

# Fredericksburg City Public Schools

## Local Plan for the Education of the Gifted

2022 – 2027



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### Local Plan for the Education of the Gifted

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

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

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

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

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

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### **General Information regarding the Gifted Program in Fredericksburg 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
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	3 - 12

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

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

Fredericksburg City Public Schools (FCPS) recognizes that students deserve educational opportunities consistent with their individual needs and abilities. FCPS is committed to the use of multiple criteria for identifying gifted students from all cultural and socio-economic backgrounds. It is our responsibility to discover, nurture, and develop the potential of each student. FCPS also considers the complex social and emotional needs of gifted students. Accordingly, the district provides a differentiated instructional program that considers individual learning styles and unique capabilities.

#### **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.

#### **General Intellectual Aptitude (GIA)**

Gifted students consist of K – 12 students who exhibit a high level of performance as well as students who demonstrate the potential for a high level of performance that exceeds their same age/grade level peers. Students are identified as gifted in the area of GIA by demonstrating outstanding verbal and nonverbal reasoning skill in various settings that can include the classroom, home environment, on non-referenced assessments, and class assignments. High levels of creativity and academic skills are also considered as additional evidence of a student's aptitude to reason and learn.

FCPS students may be identified for giftedness in General Intellectual Aptitude (GIA), Visual and/or Performing Arts Aptitude (VPA) – Visual Arts by the school's Gifted Identification Placement Team. The student must demonstrate giftedness in at least 3 of the 4 areas in Tier 1 to move to Tier 2, or 5 of the 7 areas of both Tier 1 and Tier 2 to be eligible for full placement. When both Tiers of the evaluation are complete, and the following components are evaluated and scored: cognitive assessment, achievement assessment, parent/guardian survey, teacher survey, creativity assessment, portfolio and/or grades, and an interview; the team, which consists of the school's gifted identification coordinator, gifted resource teacher, school administrator/designee, classroom teacher, school

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counselor, and school psychologist will review the student's information and make an identification recommendation.

### **Visual and Performing Arts (VPA)**

A gifted identification in the area of visual and/or performing arts indicates students who demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity and/or advanced acquisition and mastery of techniques, perspectives, concepts and principles beyond their same age/grade level peers in visual or performing arts.

FCPS students must demonstrate giftedness in at least 4 of 5 areas to be eligible for full placement. The following components are evaluated and scored: parent/guardian survey, teacher survey, an interview, portfolio, and a creativity test. For performing arts, the additional assessments are an audition and a nationally normed assessment of music ability.

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

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

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

Goal: To provide a systematic identification process based upon research-based best practices that align with the delivery of services in the areas of giftedness.

Objective 1: Provide staff development for teachers and administrators in the referral and identification process for K – 12 students.

Objective 2: Collect and analyze data as it relates to the current identification practices to evaluate the effectiveness of the screening process for K – 12 students.

Objective 3: Increase school and community awareness of the gifted process and program offerings for K – 12 students to facilitate an increased number of referrals of underrepresented students, including: Black, Hispanic, English Language Learners (ELL), economically disadvantaged, and students with disabilities across the division.

Objective 4: Research and review the current GIA and VPA process (responsibilities and timelines) to determine if modifications need to be implemented to coincide with best practices.

Objective 5: Stay up to date on research-based best practices related to the identification process for all students for giftedness.

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

Goal: Provide a continuum of services in grades K – 12, which address the needs of students identified as gifted.

Objective 1: Provide equitable access to advanced academic and enrichment opportunities and materials by ensuring that all gifted resource teachers have appropriate resources and training.

Objective 2: Enhance secondary gifted support services in 9 – 12 through seminar opportunities, workshops, and consultative services.

Objective 3: Incorporate a process by which the gifted students' progress within their gifted services can be measured and documented.

Objective 4: Analyze current practices to determine level of effectiveness for the identification of a talent pool and servicing for the K -12 population in GIA.

