

Fauquier County Public Schools

Local Plan for the Education of the Gifted

2021-2026

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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 Fauquier County Public Schools

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

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

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

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

The mission of Advanced Programs for Fauquier County Public Schools (FCPS) is two-pronged:

- 1) discover, identify and nurture student potential through the use of multiple techniques and by providing appropriately challenging learning opportunities.
- 2) deliver engaging and relevant instruction so that students may develop their maximum potential. High ability students will be identified in all ethnic and socio-economic groups. A continuum of appropriate differentiated learning experiences will be available to match the needs of identified students. These experiences will include enriched and accelerated curriculum, with instructional emphasis on critical and creative thinking, and the expectation of and preparation for quality performance within an emotionally supportive learning environment. We will strive to enable gifted students to become independent, self-directed learners who use their knowledge and understanding to build a rich and productive life as individuals and as members of the greater community. This will be accomplished through collaborative efforts of the school division, students, parents, and community.

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.

We have utilized the language from the Regulations Governing Services for Gifted Students because it applies directly to the FCPS program.

Such students 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 beyond their age-level peers in selected academic areas that include English or mathematics. (Note: FCPS identifies SAA in the areas of English and mathematics only.)

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:** Identification procedures are clearly outlined; however, we are working to improve all aspects of the identification/evaluation process. The targeted areas for ongoing attention include communication with school staff and parents, to include teaching all stakeholders what being identified for gifted (Gateways) services means, utilizing Carol Dweck's Mindset Theory, standardizing assessments and information collected. A move to school level identification meetings in 2014 has proven to be a large component of achieving fairness during the identification process. FCPS has made strides toward increased identification and service of students from underrepresented populations and will continue to focus on this goal.
- B. Delivery of Services:** Students identified as eligible for gifted services (Gateways) will be provided with a continuum of service based upon their areas of giftedness. Services will include both enrichment in grades K-3 and acceleration in grades 4-12 and will be designed to provide challenges. Varying student abilities and learning styles will be taken into consideration during the delivery of services. We recently achieved standardization of services in elementary school and will work to achieve the same in middle and high school.
- C. Curriculum and Instruction:** Students identified to receive Gateways services will receive instruction based on the Virginia Standards of Learning. The SOL curriculum should be appropriately differentiated for high ability students. Aspects considered will include content, thinking and research skills, product options, and learning environment. Teachers of the gifted will continue to revise and create new curriculum/strategies for students at all grade levels. Programs of study at the elementary level have been established recently to include Jabob's Ladder, William and Mary units, and Caesars's English.
- D. Professional Development:** Staff development will be provided as needed through the FCPS professional development program as well as in meetings with gifted staff, general education staff, guidance counselors, etc. In addition, the FCPS Department of Instruction intends to offer and fund (annually) at least one class that may be used toward the Gifted Education endorsement. The offering of these courses is based on availability of funds. A Differentiation professional development session as well as a Characteristics of Gifted Students session will be offered every year.

E. Equitable Representation of Students: FCPS will employ the following methods in order to ensure equitable representation of students:

Continue to offer and possibly expand Enrichment groups in grades K-3 to insure we are reaching students who may not be referred for gifted services in the traditional manner.

Continue to examine and refine the identification process, with particular focus on appropriate assessments and effective methods to consider students relative to peers of the same experience and environment.

At the middle school and high school levels, encourage more students from underrepresented populations to enroll in rigorous courses. Provide supports to foster success.

Expand the LEAP program to possibly include all 11 elementary schools instead of just the Title 1 schools. (Additional staffing would be needed)

F. Parent and Community Involvement: Multiple strategies will be utilized to encourage parents and community members to become involved in the education of gifted learners. Gifted teachers will communicate effectively and often with parents and colleagues. The gifted page of the FCPS will be updated regularly, to include FAQ's, and a list of opportunities for advanced students. The website will clearly define the FCPS Advanced/Gifted program and services.

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.

Screening Procedures for Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

A pool of potential candidates is created through:

- review of standardized assessment data. Norm-referenced, standardized tests are administered annually to all students in Grades 1 and 4. Results are reviewed by elementary Gateways teachers and middle school counselors, as applicable.

- classroom visits/observations and screening lessons conducted by primary Gateways resource teachers.
- ongoing, informal screening conducted by general education staff in collaboration with Gateways teachers.

