

Franklin City Public Schools  
**Local Plan for the Education of the Gifted**

2014-2019



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Date Approved by School Board			

## Local Plan for the Education of the Gifted

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

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

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

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

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

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**General Information Regarding the Gifted Program in Franklin City Public Schools**

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

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

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

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**A. Division Statement of Philosophy for the Education of Gifted Students**

Gifted Education in Franklin City Public Schools is based on the school division's philosophy of individual worth and individualization of instruction. For gifted students, the philosophy of differentiation of instruction involves the creation of curricular experiences to enhance conceptual abilities, academic proficiencies, or special talents.

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Programs for identified gifted students are based on legal requirements, societal needs and the interests and abilities of the individual students. Attention to social and emotional needs of gifted students is an important component of the commitment to a student-centered program. The school division recognizes that gifted students exist in all ethnic, geographic, and socio-economic groups and represent a valuable natural resource. These students possess abilities differing from those of their peers to such a degree that differentiated educational provisions must be provided for their continuing development as life-long learners.

**D.B. Division Operational Definition of Giftedness**

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

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Franklin City Public Schools provides services to gifted students in the area of general intellectual aptitude and specific academic aptitude. Visual and/or performing arts aptitude, and career and technical aptitude are areas that will be considered in the future as possible gifted service areas. Students identified through the school division demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age level peers.

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A Franklin City Public School student is eligible for gifted education service options tailored to general intellectual aptitude (GIA) if the student demonstrates readiness based upon the following criteria:

- Criterion methods: No one single measure may be used for identification
- Evidence of need for program services as recommended by the school-level gifted identification/ placement team
- Evidence of the majority of gifted characteristics and behaviors as determined by Gifted Characteristics Checklist Grades K-3, Renzulli's Scales for Rating the Behavioral Characteristics of Superior Students, and U-STARS-PLUS Harrison Observation Student Form
- Evidence of superior intellectual development as measured by performance on an individually administered or group administered nationally norm-referenced aptitude and achievement test; scores in the 85%tile or higher are considered evidence supporting identification
- Evidence of superior intellectual development as measured by performance on an individually administered or group administered nationally norm-referenced aptitude and achievement test in the core subjects using the subtest scores in order to balance the equitable representation of students across the division; scores in the 90%tile or higher are considered evidence supporting identification
- Evidence of academic performance in core content areas
- Evidence of superior intellectual development of student products as measured by scoring rubrics

A Franklin City Public Schools student is eligible for gifted education service option tailored to **Specific Academic Aptitude** (SAA) if the student demonstrates potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers in selected academic areas. Specific academic areas include English, history/social science, mathematics, or science" To be demonstrated through the use of student assessment products, performance or portfolio.

- Criterion methods: No one single measure may be used for identification
- Academic testing with appropriate assessments
- Assessment portfolio to include work samples of student products, performance, portfolio

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- Superior indication on checklists, ratings scales and questionnaires completed by those who know the child's academic work and potential
  - Teacher
  - Parent
  - Specialist in the field
- Additional valid and reliable measures or procedures that indicate superior achievement.
  - Benchmarks, SOLs,
  - PALs

**Career and technical aptitude** Such students who demonstrate potential superior reasoning; persistent technical curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers in career and technical fields.

- **Franklin City Public Schools does not identify in this area.** Students who are interested may apply to the Appomattox Regional Governor's School for Arts and Technology. Acceptance is based on select criteria determined by the Governor's School. Students may also participate in the general school curriculum to develop this area of interest.

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

- **Franklin City Public Schools does not identify in this area.** Students who are interested may apply to the Appomattox Regional Governor's School for Arts and Technology or the Governor's School for the Arts. Acceptance is based on select criteria determined by the Governor's Schools. Students may also participate in the general school curriculum to develop this area of interest.

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

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

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**A. Identification:**

To provide continuous and systematic identification and placement of all gifted children, including an identification process to reach more underserved populations, using multiple criteria to ensure an equitable representation of students across the school division.

**B. Delivery of Services:**

Franklin City Public Schools' five year goal is to continue to study and provide a well-balanced, multi-faceted resource program to all identified gifted students grades K-12 in general intellectual aptitude and specific academic aptitude areas, encouraging growth and development of academic and creative talents.

Franklin's objectives:

- Gifted resource teachers will increase communication and resource availability to staff serving identified gifted students grades K-12.
- Gifted resource teachers will provide staff development through professional learning community meetings on differentiation in the regular classroom for identified gifted students.
- Gifted resource teachers will provide appropriate and differentiated instruction to meet the needs of all identified gifted students in the pull-out resource classroom to include independent research and small group activities in a variety of subjects and settings
- General education teachers will provide differentiated instruction to students requiring extension lessons and activities.

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**C. Curriculum and Instruction:**

Franklin City Public Schools' gifted staff will develop and provide appropriate and differentiated educational opportunities that will enable each student in the gifted program to develop and enhance his/her abilities to foster higher level thinking skills and to nurture creativity and inquiry skills through a variety of instructional and organizational approaches.

Franklin's objectives:

- Gifted staff will continue to develop curriculum that will include integration of multiple content areas, and provide for opportunities for individual and small group research.

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- Gifted staff and school guidance counselors will support gifted students' social/emotional needs and career interests through affective activities.
- Identified gifted students will have the opportunity to work with extension lessons and activities in the areas of identified giftedness.

### **D. Professional Development:**

Franklin City Public Schools' gifted staff will provide continuous and ongoing staff development on topics related to gifted education.