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### **C. Curriculum and Instruction:**

Goal: Provide differentiated curriculum and instructional opportunities which reflect the unique needs of identified students in GIA or VPA.

Objective 1: Investigate ways to support content and practices that engage all learners when developing and delivering rigorous and enriching lessons for gifted classes.

Objective 2: Building level administrators will monitor differentiation.

Objective 3: Develop and implement a common and rigorous grade level gifted resource curriculum for K – 8.

Objective 4: Ensure opportunities for collaboration between classroom and gifted resource teachers to support instruction for identified gifted students.

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

Goal: Provide professional development to school staff (teachers, school counselors, paraprofessionals, school administrators, coaches, resource staff, psychologists) on research-based best practices for the identification and education of diverse gifted students K – 12.

Objective 1: Improve the giftedness training for administrators, counselors, psychologists, all teachers, and gifted resource teachers on the screening and identification process to include characteristics of underrepresented students, and the development of a talent K – 1 talent pool.

Objective 2: Increase opportunities for professional development on instructional models and strategies for best teaching practices for gifted students in GIA or VPA.

Objective 3: Provide training on interpreting and using assessment scores that measures student's growth to help teachers develop instructional plans for gifted students.

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

Goal: FCPS will increase equitable representation of K – 12 students including: Black, Hispanic, English Language Learners (ELL), economically disadvantaged, and students with disabilities so the number of students referred for gifted identification and the number of students receiving services more closely align with district demographics.

Objective 1: Research gifted identification screening tools designed to recognize strengths in students from various backgrounds including Black, Hispanic, English Language Learners (ELL), economically disadvantaged, and students with disabilities.

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Objective 2: Refine targeted K – 1 instruction in the form of research-based talent development/response lessons to extend critical thinking and academic growth with a focus on underserved populations.

Objective 3: Increase collaboration between gifted resource teachers and other specialized staff when screening students and developing lessons.

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

Goal: Promote awareness for the gifted education process and programs as well as the needs of gifted students among parent/guardians, school staff and community.

Objective 1: Utilize a variety of communication platforms and media to provide equitable and universal community access to program information and opportunities.

Objective 2: Explore ways to ensure parent/guardian awareness of the gifted identification process as well as understanding of the pathways of academic progression for advanced FCPS students in K – 12.

Objective 3: Disseminate the informational packet for parent/guardians whose child has been referred and is in the gifted identification process. The packet will include, but not limited to, letter, timelines, eligibility criteria, summary of data, the appeal process, and contact names for each school.

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

#### **FCPS Gifted Identification Screening Process**

The FCPS identification process occurs 3 times throughout the school year. FCPS screens 1 – 2 students three times throughout the school year with a nationally normed achievement assessment (MAP test). Third - eighth students who are referred are also given a nationally normed achievement assessment (MAP test). The identification of K – 12 gifted students is a continuous process. School counselors, classroom teachers (K – 12), gifted resource teachers, content specialist, school administrator or designee, review for evidence of giftedness throughout the school year. No identification is conducted during the summer months.

#### **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.

#### **Pre-Screening Procedures for General Intellectual Aptitude**

**Pre-Screening Checklists of Gifted Characteristics** – Checklist of characteristics of gifted learners are provided to teachers at the beginning of the school year. Special emphasis is placed on the recognition of gifted characteristics of underserved populations. Information about gifted characteristics and gifted among underserved populations is presented to classroom teachers and school staff throughout the school year.

Students in K – 1 will be provided enrichment lessons by the gifted resource teacher. This procedure provides services to all students in K – 1 in addition to identifying students who may qualify for services and thus would be referred for eligibility in a pull-out program in their second-grade year.

**Inquiries** – The school's gifted identification coordinator accepts inquiries about gifted services from a parent/guardian, or teacher/staff member. General inquiries may also come from a community member, peer, or student in K – 12. Inquiries are formal or informal discussions between a teacher or staff member and a parent concerning the possibility of moving a child into the referral process.