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

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

**Referral procedures for Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics**

In order for a student to be considered for gifted services, a referral form must be completed and submitted to the applicable staff member. At the elementary level referral forms are submitted to the Gateways teacher and at the secondary level forms are submitted to a counselor. Referrals may be initiated by parents or legal guardians, teachers, professionals, community members, peers or the student him/herself. The results of the eligibility process shall be communicated to parents no more than 90 school days from receipt of permission to evaluate. Referrals are available from the Gateways teachers or counselors. While referrals are accepted throughout the school year, the yearly deadline is February 15 to insure enough time to complete the entire process during the current school year. Any referrals submitted after February 15 will be held until the following school year.

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

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

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

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

Specific Academic Aptitude - Mathematics

Specific Academic Aptitude - English

- 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:

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.

Specific Academic Aptitude - English

- 1 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s)
Counselor(s)
- 1 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.

Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics

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>
Standardized Testing (CogAT)	Classroom teacher, unless additional testing is needed and then Gateways teacher or Supervisor	Riverside Publishing or Gateways teacher	Gateways teacher
Interview	Gateways teacher/student	Scoring committee	Gateways teacher
Work samples	Gateways teacher/student	Scoring committee	Gateways teacher
Grades and other achievements	Gateways teacher/classroom teacher	No scoring needed	Gateways teacher/classroom teacher
Parent/g\Guardian Input	Parent/Guardian	No scoring needed	Gateways teacher
Gifted Behaviors Checklist	Classroom teacher	Gateways teacher	Gateways teacher

- 3.** Following the submission of a referral, parent permission for a gifted assessment/evaluation is sought. (If the parent is the referring source, permission is a component of the referral form.) The eligibility process must be completed and the outcome communicated to parents within 90 instructional days of receipt of permission. Of course, if permission is denied, assessment is not pursued. Following receipt of permission, a student profile is developed by a Gateways teacher, school counselor or other teacher designated to complete gifted evaluations at each school. Classroom teachers are asked to complete a student rating form and input is sought from parents. Information is collected, including standardized test scores, grades, work samples and student honors or achievements. A student interview or classroom observation may be conducted. Following collection of information, the responsible teacher or counselor ensures that any necessary scoring is completed. For example, student work samples and

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interviews are sent to a committee for scoring. The scoring consists of county gifted teachers and the committee meets monthly. When all required information has been collected and scored, the student profile is ready to present to the school based ID committee. The presenter acts as the student's advocate in the ID process. Each category (aptitude, achievement, work products, teacher input, interview/observation) of the student profile is considered and rated according to pre-determined criteria. A qualifying rating in at least three categories results in formal identification for gifted services. Because FCPS is committed to identification and fostering of gifted potential, the ID committee may exercise the option to have a student monitored and reconsidered for identification at a later time. If the components of the student profile do not meet formal identification criteria, but there is additional evidence of strong potential, the ID committee may decide to place the student in the program on a monitor basis for a designated period of time. This does not constitute a formal gifted identification. At the end of the monitor period, updated student information is presented to the ID committee and a final determination of eligibility is made. If a student meets the required criteria for gifted identification at that time, then monitor status is changed to a formal gifted identification. If the monitor student does not meet the criteria for formal gifted identification, the student's monitor status and temporary placement in services ends.

Students who transfer to Fauquier County Schools with a current gifted identification from another Virginia school system or another state, are eligible to receive gifted services provisionally, provided that the necessary paperwork from the student's previous school is received by the Gateways teacher. If the procedure used to identify the student as gifted in the previous school system is compatible to Fauquier's, there is no need to do any additional data collection or testing. The transfer student's data will be reviewed at the next school wide eligibility meeting and then the student will be officially identified in Fauquier. If the data provided by the previous school is questionable or not consistent with Fauquier's requirements, the student will continue to receive services provisionally until new data collection can be completed and a school wide eligibility meeting can be held to determine whether or not the student is in need of gifted services.

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

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

For each student found eligible, the identification/placement committee will determine appropriate placement. The committee will consider the student's areas of strength and the program options in making the recommendation. For elementary students eligible for SAA-English or SAA-Mathematics, Gateways

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services will be provided in the area for which the student is identified, and Gateways teachers will consult with classroom teachers to support differentiation in the classroom as appropriate. Middle school SAA students are offered Honors classes in English and math, and teachers are encouraged to differentiate as appropriate. At the high school level, Honors and AP classes are offered for English, mathematics, science, social sciences and world languages. In addition, SAA students will be encouraged to apply to Summer Residential Governor's Schools and Mountain Vista Governor's School when eligible for those programs. Placement of students will be subject to continuous review by the instructional staff in regard to its appropriateness for the student.