Franklin's objectives:

- Gifted staff will provide professional development for all school staff on identification and educational needs of gifted students.
- Gifted staff will focus on the need for differentiation in the regular classroom for instructional, curricular, and resource modifications through staff development.
- Instructional staff working with gifted students will be provided opportunities to attend conferences, webinars, and trainings dealing with gifted education.
- Provide staff with the opportunity to obtain an endorsement in Gifted Education from an accredited State recognized program.

### **E. Equitable Representation of Students:**

Franklin City Public Schools' five year goal is to provide continuous and ongoing referral of all students in order to balance the equitable representation of students across the division.

Franklin's objective:

- The gifted staff will look at subtest scores on aptitude and/or achievement tests and other relevant data not used for any other screening process to increase equitable representation of students from various socioeconomic and cultural backgrounds.
- FCPS will continuously seek a variety of researched based ways to determine eligibility criteria that allows for a balanced and equitable representation of students in the Gifted program that is reflective of the division.

### **F. Parent and Community Involvement:**

Franklin City Public Schools will promote, among parents and citizens of Franklin, an understanding of the unique needs of gifted students with opportunities for input into program planning.

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Franklin's objective:

- Gifted staff will communicate to parents/guardians and other interested stakeholders current best practices utilized in identifying and serving identified gifted students.
- The division will provide multiple forms of communication to distribute information about gifted identification, programs and services, special programs and events through email, information on the websites and brochures.
- FCPS Gifted Program Coach will ensure that the Gifted Advisory is comprised of equitable representation from Franklin City.

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

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

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

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Screening Procedures for General Intellectual Aptitude

"Screening" is the process of creating the pool of potential candidates from grades K-12 for formal referral using multiple criteria through an annual review of current assessment data and other sources. Screening is the active search for students who should be evaluated for the formal identification process.

Gifted staff will provide an annual staff in-service to educate K-12 teachers/staff regarding gifted guidelines, screening, and referral processes to determine students who should be formally referred for gifted services.

The Harrison Observation Student Form (U-STARS-PLUS) is used by all teachers grades K-12 to assist in the screening process. The Harrison Observation Student Form was developed as a screening tool to assist in identifying special populations that include students from economically disadvantaged backgrounds, culturally diverse, handicapped, or limited English proficient (LEP) groups. Classroom teachers observe all students in their classes for a two week period, recording the names of students who exhibit each gifted characteristic on the observation form. The observation form has 9 categories of gifted characteristics. To meet the screening criteria a student must demonstrate strengths in 5 of the 9 categories, by exhibiting at least 3 of the gifted behaviors listed for each category on the observation instrument. Gifted staff will review and compile the data from the Harrison Observation Student Forms.

A more extensive grade level screening occurs at grades K, 2, and 6 including the administration of standardized testing. Grades are also collected and screened by guidance counselors and/or gifted staff for students in grades 2 and 6 (computer generated). Gifted staff is responsible for reviewing aptitude and achievement test scores and the Harrison Observation Student Form.

SOL test scores comprise another component of the screening process for students in grade six from mass grade level screening. Any student scoring 540 or higher in any content area on the most recent SOL test meets the screening benchmark. Guidance counselors will screen the SOL results and compile a list of students who meet the criteria.

In addition to teacher checklists, grades, composite test scores, and SOL scores, guidance counselors and/or gifted staff will collect the names of students at any grade

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who are members of special populations (economically disadvantaged backgrounds, culturally diverse, handicapped, or limited English proficient [LEP]) who may enter the formal referral pool by means of subtest scores at or above 90%ile on one of the following measures not used in any other screening process:

<u>CogAT</u>	<u>Stanford 10</u>	<u>OLSAT 8</u>
* verbal	* vocabulary	* verbal
* quantitative	* reading comprehension	* nonverbal
* nonverbal	* total reading	
	* math problem solving	
	* total math	
	* science	
	* social studies	

Students who meet two or more screening criteria in grades Kindergarten, 2, and 6 must be considered when the extensive grade level screening process occurs each year. Criteria for whole grade level mass screening are as follows:

**Kindergarten: (2 or more)**

- Composite score of 85% or above on an aptitude test Cognitive Abilities Test (CogAT 6)
- Harrison Observation Student Form (U-STARS-PLUS)-Exhibits strengths in 5 out of 9 gifted characteristics categories by exhibiting at least 3 of the gifted behaviors listed under each category
- Special populations - aptitude test (90% on one of the specified subtest scores)

**Second Grade: (2 or more)**

- Composite score of 85% or above on an achievement test (Stanford 10)
- Composite score of 85% or above on an aptitude test (Otis-Lennon School Ability Test - OLSAT 8)
- Grades - An A average for all academic subjects for two nine weeks' grading periods
- Harrison Observation Student Form (U-STARS-PLUS)-Exhibits strengths in 5 out of 9 gifted characteristics categories by exhibiting at least 3 of the gifted behaviors listed under each category
- Special populations - aptitude or achievement test (90% on one of the specified subtest scores)

**Sixth Grade: (2 or more)**

- Composite score of 85% or above on an achievement test (Stanford 10)
- Composite score of 85% or above on an aptitude test (Otis-Lennon School Ability Test - OLSAT 8)

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- Grades - An A average for all academic subjects for two nine weeks' grading periods
- Harrison Observation Student Form (U-STARs-PLUS)-Exhibits strengths in 5 out of 9 gifted characteristics categories by exhibiting at least 3 of the gifted behaviors listed under each category
- Score of 540 or higher in any content area on the most recent SOL test
- Special populations - aptitude or achievement test (90% on one of the specified subtest scores)

In the spring of each year, gifted staff will compile a list of names of all students who meet the screening criteria (pages 1, 2, 3). The gifted staff will be responsible for reviewing the results of the screening process and designating a pool of students who will receive further evaluation. These names will be placed in a pool of candidates, along with directly referred students (pages 4, 5A, 5B, 5C), to begin the identification process.

