

Fairfax County Public Schools

Local Plan for the Education of the Gifted

2016-2021

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Date Approved by School Board	July 14, 2016		

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General Information regarding the Gifted Program in Fairfax County Public Schools

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

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

Every child has the basic right to an education that promotes the development of his or her potential. Each child has a unique profile of academic strengths and abilities. FCPS is committed to providing challenging learning experiences for all students that build on individual strengths and optimize abilities.

In order to increase access and expand the opportunity to participate in advanced academic classes to a broad range of advanced learners, Fairfax County Public Schools (FCPS) offers a continuum of advanced academic services available to all students beginning in kindergarten and continuing through twelfth grade. This K- 12 continuum provides increasing levels of challenge and is designed to emphasize the importance of matching services to student needs with flexible entry points. All children have the opportunity to work at a level of challenge that promotes continuous intellectual growth.

B. Division Operational Definition of Giftedness

Children who have been identified as gifted and talented (GT) have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students exhibit unusual performance capability in intellectual endeavors in one or more academic areas: mathematics, science, social studies, and/or language arts as assessed through multiple sources of information to include nationally norm referenced tests, a Gifted Behaviors Rating Scale, student work samples, and other evidence that supports a need for advanced academic services. In order to meet their needs and develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the Program of Studies in all subject areas.

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

- A. **Identification:** Continue to increase access to critical and creative thinking instruction as one avenue to observe gifted behaviors to inform screening. Continue to use curriculum as evidence of talent and potential through observations, anecdotal records, and student work samples. Continue to implement and strengthen use of multiple criteria in screening and identification processes.
- B. **Delivery of Services:** Strengthen and expand the delivery of advanced academic services to underrepresented groups through implementation of the Young Scholars model at the elementary level and open access at the secondary level.
- C. **Curriculum and Instruction:** Continue to develop and provide professional development to support fidelity of implementation of K-12 curriculum that is differentiated for advanced learners and aligned to the FCPS Portrait of a Graduate (POG) based on the essential framework of each discipline. This includes opportunities for acceleration and programming flexibility for highly gifted learners.
- D. **Professional Development:** Continue to provide ongoing professional development in differentiating curriculum and instruction for a broad range of advanced learners K – 12 to include twice exceptional learners, EL students, and students from diverse linguistic, cultural, and/or ethnic backgrounds. The number of teachers who earn the FCPS endorsement in Advanced Academics will increase by 10%.
- E. **Equitable Representation of Students:** Continue to increase the identification of students from historically underrepresented populations to include students of low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds through the Young Scholars model, the middle and high school Honors program, and Advanced Placement (AP)/International Baccalaureate (IB) programs. The total number of students identified for gifted services from underrepresented populations will increase by 10% as reported in the annual report to the state until demographics of students receiving services more closely align with district demographics.
- F. **Parent and Community Involvement:** Continue to strengthen family and community involvement in the Advanced Academic Programs (AAP) through parent outreach at every elementary, middle, and high school. Increase communication and vertical articulation of K-12 advanced academic services to all administrators, teachers, parents, and community members. Continually update the [Advanced Academic Programs website](#) and social media to inform parents and community members of most current information regarding advanced academic programs and services.

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

A. Screening Procedures (8VAC20-4060A.3)

Screening Procedures for General Intellectual Aptitude:

All students are considered each year for advanced academic services using multiple criteria. All information is considered through a holistic case study approach with a focus on academic strengths.

- Local school screening committees determine a need for school-based advanced academic services (Levels II and III) at the elementary level.
- Students in the second grade pool and students who are referred are screened and selected for the Advanced Academic center (Level IV) program, grades 3 – 8, by a central selection committee.
- At the middle and high school level, students self-select for Honors, Advanced Placement, and International Baccalaureate classes. Advanced Academic courses at the secondary level are open to all students.
- Thomas Jefferson High School for Science and Technology, a Governor's magnet school, administers a separate competitive screening and selection process.

School-Based AAP Services (Levels II and III):

Beginning in kindergarten, the Advanced Academic Resource Teacher (AART) places student data into a local school screening spreadsheet. This includes ability test scores (as available), achievement test scores (as available), and a score on the [gifted behaviors rating scale](#). Schools administer the Naglieri Nonverbal Ability Test (NNATII) online to all first grade students and the Cognitive Abilities Test (CogAT) to all second grade students. These multiple sources of information are used by a local screening committee to decide which students need part-time school-based services (Levels II or III). In addition, [referrals](#) are accepted from parents or legal guardians, teachers, professionals, students, peers, self or others. Each year the AART documents curriculum used for each student identified for level III services on a student report which is signed quarterly by parents and kept in the student's cumulative file. Guidelines for Level II and III screening and services are in the [Advanced Academic Testing, Screening and Identification Procedures Manual](#). This document is sent to schools each fall.

