;*
- *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*.

General Intellectual Aptitude (GIA)

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Students in Grade Six through Grade Twelve

Specific Academic Aptitude - English

Specific Academic Aptitude - History and Social Science

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - Science

The *PWCS Vision 2025 Strategic Plan* includes an objective to “*provide equitable opportunities for all students to achieve at high levels*” by supporting equitable access to programs and advanced courses. The 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.

Equitable Access to Gifted Education Services

The *Gifted Education Program Identification and Placement Procedures Manual* (IDP Manual) of Prince William County Public Schools standardizes each component of screening, referral, identification, and service procedures to ensure organizational coherence and equitable access. Standardized procedures referenced in the IDP Manual 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, culturally and linguistically diverse students, students who receive special education services, and English Learners.
- The annual report on the School Division Strategic Plan includes gifted enrollment data on each of these groups of students.
- PWCS implements the following research-based strategies to increase the equitable representation of diverse learners in the gifted screening process:
 - Universal screening is conducted for all students in grades 2, 3, 6, and 9.
 - Professional development opportunities are provided to teachers throughout the school year to broaden traditional perceptions of giftedness and to build teacher capacity to identify talent and ability in diverse learners.

Prince William County Public Schools

- Gifted Education participates in community outreach opportunities for parents or legal guardians to learn more about gifted services and how to navigate the identification process.
- All students in grades K-2 participate in quarterly enrichment lessons taught by a gifted teacher.
- 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 multiple 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.
- School-level gifted enrollment data including economic status, ethnicity, special education, and language proficiency is used to set goals for identification and determine the effectiveness of targeted strategies.

Economically Disadvantaged

This plan places increased emphasis upon the identification of and support for economically disadvantaged students.

- Full-time highly qualified gifted teachers in every school, including all Title I schools, ensures equity in access to gifted identification and services.
- Incorporating local norms from universal screening into the gifted identification process ensures that student potential is recognized when compared to others of the same age, experience, or environment.
- Professional development is provided to build teacher capacity to recognize signs of giftedness in economically disadvantaged students.

Culturally and Linguistically Diverse

This plan places increased emphasis upon the identification of and support for culturally and linguistically diverse students.

- Professional development is provided to build teacher capacity to recognize signs of giftedness in culturally and linguistically diverse students.
- The identification process allows alternate formats for accepting student responses (interview, video, etc.)
- Identification documents are translated into six languages with additional languages translated as needed.
- School-based parent liaisons focus on removing barriers to access to information and resources while engaging families in the gifted identification process.

English Learners

This plan places increased emphasis upon the identification of and support for ELs.

- The NNAT is administered to all students in grades two, six, and nine as a universal screening tool for gifted identification.
- As part of the identification process, the ESL-Endorsed Teacher provides professional input on a report developed to describe the student through a strength-based lens.
- The inclusion of annual growth data from ACCESS testing is used in the gifted identification process.
- Each School-level IDP Committee includes an ESL-Endorsed Teacher.
- Professional development is provided to build teacher capacity to recognize signs of giftedness in ELs.
- The identification process allows alternate formats for accepting student responses (interview, video, etc.)
- Identification documents are translated into six languages with additional languages translated as needed.
- School-based parent liaisons focus on removing barriers to access to information and resources while engaging families in the gifted identification process.

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.
- Accommodations and modifications provided in the learner's Individualized Education Plan (IEP) and/or 504 Plan are incorporated into both identification procedures and gifted education services.
- As part of the identification process, the Special Education Resource Teacher provides professional input on a report developed to describe the student through a strength-based lens.
- The inclusion of results from special education diagnostic testing can be used in the gifted identification process.
- Each School-level IDP Committee includes a Special Education Resource Teacher.
- Professional development is provided to build teacher capacity to recognize signs of giftedness in twice-exceptional learners.
- The identification process allows alternate formats for accepting student responses (interview, video, etc.)