**Nationally Norm-Referenced Tests** – The school's gifted identification coordinator, gifted resource teacher, school administrator, classroom teacher and school psychologist review the student's ability and/or achievement test scores as they become available. Scores from the MAP test are reviewed as part of the screening process. Students in K - 1 and those in other grades who do not have recent ability or achievement test data are given a nationally normed ability and or achievement test after a formal referral request has been made.

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### **Screening Procedures for Visual and/or Performing Arts**

Music and Art teachers 3 – 12 as well as general education teachers and resource teachers regularly review student performance and individual interests/talents of students and refer for an evaluation of giftedness as appropriate.

Discussions and information related to traits of students who could be gifted in visual or performing arts are shared with teachers and administrators during meetings at the beginning of the year as well as throughout the school year during additional meetings. Depending upon the specific need of a student, accommodations are made related to screening for possible giftedness.

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### A. **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**

The school psychologist, gifted coordinator, school administrator, gifted resource teacher, school counselor, and the director of curriculum and instruction, are available for information concerning the characteristics of giftedness and the referral process. Information about gifted education and the referral process is provided from the school throughout the school year.

#### **Referral procedures for GIA**

Referrals forms are located in the counseling office of each school. Referrals will be accepted from professional educators, parent/guardians, community member, peer, or a student. The completed referral form is submitted to the counseling department at the school the student attends. Referrals for General Intellectual Aptitude eligibility are accepted throughout the year for students starting in the fall of the 2<sup>nd</sup> grade year in accordance with building level timelines.

Checklists of traits of gifted learners are provided for the teachers at the beginning of the school year. Special emphasis is placed on the recognition of gifted characteristics of underserved populations. Information about underserved populations is presented at many opportunities.

Students in kindergarten and first grade will be provided enrichment lessons by the gifted resource teacher. This procedure provides services to all students in K and 1 in addition to identifying students who may qualify for services and thus would be referred for eligibility in a pull-out program in their second-grade year.

**Re-referrals** will be accepted any time after the student has started the third quarter following the previous referral. For example, if a student is referred during the first quarter, a re-referral will be accepted in the fourth quarter, and if a child is referred in the second quarter, a rereferral will be accepted the first quarter of the next school year. If a rereferral is received for the same gifted area, the areas which did not indicate giftedness will be reassessed. If any component is over a year old, it will be readministered to determine the student's current status.

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### Referral procedures Visual and Performing Arts

Referral forms are available to all and can be obtained from the 3 – 12 schools' counseling office. The counseling office also collects the completed referral forms. Referrals for the Visual/Performing Arts (VPA) gifted eligibility are accepted twice a year for students in grades 3 - 12 following the school's schedule.

Re-referrals will be accepted. If a re-referral is received for the same gifted area, the areas which did not indicate giftedness will be re-assessed. If any component is over a year old, it will be readministered to determine the student's current status.

### Product Assessment

The 3 - 11 classroom teachers and/or art and music teachers make formal and informal assessments as needed throughout the year to develop a pool for the Visual/Performing Arts screening. The classroom and/or visual arts teachers begin portfolios, as needed for students who exhibit talent in the area of art. The music teachers may conduct focus lesson/talent searches, as needed, throughout the course of the school year.

**Transfer Students' Records Reviewed** – Students who transfer into the division with an identification of giftedness from a previous school division (either in Virginia or from out of state), will be treated as a new referral in accordance with established timelines. The parent and/or teacher must initiate the referral upon the student registering to school.

FCPS reserves the right to test all students referred for gifted services. Transfer students who provide assessment data that align with the FCPS plan, may have those results considered in determining eligibility for placement if the assessment was administered within one year of referral. Participation in another locality's gifted program does not guarantee eligibility and/or placement in the FCPS Gifted Program. FCPS reserves the right to test all students referred for gifted services.