- Level II is a talent development pool and students may be identified for differentiated instruction in one or more areas of academic strength. A need for advanced academic services is reevaluated annually for students identified for part-time level II services.
- Students identified for part-time (level III) services maintain eligibility through grade 12. Schools with a high percentage of students on free and reduced lunch e.g., Title I schools, and/or schools with students from diverse cultural, ethnic, economic, and linguistic

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backgrounds have incorporated a [Young Scholars \(YS\) model](#) into the screening and identification process. In addition, the advanced academic resource teachers work with school staff to find and nurture Young Scholars in every elementary school. Young Scholars are students from historically underrepresented populations who may lack access to advanced academic services, advocates for their advanced academic potential, and/or affirmation of their advanced academic strengths.

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Grades 3-8 Center Program (Level IV):

Schools administer the Naglieri Nonverbal Ability Test (NNATII) online to all first grade students and the Cognitive Abilities Test (CogAT) to all second grade students. The composite score of the CogAT and the score on the NNATII are used to determine a second grade pool of candidates who are automatically screened for Level IV services. In addition, students in grades 2–8 may be screened upon [referral](#) from parents or legal guardians, teachers, professionals, students, peers, self or others. The [Parent Information Packet](#) explains the screening process and provides the deadlines to be met. The referral deadline is also posted on the FCPS web site and shared through school newsletters and parent information meetings. The Advanced Academic Resource Teachers solicit referrals from parents/guardians, school administrators, and teachers of Young Scholars to ensure they have the opportunity to be screened for Level IV.

The Advanced Academic Resource Teacher (AART) prepares and submits the completed screening files to the AAP office for division-wide central selection committee review. In schools with Local Level IV, the local AAP screening committee reviews multiple criteria to determine which students, in addition to center eligible students who chose to remain at their local school, will be placed in the local level IV class.

Students whose parents or guardians are residents of Fairfax County but who are not enrolled in and attending FCPS may be considered for Level IV services. Parents submit a completed screening file directly to the AAP office according to the published timeline from the FCPS website. This service was set up at the request of parents who do not want to leave private school unless their children are eligible to attend a Level IV center. The [Parent Information Packet](#) for local students not currently enrolled in FCPS explains the screening process and provides the deadlines to be met.

Students who are geographically new to Fairfax County Public Schools may be screened for immediate placement in an advanced academic program by submitting ability test scores and the academic records from their previous school to the Advanced Academic Program office once they register and enroll in the local school. If they are not eligible for immediate placement, they may submit a referral to the local school in order to be screened by the central selection committee according to the published timeline.

The division-wide central selection committee reviews the following data:

- Ability test scores
- Achievement test scores (when available)
- Gifted Behavior Rating Scale
- Progress reports
- Parent or guardian questionnaire (optional)
- Two work samples produced at school that showcase opportunities for critical and creative thinking and/or use of materials from the AAP differentiated curriculum framework

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- Up to 4 additional student work samples provided by the parent/guardian (optional)
- Up to 5 awards and letters of recommendation (optional)
- Additional test data (optional)

Parents may submit optional information to the school to be included in the screening file. This optional information could include the *Parent/Guardian Questionnaire*, a maximum of four single-sided 8 1/2" x 11" pages of student work, and a maximum of five single-sided 8 1/2" x 11" pages of certificates, awards, honors accomplishments, letters of commendations, report of previous participation in GT programs and/or academic extracurricular activities.

The central selection committee determines eligibility for Level IV services based on a holistic case study approach. Each file is read by a committee of six professionals who review multiple criteria and look for evidence that a child needs full time level IV services. An oversight committee reviews decisions of the central selection committee. Parents and guardians receive notification of eligibility by mail from central office and may appeal the decision by providing new information.

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Middle School

FCPS provides a continuum of services in middle school. Students found eligible for placement in a full-time Advanced Academic Program (Level IV) through a central selection process receive a highly challenging instructional program in language arts, science, and social studies. Honors classes are open to all students who see academic rigor. Any middle school student may enroll in one or more Honors courses in areas of strength/interest. In addition, middle schools consider ability and achievement test scores, progress reports, and demonstrated performance in order to encourage students from underrepresented populations, including Young Scholars, to enroll in Honors classes in areas of strength/interest. A brochure was created to communicate how honors courses meet the needs of students who seek academic rigor.

Nine FCPS middle schools offer the [International Baccalaureate Middle Years Program](#) (IBMYP), an all-inclusive program for students in grades 6 through 10, with students choosing to pursue the MYP certificate in 10th grade. All students in the IBMYP benefit from this educational framework that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers.

High School

A continuum of services in high school provides options for accessing advance academics. Students self-select Honors, Advanced Placement, International Baccalaureate, and dual enrollment courses based on established prerequisites, strengths and/or interests. School counselors encourage students from underrepresented populations, including Young Scholars, to take advanced courses in areas of strength/interest.

Thomas Jefferson High School for Science and Technology (TJHSST) is a highly competitive Governor's School that conducts a separate screening and selection process using a standardized reasoning test and multiple criteria.