Acceleration beyond what is regularly offered within a school building is an option that is considered on a case by case basis. Two examples of when this may happen are below:

A student transfers to Fauquier County and has already taken and been successful in the course offerings at their FCPS school.

A student shows such academic aptitude that a committee decides the student should be accelerated for one or more courses. This is a decision that has been made well in advance of scheduling.

In both examples above, acceleration comes from a proven need and FCPS will do what needs to be done to meet the needs of the student. Not all students work at the same pace and it is entirely possible that a few elementary/middle school students may need to take middle/high school courses in order to have their educational needs met either through virtual classes or placement for one or more classes at another school. A committee, consisting of a school administrator from the base school, Advanced Programs Supervisor, Director of Instruction or designee, and guidance shall determine if there is a need for placement at the next level for one or more courses. Parents will be informed of the decision. In the case of a student being considered for whole grade acceleration, the Iowa Acceleration Scale will be used. While whole grade acceleration is a valuable option for some gifted students, the decision to allow a student to skip a grade should be made with great care. The Iowa Acceleration Scale is a researched based tool designed to determine if a student should be accelerated and is widely used across the country to aid in such decisions.

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Unless the parent is the referring source, a letter is sent home to notify parents that their child has been referred for gifted eligibility consideration. The letter outlines the process and a separate permission form is enclosed. The identification process does not begin until permission is secured. If individual testing is needed to complete the student profile, parent permission is also requested.

Following determination of eligibility, the parents will be notified by letter. If the student is eligible for services, permission will be requested for student participation for the recommended placement. If the student has been determined ineligible, parents will be notified in writing of the findings of the committee and the appeals process. Applicable contact information is included in all letters.

Appeals process: When the identification process is complete and written notification has been received, parents/guardians or school personnel who disagree with the decision of the Identification/Placement Committee may contact the Gateways teacher to set up a conference to review the decision. This is done within ten (10) instructional days of notification of the decision made by the Identification/Placement Committee. If this conference is not able to resolve the issue, the parents/guardians or school personnel may elect in writing to request the convening of the Fauquier County Schools' Appeal Committee. Such a written request is made to Advanced Academic Supervisor within five (5) instructional days from the conference with the Gateways teacher. Upon receiving the written request for an appeal, the appeal process is initiated. The Appeal Committee will convene within forty-five (45) instructional days of the Advanced Programs Supervisor receiving the written request for an appeal. The steps of the appeal process are:

- The Appeal Committee meets as needed.
- The Committee includes the Advanced Programs Supervisor, a Gateways teacher, administrator, and a classroom teacher. None of the members of the Appeal Committee, Fauquier County Public Schools Local Plan for the Education of the Gifted 19 except the Supervisor, who acts as the chairperson, has participated in the school-level Identification/Placement Committee.

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- The Supervisor notifies in writing the party making the appeal (parents/guardians or school personnel) regarding the date, time, location of the meeting, and the format of the appeal meeting. The party making the appeal has the opportunity to attend the meeting to establish the purpose of the appeal and to answer any questions posed by the committee members.
 - If additional assessment data is deemed necessary by the Appeal Committee in determining identification or placement of the student, the Supervisor of Advanced Programs requests this.
 - During the Appeal Committee meeting, the party making the appeal has a maximum of ten (10) minutes to state the reason for the appeal. The party making the appeal may present data from sources outside the school division. If additional standardized testing is done by school sources, this data is presented by the Supervisor of Advanced Programs to the Committee. Committee members may ask questions for a maximum of twenty (20) minutes of the party making the appeal. At the end of thirty minutes, the party making the appeal is asked to leave the meeting.
 - The Appeal Committee analyzes the original profile, additional assessment data, and data presented by the party making the appeal to determine a decision. The Committee uses consensus to determine a decision.
 - The Appeals Committee's decision is recorded on the Appeal Committee Form and placed in the student's profile folder within his/her educational record.
 - The parents/guardians and the school are notified in writing within seven (7) instructional days of the decision of the Appeal Committee.
 - All appeals must be completed within forty-five (45) school days from the time Supervisor receives the written request for an appeal.
- * **The decision of the Appeals Committee is final.**

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Procedures for removal of Gateways student from services (Grades 2-5)

In rare instances, there may be circumstances when it is recommended that a student who is formally identified as gifted be removed from gifted (Gateways) services. The following procedures will be followed. It is important to note that a student's gifted identification remains intact even if services are no longer being received.