### Special Populations

Franklin City Public Schools is aware that alternative specific strategies may be used to screen special populations of gifted learners. Special populations include students from economically disadvantaged backgrounds; culturally diverse, handicapped or limited English proficient (LEP) groups. Accommodations are made for students requiring alternative considerations in rating scales, checklist, recommendations (parent/legal guardian/community), obtaining LEP translators when the assessment process begins to assist the students and parents with limited English proficiency. NO single measure will be used to determine eligibility.

### Screening Procedures for Specific Academic Aptitude

In grades 6-12, there is continuous screening that occurs for specific academic aptitude, which includes an analysis of group and/or individualized standardized test scores; advanced Virginia Standards of Learning test scores, teacher recommendations, benchmark scores, and student records.

**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.

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**Referral procedures for General Intellectual Aptitude**

"Referral" is the process whereby school personnel (including the principal, teacher, and counselor), parents/legal guardians, students, or community members (including scout leaders, recreation workers, church members, sports coaches, etc.) may nominate a student believed to be gifted.

The referral process will be continuous throughout the year for students in grades K-12. All new students in grades K-12 will receive a "Gifted Children Are..." brochure (page 27), which explains the referral process, in their registration packet. During second semester, a call for referrals is issued to all classroom teachers (page 4) and to all parents through student report cards (page 4A). In addition, a call for referrals is made in the spring in a parent school newsletter (K-12), on the Franklin City Public Schools' website, and in the local newspaper.

Referrals/nominations from parents/legal guardians, students, or community members may be made by completing gifted program referral forms (pages 5A, 5B, 5C, 6), which may be secured from the guidance office or gifted staff in each school, or from the Gifted Program Coach. The completed referral forms (pages 4, 5A, 5B, 5C, 6) are given to the guidance counselor or gifted staff who initiates the assessment process. Referral forms will be accepted throughout the year and will be processed in no more than 90 working days after which time parents/guardians will be notified in writing as to the results of the Eligibility Placement Committee's decision.

**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.

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**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.

Click here to select area of giftedness.

- 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)
  - Otis-Lennon School Ability Test (OLSAT 8) – Form 5 (Grades K-12, 8<sup>th</sup> Edition)
  - Cognitive Abilities Test (CogAT) Form 6, 2001 (Grade K)
  - Screening Assessment for Gifted Elementary and Middle School Students (SAGES – 2) Second Edition
  - Wechsler Intelligence Scale for Children IV (WISC), 2004
  - Naglieri Non-Verbal Aptitude Test (NNAT), (Grades K-12)

and/or



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- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
  - Stanford 10 (Abbreviated), (Grades 2 and 6)
  - Wechsler Individual Achievement Test (WIAT II), (Grades K-1)
  - Woodcock Johnson III Test of Achievement (WI III)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify: Development Reading Assessment (DRA)  
Phonological Awareness Literacy Screening (PALS)

**2. Additional identification information for General Intellectual Aptitude**

Identification is the process of finding students who are eligible for the division's gifted service options. The identification process is continuous and ongoing. Also, in the spring of each year, a call for referrals is made throughout the school division and community.

Specific Academic Aptitude - English

**Specific Academic Aptitude – English**

2. Additional identification information for Specific Academic Aptitude - English Identification Procedures

- Assessment of appropriate student products, performance, or portfolio
- Record of observation of in-class behavior
- Appropriate rating scales, checklists, or questionnaires
- Individual interview
- Individual or group-administered, nationally norm-referenced aptitude test(s): OLSAT 7th Edition (G) (SAGES and WISC III, if needed) and/or
- Individual or group-administered, nationally norm-referenced achievement test(s): Stanford 10, SOL's
- Record of previous achievements (awards, honors, grades, etc.)
- Additional valid and reliable measures or procedures

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Specify: Benchmarks, SOL's, Kingore Observation Inventory (KOI),  
Phonological Awareness Literacy Screening (PALS)  
Developmental Reading Assessment (DRA)

Specific Academic Aptitude - History and Social Science

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

Identification Procedures

- Assessment of appropriate student products, performance, or portfolio
- Record of observation of in-class behavior
- Appropriate rating scales, checklists, or questionnaires
- Individual interview
- Individual or group-administered, nationally norm-referenced aptitude test(s): OLSAT 7th Edition (G) (SAGES and WISC III, if needed) and/or
- Individual or group-administered, nationally norm-referenced achievement test(s): Stanford 10, SOL's
- Record of previous achievements (awards, honors, grades, etc.)
- Additional valid and reliable measures or procedures

Specify: Benchmarks, SOL's, Kingore Observation Inventory (KOI)

Specific Academic Aptitude - Mathematics

**Specific Academic Aptitude - Mathematics**

Identification Procedures

- Assessment of appropriate student products, performance, or portfolio
- Record of observation of in-class behavior
- Appropriate rating scales, checklists, or questionnaires
- Individual interview

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- Individual or group-administered, nationally norm-referenced aptitude test(s): OLSAT 7th Edition (G) (SAGES and WISC III, if needed) and/or
- Individual or group-administered, nationally norm-referenced achievement test(s): Stanford 10; SOL's
- Record of previous achievements (awards, honors, grades, etc.)
- Additional valid and reliable measures or procedures

Specify: Benchmarks, SOL's, Kingore Observation Inventory (KOI)

Specific Academic Aptitude - Science

**Specific Academic Aptitude – Science**

- Assessment of appropriate student products, performance, or portfolio
- Record of observation of in-class behavior
- Appropriate rating scales, checklists, or questionnaires
- Individual interview
- Individual or group-administered, nationally norm-referenced aptitude test(s): OLSAT 7th Edition (G) (SAGES and WISC, if needed) and/or
- Individual or group-administered, nationally norm-referenced achievement test(s): Stanford 10, SOL's
- Record of previous achievements (awards, honors, grades, etc.)
- Additional valid and reliable measures or procedures

Specify: Benchmarks, SOL's, Kingore Observation Inventory (KOI)

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**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.