FCPS identification criteria may include:

- Professional Rating Survey of Gifted Characteristics
- Parent/Guardian Survey
- Classroom Grades
- Standardized Test Scores
- Student Products

### Individual Referral Procedures for K – 12

The school's gifted identification coordinator sends the following to the parent/guardian: the academic referral form (permission form), parent/guardian survey and the referral notification letter. The academic referral form and the parent survey must be returned to school in accordance with the timeline provide in the letter.

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The school's gifted identification coordinator indicates on the academic referral form the date the parent/guardian returns the signed permission form. The parent/guardian survey and the academic referral form must be completed and returned to the gifted identification coordinator in accordance with the timeline provide in the letter.

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### 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.

#### **General Intellectual Aptitude**

Eligibility determination for General Intellectual Aptitude occur within 90 school days from the receipt of parent/guardian permission to assess and the notification to the parent/guardian of the decision. Following the eligibility determination, student placement of the General Intellectual Services occurs at the beginning of the following nine-week period/semester if possible (depending upon schedule).

- 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: nationally normed test

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Students with documented disabilities who have an IEP or 504 plan will be evaluated with their accommodations. During the eligibility process, specialists supporting the student will be consulted.

Sample of an Eligibility Profile form: Appendix A

### 2. Additional identification information for VPA - Visual Arts

Eligibility determination for General Intellectual Aptitude occur within 90 school days from the receipt of parent/guardian permission to assess and the notification to the parent/guardian of the decision. Following the eligibility determination, student placement of the General Intellectual Services occurs at the beginning of the following nine-week period/semester if possible (depending upon schedule).

- 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:

- 1. Nationally normed assessment of music aptitude audition for Performing Arts
- 2. Audition for Performing Arts
- 3. Nationally normed creativity test for Visual Arts
- 4. Portfolio for Visual Arts

Students with documented disabilities who have an IEP or 504 plan will be evaluated with their accommodations. During the eligibility process, specialists supporting the student will be consulted.

Sample of an Eligibility profile form: Appendix A

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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.

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

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

Click here to select area of giftedness.

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
  
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: For VPA only: music and/or art teachers and/or one other person deemed appropriate by the building level administrator

- 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.

#### General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Nationally norm-referenced test scores	Licensed FCPS Professional	Scored by Psychologist/Reviewed by Identification Team	Licensed FCPS Professional
Parent/Guardian Survey	Parent/Guardian	Identification Team	Parent/Guardian
Grades	Classroom Teacher(s)	Identification Team	Classroom Teacher(s)
Student products/portfolio	Classroom Teacher(s) Gifted Resource Teacher	Identification Team	Classroom Teacher(s) Gifted Resource Teacher

At the Identification/Placement meeting, each stakeholder reports the appropriate data, which is then recorded. Notations are made for students who are identified as underserved: Black, Hispanic, English Language Learners (ELL), economically disadvantaged, and students with disabilities (with parent/guardian permission). Appropriate accommodations, including consideration for a provisional placement are made for these students. The team reviews each item and determines if the data shows evidence supporting identification. The team may request additional information if needed.

Students who demonstrate giftedness in achievement and cognitive testing will be found eligible for gifted services without further assessment. Students who demonstrate giftedness in 3 of 4 components of Tier 1 will be administered the Tier 2 assessments.

Students who progress to Tier 2, would require a total of 5 areas of endorsement to support gifted identification (5 of 7). Underserved students who may qualify, if deemed necessary by the committee, for a provisional placement if 4 areas of evidence support the gifted identification (4 of 7) for up to one year period. The team may also request that a student be monitored to review updated criterion for a period not to exceed one year.

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	<b>Tier 1</b>	<b>Tier 2</b>
a.	Achievement Test(standardized)	Creativity Test
b.	Cognitive Abilities Test (standardized)	Portfolio and/or grades
c.	Parent/guardian survey	Interview
d.	Teacher survey	-----

The eligibility process is completed within 90 school days from the receipt of the parent/guardian permission to assess. Parent/guardians of students who did not qualify for gifted services are notified by letter; the letter contains contact information for questions and information on how to initiate the appeals process if desired. Guidelines are also provided for re-referring their child if appropriate.