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Parent Request

If a parent requests that a student be removed from Gateways Services, the following procedure must be followed.

1. Gateways teacher sends home Parent Request for Non-Participation Form. This form must be filled out by the parent and turned in to the Gateways teacher.
2. The teacher must place original in student's gifted file in the cumulative folder and a copy must be sent to the office of Advanced Programs.
3. Gateways teachers should keep administrators apprised of such requests.

Teacher Request

If a Gateways teacher feels that a student should not be receiving services in one or more identified areas, the following process must be followed.

1. Gateways teacher must arrange for a conference with the parent and inform school administrator that such action is being taken.
2. Teacher must fill out Teacher Request for Non-Participation Form.
3. The form must be shared with the parent at the conference.
4. Parent permission is not needed to suspend services. If the parent is unhappy with the decision, he/she may request a meeting with the building level administrator and the Supervisor of Advanced Programs.
5. The original form must be placed within the student's gifted file in the cumulative folder and a copy sent to the office of Advanced Programs.

Some important things to note: This is a very serious request and the Gateways teacher should have building level administrative support. In order for a teacher to request that a student no longer receive services, the following criteria should be met:

- Student is not successful mastering the content. This should be determined by summative assessment. Not completing homework should not be a factor to consider unless the student is also not mastering the content on classwork assignments and tests.
- Student has expressed anxiety about the workload or expectations to the point where the teacher feels that keeping the student in the class is detrimental to the student's well-being.
- Behavior should not be a factor that is considered.

A parent may request that a student's services be reinstated for the following school year by scheduling a conference before June 1 of the current school year. At that conference, expectations for the accelerated classes will be explained and current grades and test scores in that subject will be examined. An administrator may need to be included in this conference. Since completion of the previous year's accelerated class is NOT a prerequisite for newly identified students or transfer students, it should not be a pre-requisite for identified gifted students who may have been removed for a variety of reasons.

There is no formal removal from gifted services in grades 6-12. Students who are struggling in advanced courses and their parents should meet with counselors to determine if different courses should be taken.

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

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

A. Service Options are Continuous and Sequential

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

In K-1 students are served in small groups with a Gateways teacher. These groups consist of students who demonstrate gifted potential. A blend of push-in and pull out services are used. In grade 2, students identified as needing gifted services are served in a pull-out setting for 90 minutes a week for English and and/or Math. In grade 3, eligible students receive daily services from their classroom teachers. Students should be thoughtfully grouped and placed with teachers who are interested in and experienced with gifted learners. These teachers are provided with materials and differentiation techniques and work collaboratively with the Gateways teacher to make sure needs are being met. The Gateways teacher provides face to face services at least twice a month. Beginning in grade 4, eligible students receive daily services at an advanced level in English and/or mathematics, depending upon the area of identification and their instructional needs. In Grades 6-10, students are served in Honors English and Math classes, with AP, Dual Enrollment, and Mountain Vista Governor's School offerings in Grades 10-12.

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.

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

In grades K-12, identified students spend a portion of each day or each week in grouped Gateways classes, Honors, Dual Enrollment or AP classes while the remaining time is spent in classes that are more academically heterogeneous.

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.

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

In grades K-1, students receive enrichment services in small group and push in situations. In grade 2, identified students are serviced by pullout at least twice a week in English and/or Math. In grade 3, services are provided through differentiation from the classroom teacher but the Gateways teacher provides services at least twice a month. Beginning in Grade 4, students receive daily services with their intellectual peers in classes designed to provide appropriate challenge. Strategies include differentiation, acceleration, curriculum compacting and enrichment.

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.

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Advanced students are offered the opportunity for independent exploration, research and study according to their readiness, interests and ability, across all grade levels.

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

The intent of the FCPS advanced program is to provide curriculum and instruction that are engaging and challenging to high ability learners at all grade levels. In addition, we are committed to serving students not typically included in gifted programs by providing access to rigorous classes, with supports as needed. Numerous specific strategies should be utilized by teachers in order to foster student performance and growth in all academic areas. Some examples include: compacting, tiered lessons, independent study, Jigsaw, online competitions, literature circles, Six Thinking Hats, RAFTs and learning contracts. There is an

overarching emphasis on creative and critical thinking, “big ideas,” problem-solving and effective communication skills.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

The services and courses available to advanced learners are accelerated beyond grade level expectations; therefore students must be assessed with instruments that can measure growth beyond general curriculum standards. Services/courses are also rigorous in terms of the depth of the curriculum. Students are expected to think critically and at high levels. Students must go beyond recall to application, synthesis, and evaluation. They must demonstrate original thought and produce unique products. Teachers use a variety of assessments in order to measure to what degree students are learning and producing at high levels. Criterion-referenced tests, projects, presentations, research papers, etc. may be used to assess student growth. Rubrics are often employed to communicate clear expectations, to push students along the continuum toward high level performance and to thoroughly assess and document student progress.