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

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

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- 1- Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 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

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

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

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General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Student product activity (Gr. 4-7)	Gifted staff or classroom teacher	Gifted staff	Identification committee chairperson
Gifted behaviors checklist *Scales for Rating the Behavioral Characteristics of Superior Students *Gifted Characteristics Checklist, Grades K-3	Current classroom teacher	Gifted staff	Identification committee chairperson
Otis-Lennon School Ability Test – Form 5 (OLSAT 8)	Classroom teacher or gifted teacher	Testing service or gifted staff	Identification committee chairperson
Cognitive Abilities Test, Form 7 (CogAT)	Classroom teacher or gifted teacher	Testing service or gifted staff	Identification committee chairperson
Naglieri Non-Verbal Aptitude Test (NNAT)	Gifted teacher	Gifted teacher	Identification committee chairperson
Wechsler Intelligence Scale for Children IV (WISC)	School psychologist	School psychologist	Identification committee chairperson
Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)	Gifted teacher	Gifted teacher	Identification committee chairperson
Wechsler Individual Achievement Test (WIAT)	School psychologist	School psychologist	Identification committee chairperson

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<u>Measure</u>	<u>Administered/ Completed by</u>	<u>Scored by</u>	<u>Provided to the committee by</u>
Phonological Awareness Literacy Screening (PALS), Grades K-5	Classroom teacher	Classroom teacher	Identification committee chairperson
Stanford 10 Achievement Test	Classroom teacher	Testing service	Identification committee chairperson
Development Reading Assessment (DRA), Grades K-8	Classroom teacher or reading specialist	Classroom teacher or reading specialist	Identification committee chairperson
Grades, honors	Teachers or guidance counselor	Gifted teacher	Identification committee chairperson
Woodcock- Johnson Test of Achievement III	School psychologist	School psychologist	Identification committee chairperson

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When a direct referral from parents, school staff, or other persons is received or a student meets screening criteria, the guidance counselor or gifted staff will send a Gifted Program Permission for Evaluation (Parent, Student, Community Member) form (page 6), Gifted Program Permission for Evaluation (Teacher Referral) form (page 7), or a Gifted Program Permission for Evaluation (Screening Grades K, 2, 6) form (page 8) within 5 working days. After permission forms have been returned, the gifted staff will administer individual assessments, the eligibility committee will meet, and placement will be determined within 90 working days.

The Identification Committee shall review all assessment data to determine eligibility using a matrix-based method with cut off score criteria. In most cases eligibility decisions will follow a review of test data, grades, product evaluations, and behavioral checklists. Franklin City Public Schools does not allow any one single criterion to deny or guarantee access to gifted programs.

Students in **grades K-1** who meet three or more of the established eligibility criteria on the Gifted Assessment Profile (pages 9A, 9B), which consists of 12 out of 19 checks on the Gifted Characteristics Checklist (page 10A, 10B), a reading level at least one grade level beyond current grade placement as assessed by classroom teacher or reading specialist using, but not limited to, PALS and DRA, and a composite score of 85 percentile on either the CogAT 7 or NNAT standardized aptitude tests, and students in **grades 2-3** who meet three or more of the established eligibility criteria on the Gifted Assessment Profile (pages 9A,9B), which consists of 12 out of 19 checks on the Gifted Characteristics Checklist (page 10A, 10B), an 85 percentile on a partial or total battery on a nationally normed achievement test, an 85 percentile composite score on a nationally

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normed aptitude test, and an A average for all academic subjects for 2 prior grading periods, qualify for the gifted program.

Students in **grades 4-12** obtaining 90 or more points on 4 of the 5 evaluation categories on the Franklin City Public Schools Gifted Assessment Profile (pages 11A, 11B, 11C, 11D), which includes academic performance, achievement tests, aptitude tests, product/portfolio (pages 12, 12A-C), and a behavioral characteristics rating scale (pages 13A-G) would qualify for gifted services.

The guidance counselor and/or gifted staff will initiate the eligibility process by starting a folder for each candidate and sending permission to gather assessment information to parents/guardians (pages 6, 7, 8). The gifted staff will collect data on the Gifted Assessment Profile (pages 9A-B, 11A-D) for review at the committee meeting to determine eligibility.

**General Intellectual Aptitude and Specific Academic Aptitude**

**Kindergarten - Grade 1**

1. Gifted Characteristics Checklist (page 10)
2. Development Reading Assessment (DRA), or Phonological Awareness Literacy Screening (PALS)
3. Cognitive Abilities Test (CogAT) (most recent scores) (85<sup>th</sup> percentile on composite score, age norms required)
4. Naglieri Non-verbal Aptitude Test (NNAT) (85<sup>th</sup> percentile on composite score)
5. Portfolio

**Grades 2 - 3**

1. Gifted Characteristics Checklist (page 10)
2. Grades - An A average for all academic subjects for two nine weeks grading periods
3. Standard 10 Achievement Test - Abbreviated (85<sup>th</sup> percentile on partial or total battery)
4. Otis Lennon School Ability Test - (OLSAT 8) (85<sup>th</sup> percentile on composite score, age norms required)

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5. Portfolio

**Grade 4 - 12**

1. Behavioral Characteristics Scale (pages 13A-G)
2. Grades - Overall grade average
3. Evaluation of student product(s) (pages 12, ~~12A-DC~~)
4. Stanford 10 Achievement Test (or most recent achievement scores)
6. Otis-Lennon School Ability Test (OLSAT 8) (or most recent aptitude scores)
7. Portfolio

For certain students, especially those in underserved groups such as low income, culturally diverse, handicapped learners, or limited English proficient (LEP) groups further assessment and/or an Alternate Pathway Case Study (pages 14A-I) may be utilized by the Identification Committee.