Eighth grade students who live with their parents or guardians in a participating school division (the counties of Fairfax, Arlington, Fauquier, Loudoun, or Prince William or the city of Falls Church) are eligible to apply to Thomas Jefferson High School for Science and Technology (TJHSST). Applications are available from a liaison counselor in all public middle schools and most private schools in the participating school divisions.

A student handbook for test preparation is available for download from the [TJHSST admissions web site](#). Middle schools also have the test preparation handbooks for students who cannot print the book from a computer. FCPS offers the Thomas Jefferson Admissions Test Preparation Program countywide to students in grade 8.

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

Referral procedures for General Intellectual Aptitude

All Fairfax County Public School students have access to a continuum of advanced academic services. Parents or legal guardians, teachers, professionals, students, peers, self or others may refer their children for Level II or III services at any time. Within 90 instructional days, beginning with the receipt of a referral, the identification and placement committee determines eligibility status for the appropriate level of school-based services. Referrals for Level IV service follow an established published timeline that occurs within a 90 day period. Referral forms are available at the local school and on line.

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TIMELINE

September–June	Local school staff collaborates and reviews student data and information to refer students for K-6 (Level II) and 3 – 6 (Level III) part- time school-based services. Local schools receive referrals for K – 6 Level II and 3-6 Level III part- time school-based services.
October & January	Deadlines for submitting referrals for Level IV services in grades 3 - 8. Students who are geographically new to Fairfax County may be considered for advanced academic services (Levels II – IV) once they have registered at a local school.
March –May	Rising and current secondary school students select one or more advanced classes through the course selection process.

Students identified as gifted from a previous school, who are geographically new to Fairfax County Public Schools, may be considered for immediate placement in a gifted program upon a review of test scores and their academic records.

Admission information and timelines for Thomas Jefferson High School for Science and Technology are posted on the [TJHSST web site](#).

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

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

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criterion.

General Intellectual Aptitude

- 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

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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.)

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7. Additional valid and reliable measures or procedures

Specify: State Standards of Learning test scores,
parent/guardian questionnaire

2. Additional identification information for General Intellectual Aptitude

Criteria from the list above are used to determine eligibility for advanced academic services, Level III (grades K-6) and Level IV (grades 3-8). If a student is a Young Scholar, it is noted on the screening summary sheet. Parents have the opportunity to share information about their child's learning challenges or special education needs on the parent/guardian questionnaire. Multiple criteria are reviewed and no one piece of information can determine eligibility or ineligibility. Members of the screening committee take a holistic case study approach and all of the information is reviewed to determine if there is enough evidence to support a need for advanced academic services.

Level IV files are screened centrally by trained committee members who do not know the student and all evidence must be explained and contained in the file. The portfolio is assembled at the local school and includes: ability test scores, achievement test scores (if available), a gifted behaviors rating scale (completed by school committee), work samples, progress reports, parent input via referral or optional questionnaire, and optional letters of commendation or awards. A copy of this file is available to parents upon request from the local school. It is then sent forward to central office and read by six trained professionals who consider all of the evidence in the portfolio file in determining eligibility for Level IV services. There is an oversight committee who reviews ineligible decisions to ensure students with similar profiles are not missed in the initial screening. Parents of students found ineligible in the process have the option to submit an appeal by presenting new information by the published deadline.

Screening for levels II and III occurs at the local school. The same data is used as is used in level IV screening, but an official file is not put together as the committee is comprised of staff at the school who know their students and can discuss each student.

If a student is found ineligible for Level IV services he or she may be considered by the local school committee for part-time school-based services (Levels II and III). If a student is found ineligible for advanced academic services, he/she may appeal the decision. Students may also be referred again the following school year.

At the middle and high school levels, there is open enrollment in Honors, Advanced Placement, and International Baccalaureate courses.

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

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

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

General Intellectual Aptitude

2 Classroom Teacher(s)

1 Advanced Academic Resource
Teacher

1 Counselor

School Psychologist(s)

Assessment Specialist(s)

1 Principal(s) or Designee(s)

Other(s) Specify: EL teacher if a student is an EL learner and special education teacher if a student is twice exceptional, media specialist, reading specialist, school counselor

- 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)

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Gifted Behaviors Rating Scale (GBRS)	Current classroom teacher and other professionals who work with the student	Local school screening committee	Elementary: Advanced Academic Resource Teacher Middle School: School Counselor
CogAT	Teachers or other school professionals	Scoring services	Office of Student Testing
NNATII	Teachers or other school professionals	Scoring services	Office of Student Testing
Progress Reports	Classroom teacher	Classroom teacher	Elementary: Advanced Academic Resource Teacher Middle School: School Counselor
Developmental Reading Assessment (elementary)	Teachers or other school professionals	Classroom teacher	Advanced Academic Resource Teacher
WIDA (if applicable)	Teachers or other school professionals	EL Teacher	Elementary: Advanced Academic Resource Teacher Middle School: School Counselor
State Standards of Learning Tests	Teachers or other school professionals	Scoring services	Office of Student Testing
Parent/Guardian Questionnaire	Parents/guardians	N/A	Elementary: Advanced Academic Resource Teacher Middle School: School Counselor
Work samples, letters of recommendation, and/or awards	Parents/guardians, teachers	N/A	Elementary: Advanced Academic Resource Teacher Middle School: School Counselor

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Criteria from the list above are used to determine eligibility for advanced academic services, Levels II, III, and IV. Multiple criteria are reviewed and no one piece of information can determine eligibility or ineligibility. If a student is found ineligible for Level IV services he or she may be considered by the local school committee for part-time school-based services. If a student is found ineligible for advanced academic services, he/she may be referred again the following school year.