For students for whom the team determines services are needed, a parent/guardian permission form is included with the notification which must be signed and returned to the school before placement can occur. Students may be identified for more than one gifted service General Intellectual Aptitude (GIA), or Visual/Performing Arts (VPA). When the student reaches 6<sup>th</sup> grade, if dually identified, students may have the option of participating in one or both the General Intellectual and the Visual Performing Arts programs as their individual schedule and the school's master schedule permits.

The counseling department at the school notifies the student's classroom teachers, the gifted resource teacher, the school administration and any other appropriate instructional personnel of the student's eligibility and placement once parent/guardian permission is received. **NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility.**

Sample of an Eligibility Profile form GIA: Appendix A

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### Visual and Performing Arts

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Teacher Recommendation	Teacher	Identification Team	Teacher
Creativity Assessment	Licensed FCPS Professional	Scored by Psychologist/Reviewed by Identification Team	Licensed FCPS Professional
Parent/Guardian Survey	Parent/Guardian	Identification Team	Parent/Guardian
Grades	Classroom Teacher(s)	Identification Team	Classroom Teacher(s)
Student products/portfolio or Audition	Student	Identification Team	Student

Upon receipt of the parent permission the evaluation process begins. Each school establishes and maintains an identification/placement team that meets twice a year to determine the eligibility of each student referred by reviewing the completed components.

Four of five areas of evidence supporting identification are required for placement in the gifted education Visual/Performing Arts Program. The team may also request that the student be monitored for a period of up to one year for possible growth.

If the student is underserved, the scholar requires 3 of 5 areas to be identified. The team may also determine the need for a provisional placement for one year. To be eligible for the provisional placement the underserved scholar needs 3 of 5 areas of evidence supporting identification.

The eligibility and notification process are complete within 90 days from receipt of the parent/guardian permission to assess. Parent/guardians of students who did not demonstrate giftedness receive a letter; the letter contains contact information for questions or initiating the appeals process if desired. Guidelines are also provided for re-referring the student.

Parents of students who are found eligible for gifted services will receive a parent/guardian permission form and notification of the eligibility which must be signed and returned to the school before placement can occur.

Students may be identified for more than one gifted service General Intellectual Aptitude (GIA), or Visual/Performing Arts (VPA). When the student reaches 6<sup>th</sup> grade, if dually identified, student may have the option of participating in one or

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both the General Intellectual and the Visual/Performing Arts programs as their individual schedule and the school's master schedule permits.

The counseling department at the school notifies the student's classroom teachers, the gifted resource teacher, the school administration and any other appropriate instructional personnel of the student's eligibility and placement once parent/guardian permission is received. **NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility.**

Sample of an Eligibility Profile form VPA: Appendix A

### 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 and Visual/Performing Arts**

Upon identification, school identification/placement teams will determine which of the service options match the learning needs of the eligible students. Service options are determined by the type (GIA or VPA) of identification made.

FCPS is committed to identify and serve gifted students of all backgrounds. A comprehensive review of all the student's data is used in determining identification.

The identification/placement Team makes one of the following decisions:

1. The student meets the eligibility criteria for full placement and is in need of gifted services. In addition, classroom teachers will differentiate instruction based on the student's gifted needs.
2. The student does not meet eligibility criteria for gifted services at this time.
3. The student does not meet eligibility criteria for gifted services, but significant areas of strength are noted. The team decides to monitor the student for a period up to one year.
4. The student meets the eligibility criteria for provisional identification. The team will reconvene within one year to determine continued placement.
5. The student does not meet the criteria for gifted services, but definite strengths are observed. The gifted resource teacher, as appropriate, consults with the general classroom teacher to discuss those strengths and how to differentiate for them in the general education classroom.

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### **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.

### **Notification Process for General Intellectual Aptitude & Visual and/or Performing Arts**

FCPS uses the following notification procedures during the gifted identification/placement process.