Additional assessment may be requested by the Identification Committee when test results do not support strong evidence of gifted performance as shown in several of the categories on the Gifted Assessment Profile (pages 9A-B, 11A-D) or when a student was not enrolled in the Franklin City Public Schools when grade level measurements were administered, and have no comparable measurements on file. In addition to the above data, any or all of the following may be considered:

**Kindergarten - Grade 12**

1. Otis-Lennon School Ability Test - Form 5 (OLSAT 8)
2. Naglieri Non-verbal Aptitude Test (NNAT)
3. Screening Assessment for Gifted Elementary and Middle School Students (SAGES - 2)
4. Stimulus Response lesson/student product



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5. Stanford Binet, (WISC-IV), or other testing by the school psychologist
6. Wide Range Achievement Test (WRAT)
7. Norris Educational Achievement Test (NEAT)
8. Wechsler Individual Achievement Test (WIAT)
9. Case Study (pages 14A-I) for low income, culturally diverse, handicapped learners, or limited English proficient (LEP) groups
10. Woodcock - Johnson Test of Achievement III (WJ III)
11. Portfolio

Upon completion of the eligibility process school administrator(s), Gifted Education Coach, and parents will be notified of the results within 10 working days (pages 16, 17, 18, 19, 20A-C). Students who qualify for placement will receive services as soon as signed parental permission forms (pages 16, 17, 19) are returned.

Any student who has been identified as gifted in another school division and then transfers into Franklin City Public Schools may be provisionally placed in the gifted program until such time as he/she can be reevaluated to determine his/her eligibility for Franklin City Public Schools program. Upon registration, school personnel will provide gifted referral forms (pages 15) to parents/guardians. Parental permission will be obtained with these conditions explained before a child is provisionally placed.

Upon completion of the eligibility process of a referred transfer student or a student identified as gifted in another division, school administrator(s), Gifted Education Coach, and parents will be notified of the results within 10 working days (pages 16, 17, 18, 19, 20A-C). Students who qualify for placement will receive services as soon as signed parental permission forms (pages 16, 17, 19) are returned.

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

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

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#### General Intellectual and Specific Academic Aptitude

The Identification Committee will determine the appropriate service option for each eligible student. Based on the review of all assessment data including test data, grades, product evaluations, and behavioral checklists, when applicable, as detailed in Part III, Section D-2, Eligibility, the committee will select one or more of the following educational service options for identified students:

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1. Type II Resource classes (K-8)

2. Provisional Placement in the Type II Resource Room (K-8)

"Provisional Placement" is a temporary placement option designed to spark creative ability as well as to encourage worthy academic performance. Students in grades K-8 enrolled in this option will attend classes in the gifted resource room. Time spent in the resource room will be based on the individual student's needs and productivity. Students in grades 9-12 will have all options available to them that are available to identified gifted students (i.e., Mentorship). The Identification Committee will review the placement and make a determination regarding continuing placement in no less than six weeks and no more than 1 year. Typically Provisional Placement will occur when a K-3 student is recommended by a teacher, with supporting evidence and a behavioral checklist (12 out of 19) (page 10B), and a student in grades 4-12 is within 3 points of the 90 points required on the identification matrix (pages 11A-B) or as the result of a recommendation by the Alternate Pathway Case Study (K-8) (pages 14A-I).

3. Regular classroom placement

Students who remain in the regular classroom will be provided the options for differentiated instruction in cluster grouped classrooms (grades K-12), dual enrollment (grades 9-12), honors courses (grades 9-12), Mentorship Program (grades 9-12), and Advanced Placement (grades 9-12).

Placement decisions must be based on consensus of the Identification Committee members after reviewing students' assessment data. Their opinions must be recorded in writing and signed by all present (pages 9B, 11C-D).

**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.

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General Intellectual Aptitude and Specific Academic Aptitude

The guidance counselor and/or gifted staff will initiate the eligibility process by requesting written permission to gather assessment information from

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parents/guardians within 5 days of receiving a referral (pages 4, 5A-C). The guidance counselor and/or gifted staff will collect data on the Gifted Assessment Profile (pages 9A, 11A) for review at the Identification Committee meeting. After a placement decision has been made, parents will be notified within 10 days. Parents must be advised that placement is appropriate for the given program level (K-12) and the student's individual needs. Written permission to place students in gifted services will be obtained from parents/guardians (pages 15, 16, 17, 19). No formal reevaluation will occur once a student is identified to receive gifted services. Student performance in the gifted program will be evaluated at the end of each year to determine appropriate service options for the following year based on individual student needs (pages 24A-B).

### **Appeals:**

Any parent or guardian not satisfied with any placement decision may request a conference with the Chairperson of the Gifted Identification Committee to review assessment data and receive an appeal form (page 21A). This conference must be scheduled and the appeal form filed with the Gifted Program Coach within 10 working days of receipt of notification of non-eligibility (9B, 11C-D) or change of status (pages 25A-D) forms.

The Appeals Committee will consist of the Gifted Program Coach, the school psychologist, and the Director of Teaching, Learning, and Accountability or designee. The Appeals Committee may accept data provided from sources outside the division. This will be determined on a case by case basis.

Within 10 working days after receiving the request for an appeal (page 21A), the parent will be notified of the date, time, and location of the Appeals Committee meeting. They will also be notified that they may attend. The results of the committee decision will be reported on the Appeals Committee's Decision form (page 21B) and mailed to parents/guardians within 10 working days after the meeting.