Students retain eligibility for Level IV services through eighth grade. If a student is found eligible and does not accept Level IV placement, the parent or guardian may activate eligibility for placement by completing and submitting the [reactivation form](#) to the Advanced Academic Programs Office by the published deadline. Parent or guardian permission is necessary for program changes.

The continuum of advanced academic services is offered through a combination of part-time school-based services (Levels II and III) and full-time (Level IV) services. It is necessary to identify which level of service is appropriate for each student and to monitor students as they progress in grade level. The focus is on labeling services, not students, and recognizing students' needs may change over time. Some students remain at Level II, while others may move on to Level III or Level IV if it is determined a higher level of service is required to meet their needs. Screening for Level II and Level III services is done at the local schools and screening for Level IV services is done centrally. Fifty-four elementary schools offer Local Level IV services to students in their community. In these schools, center-eligible students may choose to attend the local school where they are clustered in level IV classes. In addition, the local screening committee reviews multiple criteria to determine which non center-eligible students should be added to these classes.

Middle School:

At the middle school level, students eligible for Level IV services may attend a designated Level IV center, or may choose to take all Honors courses at their local school. Any student may enroll in one or more Honors classes in areas of academic strength/interest in the core content areas. Nine middle schools offer the International Baccalaureate Middle Years Program (IBMYP) to all students.

High School:

Honors classes in English, mathematics, science, and social studies are provided in all 26 high schools. Either the Advanced Placement (AP) or the International Baccalaureate (IB) program is offered at each high school. AP/IB courses are offered in the four core disciplines as well as world languages, computer science, art, music, and other electives. Students may self-enroll in one or more Honors, AP, IB, or dual enrollment classes in areas of academic strength/interest. Seven high schools offer the International Baccalaureate Middle Years Program (IBMYP) to all students in grades 9-10. Thomas Jefferson High School for Science and Technology is a Governor's school that offers advanced classes with a focus on mathematics, science, and technology.

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

General Intellectual Aptitude

Parents/legal guardians and school staff work together to ensure that each child receives the appropriate level of advanced academic service. Fairfax County Public Schools offers a continuum of services that provides all students with opportunities to engage in complex subject matter and helps prepare them for more challenging and rigorous classes as they advance in grade level. Multiple sources of information are reviewed as students are considered for Level III in grades 3–6 and Level IV in grades 3-8. Referrals may be submitted each year. Part-time Level III services provide advanced academic services for students with strengths in the areas of language arts, mathematics, science, and/or social studies. Level IV services provide challenging curriculum and instruction to students in the four core academic subject areas through full-time placement in a center program, local level IV at the base school, or full honors available at every middle school.

Middle school students may enroll in one or more Honors classes in areas of academic strength/interest in mathematics, science, social studies, and English. In order to take Algebra I Honors in seventh grade a student must meet benchmark scores on ability and achievement tests. Algebra I Honors in eighth grade is open enrollment.

Five FCPS middle schools that feed into International Baccalaureate (IB) high schools have been authorized by the International Baccalaureate Organization to offer the International Baccalaureate Middle Years Program (IBMYP). Three IB high schools have IBMYP feeder middle schools. IBMYP provides an academically challenging framework for students in grades 6 through 10.

At the high school level, Honors classes, Advanced Placement, and International Baccalaureate Diploma courses are open to all students who have met the proper course prerequisites (if required). High school staff, to include student services personnel, conduct conferences with students and parents or guardians regarding AP and IB placement and student progress.

The Thomas Jefferson High School for Science and Technology (TJHSST) conducts a competitive application process to select students who would benefit from a strong focus on mathematics, science, and technology. TJHSST admissions information is available on their [web site](#).