- A letter is sent from the school within 30 days to the parent/guardian after eligibility has been determined.
- Permission to place the student in the gifted program is included in the notice of eligibility.
- Permission forms must be signed prior to the placement of the student in the gifted program.
- Parent/guardians of students who did not demonstrate giftedness also receive a letter which includes information on the re-referral and the appeals process.
- Participation in more than one service component of the gifted program is determined by individual schools.

### **School Level Review Process**

The school level review is an opportunity for the parent/guardian to review information in the student portfolio that was evaluated by the identification/placement team.

- All school level review should be documented and handled through the student's school.
- Within ten (10) instructional days of receiving the identification/placement team summary, a parent/guardian may request a school level review. The written request should be sent to the school's administrator.
- Within five (5) instructional days of receiving the parent request, the school administrator will respond in writing with a date and time for the school level review meeting.
- Within ten (10) instructional days of the administrator's response, a school level review will be held. Members of the school level review team may include gifted identification coordinator, gifted resource teacher, school administrator or designee, psychologist, classroom teacher, parents/guardians, school counselor.

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- Within five (5) instructional days of the school level review meeting, the school administrator will make a recommendation in writing to the parent/guardian.
- Based on the recommendation of the school level review team, the parent/guardian may request a division level appeal.

### Division Level Appeal Process

A parent/guardian wishing to request a division level appeal should communicate directly with the Director of Curriculum of Instruction. All communication will be handled through the Teaching and Learning department. The division appeals team consist of the superintendent or designee, one school psychologist and one teacher from each school who did not serve on the school-based identification team.

- Within ten (10) instructional days of the school level review, it is the responsibility of the parent/guardian to produce in writing to the Director of Curriculum and Instruction:
  - A formal letter stating the reason for the division level appeal
  - Additional information, if applicable, as evidence for the appeal
- Within twenty (20) instructional days of receiving the appeal request, the division level appeal meeting will be held with the team and the parent/guardian.
- Within ten (10) instructional days of the meeting, the parent/guardian will be notified in writing of the decisions made by the division level appeal team. All decisions made by the division level team are final.

Additional evidence may include nationally norm referenced testing. Individual intelligence assessments administered outside of school will be accepted if conducted by a state licensed psychologist and the report is accompanied by a copy of the license. The results must be reported as standard age or grade national percentile scores. The following individual intelligence assessments are accepted:

- WISC Wechsler Intelligence Scale for Children
- Stanford-Binet Intelligence Test
- Woodcock Johnson Ability Test
- Cognitive Abilities Test (CogAT)

FCPS reserves the right to refuse test reports from non-accredited agencies or professionals.

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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.

#### **General Intellectual Aptitude & Visual/Performing Arts**

Students who have been identified for gifted services maintain this status while enrolled in Fredericksburg City Public Schools. Parents/guardians receive information on the students' progress through informal assessments and quarterly reviews. Program placement of each student is subject to periodic review. Procedures may be initiated by the student, parent/guardian, counselor, classroom, or gifted resource teacher to determine if the student's needs are being met through avenues other than with the delivery of gifted services. Parent/guardian written notification/permission will occur as part of any change in instructional services.

If parent/guardians request a change in the delivery of gifted services, a written request shall be made to the gifted resource teacher. In such cases, the student remains identified but does not participate in the current delivery of services.

If the classroom teacher, counselor, or the gifted resource teacher believe the student's needs are being met without the inclusion of gifted education services, a request may be made for the change in instructional services. In such cases, the eligibility committee will reconvene to determine if gifted services continue to be needed. The scholar remains identified, though the delivery of services may cease.

#### **RIGHTS OF PARENT/GUARDIAN**

1. Informed written consent must be obtained from a parent/guardian before a student can be given individual psychological tests.
2. The parent/guardian has the right to know the results of any criterion used to determine identification.
3. The parent/guardian has the right to know the reasons why the student did or did not qualify for gifted services.
4. The parent/guardian has the right to appeal the decision of the building level gifted identification/placement team to the gifted education appeals team.
5. The parent/guardian has the right to know the reasons for the appeals team decision.
6. The parent/guardian has the right to be informed in writing of any problems the student may have with gifted services.
7. The parent/guardian has the right to know of any change in placement for his/her child for gifted services.