There is an appeal process for the Governor's Schools. The Appeals Committee will follow the procedures set by each Governor's School policy.

### **Exit:**

Gifted staff, after a minimum of one semester, may recommend removal of a child from the Gifted Program (pages 25A). Documentation, to include the Type II Progress Report (pages 22, 23A-B) and Gifted Program Year End Progress Report (24A-B), must be presented to the Identification Committee as justification to exit a student from the Gifted Program (pages 25A-B).

A parent may exit their child from the gifted program, acknowledging their child will no longer be considered an identified gifted student. They must complete the Parental Request for Student's Exit from Gifted Program form (page 26) and submit their request to the Chairperson of the Identification Committee.

The gifted instructional staff may recommend that an identified gifted student exit the gifted program when one or more of the following occurs:

- lack of interest and task commitment for an extended period of time

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- inability of student to perform commensurate with ability expectation
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**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.

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General Intellectual Aptitude and Specific Academic Aptitude

After the Identification Committee determines appropriate placement of a student, written notification will be sent to parents or legal guardians (pages 16, 17, 18A-B, 19, 20A-C, 24B, 25B, 25D). Options include—moving from one service option to another in the program, continued services in the same option of the program, provisional placement, differentiated instruction within the regular classroom, or exit from the program. Parents will be notified of any change in placement in writing within 10 working days of the committee’s decision. Parents are offered a conference with the resource teacher. Any parent not satisfied with any placement decision may request a conference with the Gifted Program Coach or request an appeal (page 21A) within 10 working days of receipt of notification in change of status.

In addition to regular classroom report cards, the gifted instructional staff will provide gifted resource program performance reports (pages 22, 23A-B, 24A-B). Instructional staff will set up conferences with parents/guardians to review student performance as needed. If the student performance does not improve, the Identification Committee will meet to review collected data, and the committee will determine the appropriate placement, including exit. There will be no formal re-evaluation of students to remain eligible for services through the gifted program.

The gifted instructional staff may recommend that an identified gifted student exit the gifted program when one or more of the following occurs:

- lack of interest and task commitment for an extended period of time
- inability of student to perform commensurate with age peers in resource rooms

**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.

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**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.

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General Intellectual and Specific Academic Aptitude

Levels/Grades	General Intellectual Aptitude (GIA) Specific Academic Aptitude(SAA)
Elementary Grades K-5	<ul style="list-style-type: none"> <li>• Cluster grouping</li> <li>• Acceleration in content area</li> <li>• Acceleration in grade level</li> <li>• In-class differentiation by regular classroom teacher</li> <li>• Resource teacher pull-out program</li> <li>• Summer services</li> <li>• Summer Regional Governor’s School</li> </ul>
Middle School Grades 6-8	<ul style="list-style-type: none"> <li>• Cluster grouping</li> <li>• Acceleration in content area</li> <li>• Acceleration in grade level</li> <li>• In-class differentiation by regular classroom teacher</li> <li>• Resource teacher pull-out program</li> <li>• Summer services</li> <li>• Summer Regional Governor’s School</li> <li>• Guidance services addressing special needs of the gifted                             <ul style="list-style-type: none"> <li>○ College/career counseling</li> <li>○ Small group sessions</li> </ul> </li> </ul>
High School Grades 9-12	<ul style="list-style-type: none"> <li>• Acceleration in content area</li> <li>• Acceleration in grade level</li> <li>• Academic, year-long Governor’s School</li> <li>• Advanced/Honors Courses</li> <li>• Advanced Placement courses</li> <li>• Dual Enrollment</li> <li>• Guidance services addressing special needs of the gifted                             <ul style="list-style-type: none"> <li>○ College/career counseling</li> <li>○ Small group sessions</li> </ul> </li> </ul>

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- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• In-class differentiation by regular classroom teacher</li><li>• Mentorship program</li><li>• Summer Residential Governor’s Schools</li></ul> |
|--|--|

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Gifted students also receive differentiated instruction in their regular education classroom as evidenced in Franklin City Public Schools lesson plan template.

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

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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.

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**General Intellectual and Specific Academic Aptitude**

Franklin City Public Schools provides opportunities for students to interact with their age-level peers during the school day and week in both the Type II Resource pull-out program and the regular cluster-grouped classroom in grades K-8. Students in grades 9-12 participate in the Mentorship Program, Honors, Dual Enrollment, Advanced Placement courses, Appomattox Regional Governor’s School, and the Governor’s School for the Arts in Norfolk.

Identified gifted students participate in a combination of these options best suited to their individual needs and productivity. Gifted students in the regular classroom will receive differentiated learning opportunities including: acceleration through advanced pacing and grouping, learning style preferences, curriculum compacting, and differentiated content, process and/or product.

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

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

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

Gifted students in grades 1-8 are cluster grouped for reading and math to provide students increased opportunities to engage in differentiated instruction to provide for their intellectual aptitude. They also have opportunities for acceleration and

## Franklin City Public Schools

enrichment beyond their grade-level or course-level peers through instructional content and strategies in the classroom. Throughout the year students may attend the Saturday William and Mary Enrichment Program, and during the summer may attend the Tidewater Regional Governor's School, or a variety of enrichment programs offered across the state.

Accelerated classes, dual enrollment, and advanced placement are offered in grades 8<sup>th</sup> - 12<sup>th</sup> grade. Students are given opportunities to explore cultured and enriching experiences through Governor's School programs and co-curricular academic programs, such as Academic Challenge and Future Problem Solving.