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

General Intellectual Aptitude

- (a) School and central office communications inform parents and guardians of advanced academic services and the procedures and timelines for identification and placement. These communications include newsletter articles, news releases, parent information meetings as well as the [FCPS website](#). When students are recommended for center screening, parents are notified and have the option to decline.
 - (b) When ability test scores are missing, students may be tested during the fall testing window. Students who are new to the county, referred for Level IV, and who are missing test data may be tested during the spring testing cycle.
 - (c) Parents receive written notification of all placement decisions. This includes Levels II and III part-time school-based services, full time Level IV services, and middle school Honors. Permission for placement is required for all services. Once a student is identified for advanced academic services, they continue to receive services through grade 12.
The course registration form at the middle school and high school levels, which requires parent or guardian signature, constitutes permission for placement.
Thomas Jefferson High School for Science and Technology mails notification of placement decisions.
 - (d) Fairfax County Public Schools does not have a formal exit policy. When a change in the level of service (Levels III - IV) is recommended by the school staff, the parents are invited to participate in a conference where the recommendation is discussed. Parents have the option to continue the service if they believe that it is best for their child. Parents and guardians who wish to initiate a change in school-based advanced academic services notify the local school principal. If parents want to activate Level IV eligibility or if they would like to withdraw their child from the Level IV program, they notify the Level IV center school and the AAP office. At the middle and high school level, students work with their school counselors and/or other school professionals if a change in courses is needed.
- School-based Services (Levels II and III)
Appeals for part-time school-based services at the elementary level are submitted in writing to the principal of the local school and must include new information. The local schools notify parents and guardians in writing of the local school decision.
 - Level IV placement (grades 3–8)
The appeals committee, made up of central office staff, reviews all appeal requests.

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Parents/guardians of students not selected for the Level IV program who wish to appeal, must complete an [Appeal form](#) according to the scheduled deadline. All screening files receive an in-depth data review by the Central Selection Committee and the Oversight Committee. Eligibility decisions are based on multiple criteria included in the screening file. Appeals must contain new information that was not part of the original screening file. The appeals committee reviews the original screening file as well as the new information. This may include student work samples (stories, projects, or artwork), awards, certificates, honors, and/or reports of academic extracurricular activities, and letters from parents or other adults who know of the child's advanced abilities. Further, parents/guardians may elect to obtain additional testing. FCPS agrees to honor and accept these assessments. Individual intelligence testing from a private licensed psychologist must be accompanied by a copy of the psychologist's state license. Testing results from George Mason University testing services and other universities may also be submitted. The appeals committee consists of the Advanced Academic coordinator, Advanced Academic Program specialists, EL specialists, and other central office staff. The parents and guardians are notified of the decision by mail.

TIMELINE

January and April	Level IV placement notification to parents/guardians by mail
January and May	Level IV placement appeals due for ineligible decisions
March – April	Middle schools notify parents/guardians of Honors course selection by mail
Ongoing	Elementary schools notify parents/guardians regarding part-time school-based services (Levels II and III).

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

General Intellectual Aptitude

Permission forms are sent to parents or guardians of eligible students according to published deadlines. Parents/guardians have the option to decline or defer services.

Information, including the identification time line, regarding the process for identifying students for full-time placement in Advanced Academic Programs is disseminated through local school communications, news releases, the Advanced Academic Programs website, and parent meetings presented at the local school.

Screening for full-time Level IV services requires a nationally-normed ability test, and all FCPS students take these tests in first and second grade. From these scores, a screening pool for Level IV services is created comprised of students scoring above a benchmark score. Parents/guardians of students who score at or above the benchmark score are notified in writing and all pool candidates are automatically screened for possible full-time Level IV placement, unless parents/guardians request in writing that their child not be screened.

Students in grades 2–7 may also be screened for Level IV placement in grades 3-8 through a referral. Parents/guardians/students/others who submit a referral receive written notification that the referral has been received. Students who are new to the county and are missing test scores may be tested during the scheduled testing cycles.

After the central selection committee and the oversight committee meet, the AAP office mails eligibility decisions. If students are eligible for Level IV services, the letter includes a *Permission for Placement Form*. Eligible students are invited to attend an orientation at their assigned Level IV center in April. Parents/Guardians are also notified if there is a Local Level IV option and are invited to an orientation at their local school if this option is available.

The Advanced Academic Programs Office mails letters to parents or guardians of ineligible students. If a student is found ineligible, parents or guardians may submit an appeal. Directions for submitting an appeal are contained in the ineligibility letter and appeal form. Appeals must contain new information not contained in the original screening file. Parents or guardians of an FCPS student may obtain a copy of the screening file from the local school.

Students who are not enrolled in and attending FCPS may also be screened by a parent/guardian referral. Parents/guardians of these students prepare and submit a completed screening file following procedures outlined on the Identification and Placement page for [Fairfax County Students NOT Enrolled in and Attending FCPS](#). Parents/guardians of private school students receive written notification of

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eligibility/orientations or ineligibility/appeals. Parents/guardians may choose to defer
placement and may reactivate eligibility through 8th grade.

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Parents and guardians who wish to initiate a change in school-based advanced academic services notify the local school principal in writing. If parents want to activate Level IV eligibility or if they would like to withdraw their child from the Level IV program, they notify the Level IV school and the AAP office. Again, parents have the option to decide what is best for their child.

Fairfax County Public Schools does not have a formal exit policy. When a change in the level of service is recommended by the school staff, the parents are invited to participate in a conference where the recommendation is discussed. Parents have the option to continue the service if they believe that is best for their child. At the middle and high school level, parents/guardians and students work with their school counselors and/or other school professionals if a change in courses is needed.