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

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Utilizing Carol Ann Tomlinson’s principles of differentiating curriculum to match the cognitive and affective needs of gifted learners is key to the delivery of instruction in Fauquier County Public Schools. There is an emphasis on in-depth learning; independent

and self-directed study skills; the development of analytical, organizational, critical, and creative thinking; the development of sophisticated products using varied modes of expression; and the evaluation of student learning through appropriate and specific criteria. Another important component of instruction for Fauquier County Public Schools are the curricular units and lessons developed by well-respected organizations and educators, such as William and Mary's Center for Gifted Education and Bernie Kingore, as well as units and lessons developed by our trained staff. These units and lessons will be used to promote academic rigor and to develop high-level proficiency through acceleration and enrichment while integrating the gifted curriculum into the larger school program. Appropriate instruction for students identified in all areas is based on their needs as gifted learners. Accelerated, enriched, and challenging learning experiences that foster the development of student potential will be the focus of the curriculum. Students differ with respect to the level and complexity of content they are ready to learn, the manner in which they can employ basic and high level thinking skills, and the products they are able to produce as they synthesize new information and skills. As a consequence, these three components of curriculum and instruction need to be consistently differentiated for advanced learners to provide the maximum opportunity for growth. Providing a rigorous academic content for gifted students and assuring that curriculum is complex and integrates multiple disciplines in the study of problems, issues, and themes is a basic philosophy of gifted education. Curricula will emphasize the acquisition of a conceptual understanding of subject matter, organization of learning, and the integration of new and previously learned knowledge.

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

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

FCPS Gifted Services are designed to allow identified gifted students the opportunity to advance at a pace appropriate to their needs. We also place an emphasis on providing opportunity for students with potential (who may not yet qualify for formal identification) to access rigorous classes and also advance at a pace commensurate with their academic needs. Any K-12 student may be considered for eligibility for academic gifted services.

The process is initiated by a referral, which can come from a variety of sources (teacher, parent, peer, self, etc.) To help ensure that student potential is not overlooked, formal screening of all students in grades 1, 4 and 6 is conducted annually.

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Informal screening at all grade levels is conducted on a continual basis. Students who demonstrate exceptional academic achievement are typically identified for services and placed in classes/courses according to their needs.

Beginning in Grade 4, students receive daily services in classes that are both advanced and paced according to the needs of gifted learners. Some students demonstrate academic needs beyond what can be provided through differentiation and typical gifted services. When this occurs, parents, teachers and school administrators may decide that grade acceleration, or grade-skipping is warranted.

At the middle school level, advanced students have access to Honors classes in English and Math, which are also appropriately advanced and paced. At the high school level, students are able to access Honors, AP and Dual Enrollment courses as well as Mountain Vista Governor's School, enabling them to complete basic requirements ahead of their age peers and even earn college credit while in high school. Application to Summer Residential Governor's Schools and Academies will also be encouraged. In addition, they have the option to tailor their schedule to allow intense study in a content area. For example, a student might want to take additional Science courses or complete certain math classes early in preparation for application to the Governor's School.

FCPS has increased access for students not typically identified for gifted services. At the elementary level, this has been accomplished by use of the "monitor" status. Students who do not meet eligibility criteria but who show strong potential are temporarily placed in gifted classes. Instruction in the rigorous environment often results in tremendous academic growth. Monitor students are often identified for services at the end of the monitor period. New evaluation data is collected on the student during the monitor period and an evaluation meeting is held. If the student meets the required criteria at the end of the monitor period, the student is officially identified as gifted. If the criteria is not met, the monitor status ends and the temporary placement in gifted services ends. Even if monitor students are not identified as gifted at the end of their monitor period, they frequently are achieving at a level that prepares them for advanced classes at the secondary level.

In 2019, FCPS added a LEAP program to our Title I schools.