Identified gifted students grades K-8 attend gifted Type II resource class for 1-5 hours per week in the resource room. These classes are conducted by the resource teacher and focus on critical and creative skills development including, but not limited to, the following: 1) higher levels of Bloom's Taxonomy (application, analysis, synthesis, evaluation); 2) creativity skills: fluency, flexibility, elaboration, originality; 3) specific process skills: hypothesizing, observing, drawing conclusions and 4) research skills: problem finding, solution building. Students within the resource room participate in programs such as Hands-On Equations, Future Problem Solving, Math Olympiad, and Children's Engineering.

Program options in grades 8-12 include the following:

1. **Advanced/Honors Courses** - All qualifying secondary students may enroll in advanced courses in English, Physics, Advanced Math,
2. **Advanced Placement** - All secondary students may participate in Advanced Placement courses offered through Virtual Virginia in Arabic, Art History, Biology, Chinese Language, Chinese Language and Culture, Chemistry, Computer Science A, Creative Writing, English Language and Composition, Earth Science, Economics, English Literature and Composition, Environmental Science, European History, French language, Government and Politics: Comparative, Government and Politics: US, Human Geography, Macroeconomics, Microeconomics, Physics I, Psychology, Spanish Language, Statistics, Survey of World Language and Culture, World History, World Mythology, Calculus AB, Calculus BC, U.S. History, and Latin.
3. **Dual Enrollment** - Qualifying eleventh and twelfth grade students may register for dual enrollment to receive college credit for college level courses taken in high school.
4. **Mentorships** - The program is open to all Franklin High School students who meet the qualifications for Franklin City Public Schools' gifted program. Priority will be given to rising eleventh and twelfth grade students, but all students who qualify may apply.

Students who wish to seriously pursue an interest in a professional field will be considered. Admission is competitive and will be based on previous course work, grade point average, teacher recommendations, and related activities and

Local Plan for the Education of the Gifted



honors. Students will spend a minimum of five hours per week for a minimum of six weeks in the Mentorship Program with volunteer professionals in the area. Mentorship sites will be sought which meet the preferences of student applicants. Participation is optional.

The mentorship provides a student with the opportunity to work under the guidance of the professional and obtain hands-on experience in a field of career interest to them. The mentorship may involve laboratory work, library research, report writing, computer programming, and/or simply observing the mentor at work. All of the work is focused toward a final product, which the student will present in the spring.

Each mentorship experience is unique and each student is at a different level of enthusiasm and maturity. The most important objectives of the Mentorship Program are: to advance the student's interest in a professional career, to increase the student's knowledge and skills, to enhance their self-esteem and self-confidence, to encourage them to develop work ethics and standards, to observe a professional role model, and to increase personal growth and maturity (Mentorship Handbook) (page 27A-N).

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

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

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

Students engage in independent learning through differentiated activities in the regular classroom, research components in the pull-out program, individual investigations based on student interests, including Community Problem Solving, and instructional strategies and/or programs that foster creative and critical real world problem solving, which may include 21<sup>st</sup> Century Skills, problem-based learning, project-based learning, independent research projects, curriculum compacting, learning centers, pull-out groups, product choice menus, independent contracts, and tiered lessons. Programs and strategies are chosen based on students' needs which allow classroom teachers and gifted resource teachers to tailor curriculum and differentiate by product, interest, and/or rigor.

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#### **F.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.

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

Grades K-12: Instructional strategies that are used by Franklin City Public Schools to foster intellectual and academic growth including the following: compacting, tiered assignments, flexible grouping, differentiated instruction, debates, competitions, experimentation, real world audiences, inquiry learning, student directed instruction, role playing, and open-ended assignments.

#### **G.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.

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

Within the gifted resource program, as well as the regular classroom, students are evaluated using a variety of assessment strategies according to the particular program(s) in which the students are involved. Assessment strategies include:

- anecdotal records
- teacher observation
- authentic assessment
- assignment/activity or project specific rubrics
- independent study rubric
- feedback forms from partner schools through the Artifact Box Exchange Network
- peer evaluation of Future Problem Solving (FPS) practice problems based on state evaluators (rubrics/rating scales)
- competitive scoring/evaluations by state evaluators (FPS) (four times a year)
- competitive scoring/evaluations by state evaluators in Community Problem Program (CmPS) (one time a year)
- mentor evaluations

Franklin City Public Schools

- teacher made tests
- student journals
- pre and posttests (teacher made and published assessments)
- real world audience
- benchmark tests
- common assessments

Assessment of student outcomes is continuously monitored by both the classroom and gifted resource teachers. The gifted resource teachers in grades K-8 evaluate student progress formally at the end of each semester (page 22, 23A-B). The progress report includes any feedback from competitive programs (such as Future Problem Solving) in which the student currently participates.

Information collected from the student evaluation process is used to assure that students' needs are being met. Changes in a student's program options may occur as a result of the evaluation process (page 24A-B). Every effort is made by all staff involved with gifted students to ensure that the student is benefiting from a number of program options which emphasize complexity, academic rigor, and real world problem solving.

**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.

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

Students are provided the opportunity for a differentiated curriculum and instruction in the regular classroom by the classroom teachers and gifted resource teachers. Instructional strategies that are used in regular classrooms to accommodate the accelerated learning aptitudes of identified students in their areas of strength include, but are not limited to the following: tiered assignments, flexible grouping, differentiated instruction, debates, competitions, experimentation, inquiry learning, student directed instruction, and open-ended assignments.

Differentiated instruction is characterized by the introduction of advanced content, open-ended tasks, variation in pacing, and complexity of thought. Cluster grouping is utilized to provide for flexible instructional groups to accommodate different instructional needs within the classroom.

The two charts below indicate K-12 advanced and accelerated differentiated curriculum offered to gifted learners in the Type II Resource Room.