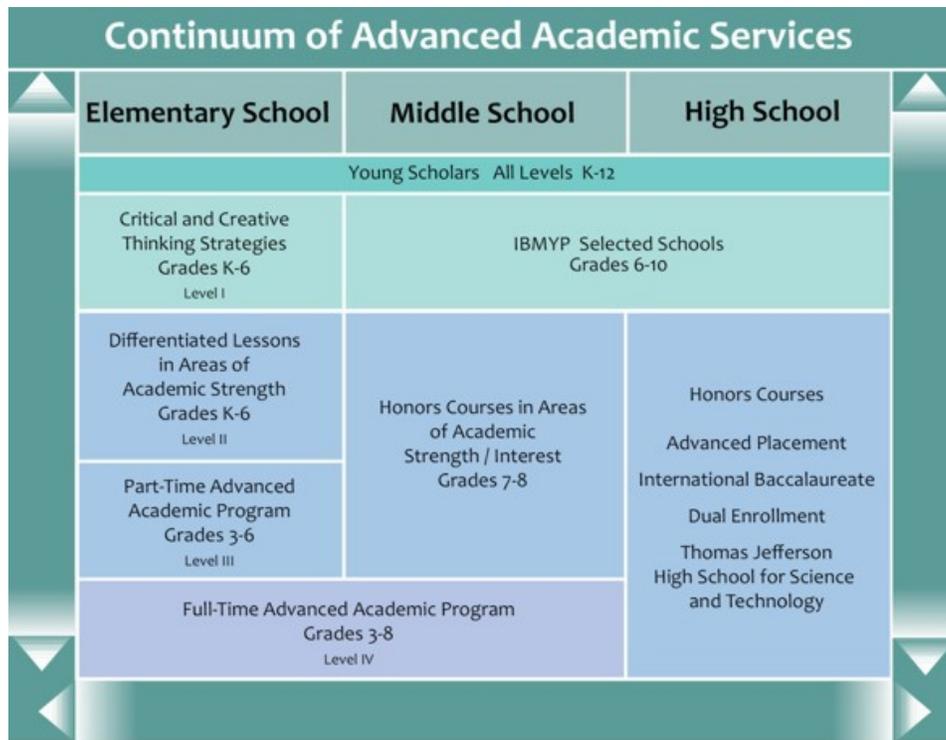
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Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

A. Service Options are Continuous and Sequential

General Intellectual Aptitude

Fairfax County Public Schools (FCPS) Advanced Academic Programs provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners in grades K-12. Through a continuum of advanced academic services, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Children identified for FCPS advanced academic services exhibit exceptional performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum. Students who are twice exceptional are provided with accommodations or modifications through a special education Individual Education Plan (IEP) team, a 504, or accommodations and support provided by the classroom teachers in response to their individual needs.



Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.

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Critical and Creative Thinking Strategies (Level I), Grades K-12

The advanced academic resource teacher and classroom teachers teach nine higher order thinking strategies across all subject areas and grade levels. The strategies are embedded in lessons that incorporate higher level thinking skills to extend and enrich the Program of Studies (POS) for all learners. In grades K-6 student responses to the lessons are also used to collect evidence of advanced academic potential in order to increase access to advanced academic programs for underrepresented populations.

Young Scholars, K-12

Young Scholars (YS) is designed to find and nurture advanced academic potential in students from historically underrepresented populations beginning in kindergarten. Curricular interventions and support are provided through the collaboration of the classroom teacher and the Advanced Academic Resource Teacher (AART). As students progress through elementary and secondary school, continuing support and opportunities for accessing advanced academic services and rigorous coursework are provided by school staff.

The role of the Advanced Academic Resource Teacher (AART) has been expanded to provide more access to underrepresented students through the Young Scholars course and Cultural Proficiency training. Both provide tools to better support teachers and students at their local schools. The AART is an integral part of collaborative learning teams at each school.

Differentiated Services in Areas of Academic Strength (Level II), Grades K-6

Classroom teachers provide differentiated lessons (Level II) for students who exhibit a need for additional challenge in one or more areas of academic strength as part of a talent development pool for specific academic aptitude. Classroom teachers collaborate in planning with the AART to differentiate instruction using materials from the AAP curriculum framework.

Part-Time Advanced Academic Services (Level III), Grades 3-6

Part-time school-based services (Level III) are delivered to eligible students in grades 3-6 through co- planning and collaboration between the AART and the classroom teacher. The model is designed to strengthen direct services for advanced learners and to enhance the quality of instruction offered to all students. The Advanced Academic Resource Teacher provides curriculum and instruction that challenges students to learn at a faster rate, think on a higher level, or study sophisticated and complex content through extensions of the FCPS Program of Studies using materials from the AAP curriculum framework.

Full-Time Advanced Academic Program, Grades 3-8 (Level IV)

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Students found eligible for placement in a full-time Advanced Academic Program (Level IV) through a central selection process participate in highly challenging curriculum and instruction in the four core subject areas, including acceleration in mathematics. The Level IV program is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development.