Access to Advanced Courses

- PWCS will focus on ensuring underrepresented student groups are encouraged and advised on advanced programs and/or courses.
- Increasing communication and providing opportunities for academic advising will ensure all students and families have access to gifted, advanced, and specialty programs.

Prince William County Public Schools

- PWCS pays the tuition and testing fees associated with Advanced Placement, International Baccalaureate, Cambridge AICE, and dual enrollment courses for all students.

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.

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 8VAC20-543-310 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.
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:

Prince William County Public Schools

- 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
6. The development of advanced technological skills to enhance student performance.
7. 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

Opportunities for Teacher Endorsement in Gifted Education

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

Graduate courses leading to endorsement are offered to staff 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 and Talented Learners	Gifted Education Resource Teachers, Classroom Teachers	1, 2, 3, 7, 8, 9
Curriculum and Instructional Strategies for Gifted Learners	Gifted Education Resource Teachers, Classroom Teachers	1, 4, 5, 6, 8, 9
Supporting the Social Emotional Needs of Gifted Learners	Gifted Education Resource Teachers, Classroom Teachers	2, 4, 5, 7, 8, 9
Advanced Assessment and Evaluation of Gifted Learners	Gifted Education Resource Teachers, Classroom Teachers	2, 3, 4, 5, 7, 8, 9

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.

Prince William County Public Schools

All teachers seeking gifted accreditation are required to complete nine hours of core gifted curriculum in characteristics and needs of gifted learners, differentiation strategies, and identifying gifted students from traditionally underserved populations. The additional nine hours can be earned through gifted professional development or AP, IB, or AICE training. Additional professional development offerings covering the competencies vary annually to provide a variety of learning experiences.

Name of Session	Format	Target Audience	Competencies Addressed
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
Identifying Students from Underserved Populations	Online Face-to-face	Classroom Teachers K-12	2, 3, 6
Social and Emotional Needs of Gifted Learners	Online Face-to-face	Classroom Teachers K-12	2
Identification of Gifted Learners	Online Face-to-face	Classroom Teachers K-12	3
The Teacher's Role in Identification	Online Face-to-face	Classroom Teachers K-12	3
Teacher as Readers Book Studies	Online Face-to-face	Classroom Teachers K-12	1, 2, 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 data
- Review data on identification reported from Virginia Department of Education
- Review data from the Data Analysis and Reporting 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
- Monitor cluster-grouping data for identified gifted learners.

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
- Monitor Virginia add-on gifted endorsement status of gifted resource teachers in Prince William County.
- Monitor gifted accreditation status of teachers serving gifted learners in the classroom.

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 advanced course offerings
- Monitor access of diverse learners to gifted education services

Prince William County Public Schools

- Monitor referral and identification data by school to ensure equitable access across the Division.

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

Timeline for Effectiveness Review	
Component	Review Timeline
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

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. 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 at least seven 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
 - Specialists, including ESOL, SPED, and Title I teachers
 - School counselors
 - School administrators
 - Number of Professional Staff Members
 - There shall be at least ten professional and staff members of the Committee.
- Members may concurrently represent more than one category of membership.
- Selection Criteria for Committee Members

Prince William County Public Schools

- 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.
- 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 two-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.

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.


LaTanya D. McDade (Nov 13, 2022 18:11 EST)

Nov 13, 2022

Division Superintendent's Signature

Printed Name

Date

Signature: 
Brenda Bailey (Nov 8, 2022 08:28 EST)

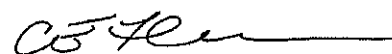
Email: baileybs@pwcs.edu

Signature: 
Lynmaria Colon (Nov 8, 2022 11:12 EST)

Email: colonlx@pwcs.edu

Signature: 
Rita Goss (Nov 9, 2022 17:52 EST)

Email: gossre@pwcs.edu

Signature: 

Email: flenarce@pwcs.edu

Signature: 
Elisa M. Botello (Nov 11, 2022 12:58 EST)

Email: botellem@pwcs.edu