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K-5 Advanced and Accelerated Differentiated Curriculum for GIA and SAA

Skill Focus Areas	
Grades	
<b>K</b>	<a href="#">-Thematic Unit of Study</a> <a href="#">-Thinking Skills</a> <a href="#">-Analytical</a> <a href="#">-Deductive</a> <a href="#">-Affective Skills</a>
<b>1<sup>st</sup></b>	<a href="#">-Thematic Unit of Study</a> <a href="#">-Thinking Skills</a> <a href="#">-Analytical</a> <a href="#">-Deductive</a> <a href="#">-Affective Skills</a>
<b>2<sup>nd</sup></b>	-Thematic Unit of Study -Thinking Skills -Analytical -Logical Thinking -Affective Skills
<b>3<sup>rd</sup></b>	-Pre-Algebraic Mathematical Thinking -Thematic Unit 1 -Thinking Skills -Affective Skills
<b>4<sup>th</sup></b>	-Hands-On Equations -Future Problem Solving -Thinking Skills -Affective Skills
<b>5<sup>th</sup></b>	-Hands-On Equations -Future Problem Solving -Design Engineering -Thinking Skills -Affective Skills

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6-12 Advanced and Accelerated Differentiated Curriculum for GIA

<b>Skill Focus Areas</b>	
<b>Grades</b>	
<b>6<sup>th</sup></b>	Mathematical Reasoning Analytical Thinking Activities Future Problem Solving Interest Units/Research Affective Development Activities
<b>7<sup>th</sup></b>	Mathematical Reasoning Analytical Thinking Activities Future Problem Solving Interest Units/Research Affective Development Activities
<b>8<sup>th</sup></b>	Mathematical Reasoning Analytical Thinking Activities Future Problem Solving Interest Units/Research Affective Development Activities
<b>9<sup>th</sup>-12<sup>th</sup></b>	Mentorship Honors Courses STEM (Science, Technology, Engineering, Mathematics) opportunities Advanced Placement Courses Dual Enrollment Governor's Schools

**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.

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

K-12 gifted students have access to programs and advanced courses by working with teachers, guidance counselors, and providing their own input, when appropriate, to choose applicable courses and pacing. In addition, the following provides for the learning needs of gifted students:

- FCPS provides educational opportunities appropriate to each student's exceptional abilities and recognizes its responsibility to provide each student with the opportunity to realize his/her potential. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities.
- FCPS actively promotes and develops an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential.
- FCPS establishes a local advisory committee for the gifted education program. Annually, this committee reviews the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the division.

Grades K-8: Identified gifted students attend gifted resource class for 1-5 hours per week in the resource room.

Grade 9 - 12: Students are offered accelerated classes within the core subject areas. These classes cover all the objectives of the regular class at an accelerated pace, offering students a more challenging, diverse and concentrated study. Students who enroll in advanced courses should be self-directed learners who are willing to commit to rigorous course requirements. Advanced courses prepare students to participate in the Advanced Placement courses. The Advanced Placement Program offers students an opportunity to study college-level material in high school and to take an examination to qualify for advanced placement or credit in college. In conjunction with local community colleges and universities, Franklin High School offers students the opportunity to enroll in, and receive credit for high school and college credit in a



Franklin City Public Schools

variety of core content subjects and various electives simultaneously. Dual Enrollment provides an excellent opportunity for students to get a head start on college.

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

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

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

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Gifted resource teachers must obtain a state endorsement in gifted education and attend yearly gifted education seminars, and/or conferences, and regional monthly gifted meetings. They will meet with regular classroom teachers to collaborate and share teaching strategies that are effective with gifted students, addressing both academics and social/emotional needs of the students.

The gifted resource teachers provide staff development to the faculty of each school on gifted characteristics and on the identification process, with emphasis on the underserved populations, for gifted education.

FCPS establishes a local advisory committee for the gifted education program. Annually, this committee reviews the gifted education program, including any revisions to the program. The committee determines the extent to which the program for the previous year was implemented by the division and sends comments and recommendations to the Superintendent and the School Board.

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**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.

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The FCPS Gifted Advisory Council shall submit an annual report to the School Board on the effectiveness of the school division's gifted education program, including any revisions to the program based on the review of screening, referrals, identification, student outcomes, academic growth, and program procedures. The Council shall also determine the extent to which the program for the previous year was implemented by the school division. The comments and recommendations of the Council shall be provided in writing to the division superintendent and the School Board.

**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.

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**1. Composition of Local Advisory Committee**

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Categories	Number Represented
Parent/Guardian (1 for each school and 1 for Appomattox Regional Governors School)	4
Administrators (Director of Teaching, Learning, and Accountability, Supervisor of Special Education, School Board Member, and building Administrators)	6
Teachers (Gifted Teachers)	1
Community (individual who is not a parent/guardian of an identified student)	1
Identified Gifted Students (optional)	3

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

The Gifted Advisory Council is the Local Advisory Committee and shall be composed of parents gifted students, school personnel, gifted students, and community members. Selection of Council members is a function of the Council’s membership committee, which shall adhere where feasible to the membership categories stated above and shall strive to ensure the Council reflects the ethnic and demographic composition of the FCPS system. Council members shall serve a one year term (subject to annual reappointment) and can serve more than one term. The Council will meet a minimum of three times per school year.

**3. Role of the Local Advisory Committee**

The Council shall review annually the FCPS Gifted Education Plan, including revisions, and determine the extent to which the Gifted Education Plan is being implemented. FCPS officials shall provide research and other assistance to the Council on request. The findings of such annual Gifted Education Plan review and recommendations for revisions thereto, or changes in the future implementation thereof, shall be submitted annually by the Council in writing to the FCPS division superintendent and School Board. The Council shall serve as an additional contact for corporate and community support of the FCPS gifted education programs.

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

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

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

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

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Division Superintendent’s Signature          Printed Name          Date