Center-Based Advanced Academic Program (AAP) – Students who are centrally selected to receive Level IV services may attend a center-based program on a full-time basis. Students identified for Level IV services receive a challenging instructional program in the four core subject areas.

Non-Center Based Local Level IV Program – Local Level IV provides students another avenue to access full-time advanced academic services in their local school. Center-eligible students, who choose to remain in their local school, receive the same advance academic curriculum as students who attend centers.

International Baccalaureate Primary Years Program (IBPYP) Selected Schools, Grades Pre-K-5

FCPS has one IBPYP authorized school (Belvedere ES) that implements the IBPYP school-wide. The program is designed for students ages Pre-K-5 and helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. FCPS curriculum is supported by the development and teaching of attitudes, transdisciplinary themes, and concepts.

International Baccalaureate Middle Years Program (IBMYP) Selected Schools, Grades 6-10

FCPS has 14 IBMYP programs. The program is designed for students ages 11-16 and helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The curriculum is supported by the fundamental concepts of intercultural awareness, holistic learning, and communication.

Honors, Secondary Level

Honors courses are open to all middle and high school students who seek academic rigor. Students who demonstrate high achievement, interest, and/or potential to achieve in one or more areas of academic strength may participate in honors courses in the four core academic subject areas. Honors classes use curriculum that extends the FCPS Program of Studies (POS) in depth and complexity. Honors classes seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework.

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Advanced Placement, Grades 10-12

Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. The AP program is offered in English, social studies, science, world languages, mathematics, and fine arts. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations.

International Baccalaureate Diploma Program (IBDP), Grades 11-12

Eight high schools offer the International Baccalaureate Diploma Program (IBDP). The IBDP courses in high school are open to all students who seek academic rigor. The IBDP provides a comprehensive rigorous education emphasizing analytical thinking and reading and writing skills with an international perspective. The program is offered in English, world languages, social sciences, experimental sciences, mathematics, and the arts. High school students who complete IB courses demonstrate mastery of subject material by earning qualifying grades on IB examinations.

Thomas Jefferson High School for Science and Technology (TJHSST), Grades 9–12

TJHSST provides an innovative, specialized learning environment for highly motivated students who have a genuine interest in the biological, physical, mathematical, and computer sciences. Designated as the Governor’s Regional School in Northern Virginia, TJHSST offers a comprehensive college preparatory program with additional required courses in science, mathematics, and technology.

Dual Enrollment, Grades 11-12

Dual enrollment courses are offered in conjunction with local universities in a few select schools. These college-level courses include English, government, geosystems, multi-variable calculus, and matrix algebra.

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

General Intellectual Aptitude

Schools function as communities of learners and gifted students have multiple opportunities to research, investigate, and learn with age-level peers through projects, presentations, and collaboration.

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

General Intellectual Aptitude

Full and part-time services (Levels III – IV) provide acceleration and enrichment opportunities for students who are identified as gifted. These are offered through instructional groupings (Levels III) and full time placement (Level IV). The FCPS Advanced Academic Programs curriculum framework, differentiated for advanced learners, provides a structure for how their academic needs should be met through acceleration, enrichment, extensions to the FCPS standard program of studies, as well as challenges, competitions, and extracurricular activities. Specific instructional strategies include mathematics acceleration, scientific inquiry and investigation, historical analysis and interpretation, independent research, project-based learning, persuasive writing, and using evidence to support an opinion.

D. Service Options Provide Instructional Time to Work Independently

General Intellectual Aptitude

Teachers provide advanced learners ongoing opportunities to investigate, research, and work independently through advanced in-depth study provided by the models and strategies embedded in the FCPS curriculum framework differentiated for advanced learners.

E. Service Options Foster Intellectual and Academic Growth

General Intellectual Aptitude

The foundation of our advanced academic programs is curriculum and instruction designed to challenge and engage advanced learners. The emphasis is on critical and creative thinking, and problem-solving. Students have ongoing opportunities for reflection and self- assessment that help them develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development and encourage continuous intellectual growth.

F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude

Accounting for the achievement and progress of advanced learners requires an assessment system that is designed to accommodate high levels of performance. The criteria for student performance typically exceed grade level standards and

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include in-depth knowledge, an advanced application of skills, and a deep understanding of the content, issues, and problems inherent in a field, subject area, or discipline.

Units and lessons designed for advanced learners include assessment components such as: pre- assessments, ongoing or formative assessments, and post assessments. Complex performance- based assessments are used to assess the solutions, products, and/or projects that are a result of a differentiated curriculum. Student work portfolios, oral presentations, projects, and exams are used to evaluate student learning and achievement. Rubrics are designed to provide clear criteria, to assist students in self-assessment, and to support students as they journey from novice toward expert in their knowledge, skills, and understandings.

Quarterly, families of elementary students identified for part-time school-based services receive a level III report describing student work and progress, including relevant work samples, corresponding rubrics, and teacher comments. This becomes part of the student's advanced academic file.