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### **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. GIA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

#### **General Intellectual Aptitude**

FCPS curriculum and instruction for gifted learners is continuous and sequential. Problem solving, creativity, analytical, critical, and thinking skills are all stressed. Instructional specifics for grade levels are below.

<b>Level</b>	<b>Service Delivery Options</b>
Grades K – 1	<ul style="list-style-type: none"><li>• Differentiated &amp; enriched Instruction focus on enhancing critical thinking and problem-solving skills</li></ul>
Grades 2 – 8	<ul style="list-style-type: none"><li>• Differentiated &amp; enriched Instruction focus on inquiry-based learning from general classroom curriculum (SOLs) and high-level theme-based instruction</li></ul>
Grades 9 – 12	<ul style="list-style-type: none"><li>• Differentiated &amp; enriched instruction and extensive high level academic offerings/classes</li><li>• Advanced Placement Classes</li><li>• Dual Enrollment Courses</li><li>• Summer Regional Governor's School</li><li>• Gifted Seminars</li></ul>

To further increase their offerings, students identified as gifted will be able to participate in events to interact with their intellectual peers and give them opportunities in a variety of settings and/or situations to tap into their interests and/or expand their knowledge base.

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

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

#### **General Intellectual Aptitude**

Students are all placed in classes with their age-level peers for a portion of their day. Gifted instruction is modified/enhanced to provide the students optimal learning experiences. Instructional strategies include curriculum compacting, acceleration, flexible pacing, independent project assignments, individual learning contracts, interest groups, mentor opportunities, and extension activities.

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

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

#### **General Intellectual Aptitude**

Each school provides in service opportunities for its general education teachers on differentiation and how to enhance the curriculum and meet the academic needs of the identified gifted students in their classrooms.

<b>Level</b>	<b>Instructional Time Options</b>
Grades K – 1	Rotational basis in the classroom and/or the resource room
Grades 2 – 5	Services twice a week in the resource room
Grades 6 – 8	Enrichment extension twice a week through Honors English class
Grades 9 – 12	Elect courses for verified credits, college credits, dual enrollment, virtual classes, and AP classes
Grades 3 – 5	VPA programs provided through specials rotation
Grades 6 – 12	VPA programs provided through elective courses as determined by the master schedule

### **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**

Students have opportunities to work independently through differentiated instruction assignments and units of study that incorporate project-based learning opportunities. For age-appropriate students, virtual school placements are available, and students can proceed at their individual rate of achievement.

#### **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**

Content for gifted learners is based on rigorous, challenging academic instruction at a level exceeding age and grade level peers. Core subject matter may be compacted and/or extended to provide differentiation for students who demonstrate unique understanding and exceptional mastery of the curriculum objectives. Emphasis is on the acquisition of a conceptual understanding of subject matter and an integration of new and previously learned knowledge. Teachers often implement alternative activities for students that provide opportunities for higher convergent and divergent thinking. Students may also be provided with activities that develop visual and spatial skills. Additional curriculum enrichment is provided through pull out classes and activities in the elementary grades. Differentiated instruction is provided by the classroom teacher and results are measured by student products, curriculum assessment and teacher conferences. Objectives for advanced and accelerated courses at the higher levels are established in course guides. There are multiple opportunities for advancement through honors classes, advanced placement courses, dual enrollment, virtual classes, career counseling, enrichment opportunities and special seminars.

#### **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 & Visual/Performing Arts**

Academic growth for gifted learners will be generated by quarterly grade reports and assessments. Portfolio and/or performances are used to assess student growth for VPA students in their art discipline. Data collected from various assessments is used to guide program placement and instruction. Information will be monitored for students participating in virtual school placements in accordance with best practices.