Program Mission: The LEAP Coordinator is working with our Title I schools to identify and nurture the development of students from all cultures and socio-economic levels in order to maximize their intellectual and creative potential to increase their access to advanced programs in middle and high school.

The goal of this program is to find students who have advanced potential but have barriers in place that may limit their access to advanced programs. This program will start building a system of support for this group of students. Building their confidence, providing academic support, communicating with parents are all goals that will ultimately result in these students being enrolled in honors, dual enrollment, and AP classes and

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continue on to college. Gifted identification is not the ultimate goal but we anticipate that some students may eventually qualify for Gateways/Gifted as well.

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.

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 for teachers of the gifted is provided at staff meetings, curriculum development sessions and through the FCPS Professional Development program. Each year at least one graduate level course is offered on-site and/or online and funded by the school division. Courses address such topics as characteristics and needs of gifted students, gifted program models, instructional strategies, curriculum for the gifted, finding and nurturing potential in underrepresented populations and differentiation of instruction. These courses can help fulfill the add-on endorsement requirements for Gifted Education.

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.

Review of program effectiveness is ongoing. Input is sought from Gifted and Advanced Program staff, classroom teachers, school administrators and parents. Input is sought through discussions, meetings and surveys. Curriculum improvement is accomplished annually at work sessions designed for this purpose. These occur during the school year as well as over the summer. Review of and work on identification procedures also occurs on an ongoing basis and in work sessions during the summer. The Gifted Advisory committee chairperson reports to the School Board annually.

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.

At the beginning of every school year, the school board clerk issues an invitation to Fauquier citizens and parents, and educators to apply to serve on the Local Advisory Committee. In addition, a call for applications is made on the Fauquier County Public School website. If needed, members of the gifted and advanced programs staff may solicit applicants or speak to school staffs or PTO's about the Advisory. Interested candidates must fill out an application by mid-September in order to serve for that school year. A committee of Instruction Department personnel, along with the current Chair of the Advisory, makes recommendations for members and this list of members is then approved and appointed by the school board. The Advisory will meet at least three times a year.

I. RESPONSIBILITY

- A. The advisory will review annually, the Local Plan for the Education of Gifted Students, including revisions.
- B. The advisory will determine the extent to which the Plan for the previous year was implemented.
- C. The findings of the annual program effectiveness and the recommendations of the advisory shall be submitted in writing to the division superintendent and the school board.

II. MEMBERSHIP

- A. Members are initially appointed to the committee by the school board for a term of one year. Interested parties must apply. Applications are available from the school board clerk.
- B. Ideally, the Committee should include:
 - the immediate past Chairperson
 - 3-5 Parents of students identified for gifted services
 - one community member
 - one elementary teacher
 - one secondary teacher
 - one elementary administrator (school based or central office based)
 - one secondary administrator (School based or central office based)
 - one central office administrator representing advanced programs
 - one school counselor

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C. Members are expected to:

- become knowledgeable in the requirements of Commonwealth and Federal law concerning gifted education.
- become knowledgeable in the local needs for gifted education programs;
- attend three yearly meetings.
- actively participate as a member of study or research group when deemed necessary for the efficiency of the committee.

III. OFFICERS

The offices of the Committee consist of a CHAIRPERSON, a VICE-CHAIRPERSON, and a SECRETARY.

The school board may appoint the chairperson, or the chair may be selected by the committee. Other officers are selected by the Committee by the first meeting of each school year. Officers may serve two years but no more than two consecutive terms [four years] in the same office.

The officers' duties are as described below:

The CHAIRPERSON:

- a. Presides over all meetings of the Committee at which he/she is present;
- b. Prepares and/or approves a meeting agenda in advance of each meeting and insures that a copy of the agenda is provided to each member at least one week prior to each regularly scheduled meeting;
- c. Is the principal spokesperson for the Committee for the Board presentation and other events.

The VICE-CHAIRPERSON:

- a. In the absence of the CHAIRPERSON, presides over all meetings of the Committee;

The SECRETARY:

- a. Records minutes at all scheduled meetings of the Committee and prepares a brief summary, which is sent out via the office for gifted and advanced programs to members before the next meeting;
- b. Ensures that the original copy of the minutes of all Committee meetings are retained and filed for reference and review by present and future Committee members; and
- c. Ensures that Committee correspondence and copies of all recommendations submitted to the school superintendent and school board are similarly filed.

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 assurances must be provided by the school division:

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

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

Division Superintendent's Signature

Printed Name

Date