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### **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**

Fredericksburg City Public Schools provides an academically demanding curriculum. It is designed to build on individual student strengths and to provide educational opportunities that are responsive to the needs of all students. Classroom activities are designed to differentiate for the academic readiness and pacing of students on all levels. Elementary students are accelerated on an individual basis. Differentiation of curriculum and instruction adheres to components of National Association for Gifted Education (NAGS) recommendations that include acceleration of instruction, a high degree of complexity, in depth study, advanced content and/or variety in content and form.

K – 12 students have opportunities to accelerate learning in their regular classroom in specific core areas through regular classroom teacher interventions, differentiation, consultation with the gifted resource teacher and administration. Additionally, there is information available through professional development days to enhance their knowledge base related to appropriate differentiation methods. There is some clustering of gifted students, however, the general education teachers have support through specialists (gifted resource teacher, literacy and math coaches, and gifted coordinator) to enhance and develop their skills to become proficient in differentiated instruction. At times, students at the high school level may participate in special seminars (not for credit), summer regional governor's school, and the summer residential governor's school.

At the elementary level, the gifted students receive differentiated instruction from their classroom teachers in addition to a pull-out program which enhances higher level thinking skills, creation of products, and problem finding and solving. The curriculum focuses on critical thinking skills related to various issues, themes, and ideas within and across areas of study. Differentiation is monitored by administrators with support from specialists and coordinators.

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The middle school students are clustered/grouped when possible and scheduled into classes. The English class is an honors class and has an extension Humanities enrichment period. The Humanities period delves into higher level thinking, creation of products, and problem finding/solving areas. It focuses on issues, themes, and ideas within and across areas of study and the scholars work at increasing levels of complexity that differ significantly from those of their typical age peers. Identified students are also invited to apply to the regional governor's school each summer.

The high school students have the opportunity to take higher-level classes, especially as upper classmen. Students can take advanced classes, advance placement (AP) classes, dual enrollment (DE) classes and virtual classes to meet the needs of the gifted student. Identified gifted students may apply to the Regional Governor's School each summer and/or to the state sponsored summer residential governor's school program.

Several academic, problem-solving, creative competitions, contests and enrichment experiences are offered to students at all levels. As available, information related to gifted enrichment opportunities offered by external agencies (i.e., VDOE, W &M, etc.) is disseminated to scholars and/or parents/guardians.

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### **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 & Visual/Performing Arts**

Gifted services for identified GIA students at the elementary level meets twice a week throughout the school year. Services for all K – 1 students meet on a rotation regularly throughout the school year.

Specific classes that offer advance levels of instruction are available at the middle and high school. These classes are available to students who meet certain criteria.

In 3 – 5 visual/performing arts programs are included in the specials rotation. The services for students identified in Visual/Performing Arts are offered through course selection with prerequisites (audition, etc.) and teacher differentiation at the secondary level.

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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.

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

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

Professional development is provided each year and will continue to take place as we prepare students to exhibit the critical thinking, communication skills, creative skills, collaboration skills, be innovative and lifelong learners. There are several professional development days in the school calendar that are used to develop the knowledge base of our staff. The gifted resource teachers will meet throughout the school year and explore the competencies, train and plan teaching and learning opportunities that meet the specific needs of gifted students as well as support all students.

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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.

Accountability for the education of gifted students and the implementation of differentiated instruction methods will be a part of the evaluation of the program at each school. Each year the specific review will be determined/reviewed by the gifted administrator. The review will be data driven with baseline data gathered from the current year in comparison to trend data. School reviews will take place to determine the extent of completion of gifted initiatives/goals, MAP results will be analyzed for students already identified as well as potential candidates for the applicant pool, and qualitative data will be gathered as to the effectiveness of the program and professional development plans.

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

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

The division elects not to establish a Local Advisory Committee for Gifted Education. In lieu of an advisory committee, the division will conduct periodic surveys and/or focus group meetings to solicit input and feedback from scholars, parents, teachers, and other members of the school community.

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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