The final product for an advanced learner becomes more than an indicator of student learning, it is a means of assessing a student's ability to apply, transfer, transform, and extend their learning as they ultimately become producers of knowledge.

Students in advanced academic classes take the Virginia Standards of Learning (SOL) test for any and all courses that they are taking. High school students who complete AP and IB courses demonstrate mastery of subject material by earning qualifying grades on AP and IB examinations.

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

General Intellectual Aptitude

FCPS has adopted the notion of ascending levels of intellectual demand as articulated through the *Parallel Curriculum Model* (Tomlinson et.al, 2002). Three assumptions of the model are in alignment with our notion of giftedness in children and the need to provide a continuum of advanced academic services. These assumptions are as follows:

1. There is no one size fits all approach to teaching advanced learners and it is important to design curriculum that taps the potential of many learners.
2. Curriculum and instruction for advanced learners must be flexible enough to address the needs of a diverse population of gifted learners.
3. Teachers, as curriculum decision makers, play an important role in the development of high potential (Tomlinson et.al, 2002).

The parallel curriculum model serves as a guideline for designing and selecting curricula and instruction for advanced learners that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction. Units and model lessons promote an understanding of broad-based interdisciplinary concepts, foster the development of higher level thinking skills, guide the student toward expertise, and nurture student self-understanding, self-direction, and interpersonal skills.

A Curriculum Framework for Fairfax County Advanced Academic Services K - 12 provides a coherent foundation for Fairfax County's advanced academic programs and outlines goals and outcomes for engaging and challenging students in mathematics, social studies, language arts, and science. It is designed to enumerate students' cognitive and affective needs and provide a basis for continuous intellectual growth.

[Critical and creative thinking](#) lessons and units created by teachers and central office staff are posted on the FCPS 24/7 Blackboard site and Fairfax County's eCART curriculum repository for easy access. A combination of resources and units published for advanced learners in combination with units and lessons developed by Fairfax County Public Schools staff supports a differentiated curriculum framework in the four core subjects at every grade level. Units, lessons, and resources designed to challenge students in the four core subject areas are available on the FCPS 24/7 sites for K-12 teachers and include:

Language Arts

- o William and Mary Language Arts units and Navigator Novel Guides developed by the Center for Gifted Education at the College of William and Mary
- o *Jacob's Ladder* developed by the Center for Gifted Education at the College of William and Mary

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- o *Reading Above* (SEM-R) developed by the National Research Center on the Gifted and Talented (NRC/GT)
- o Vocabulary, Grammar and Writing lessons created by Michael Clay Thompson
- o Project, problem and inquiry based learning units developed for grades 7–8
- o Socratic Seminar and Student Debate

Social Studies

- o William and Mary Social Studies units developed by the Center for Gifted Education at the College of William and Mary
- o *Document Based Questions* developed by *The DBQ* project
- o Materials, lessons, and resources posted on the Library of Congress website
- o Project, problem and inquiry based learning units developed for grades K–8
- o National History Day

Science units

- o William and Mary inquiry and problem-based science units developed by the Center for Gifted Education at the College of William and Mary
- o The *National Geographic JASON Project* units
- o Project, problem and inquiry based learning units developed for grades K–8
- o National contests and challenges

Mathematics

- o Project M² and Project M³ units developed by the National Research Center on the Gifted and Talented (NRC/GT)
- o *Hands-on Equations, Groundworks, Investigations*
- o Project, problem and inquiry based learning units developed for grades 7–8
- o FCPS Advanced Mathematics Guide
- o National contests and challenges

The following are instructional strategies used in the division to accelerate and enrich the content for advanced learners beyond the grade-level or course expectations for all learners

- o Acceleration:
Acceleration is used in mathematics to provide ongoing opportunities for continuous academic growth. Students who receive Level IV services complete middle school mathematics by the end of sixth grade. Students in grades K–6, who have a specific academic strength in mathematics, may also participate in the advanced mathematics curriculum in the general education classrooms based on classroom assessments. Students who complete the advanced mathematics six coursework, and who take and achieve qualifying

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scores on the Iowa Algebra Aptitude Test (IAAT) and the 7th grade SOL, may
qualify for algebra I in seventh grade.

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- o Concept Based Instruction:
Broad-based themes or concepts are used to facilitate interdisciplinary and intradisciplinary connections to deepen student understanding of knowledge and skills in each content area.
- o Historical Analysis and Interpretation:
Students assume the role of a historian as they investigate historical issues, people, and events through historical analysis and interpretation of primary source documents.
- o Independent Research and Inquiry-Based Instruction:
Students and/or teachers generate questions and explore problems, issues, and events through research and independent study using a variety of resources.
- o Problem-based Learning:
Students work on the solution to an ill-structured, complex problem through collaboration and research.
- o Project-based Learning:
Students engage in an authentic learning experience that centers around a driving question that requires synthesis and evaluation of identified content areas
- o Service Learning Activities:
Service learning activities are divided into three distinct categories: Direct Service, Indirect Service, and Advocacy or Research. Schools have the option to identify specific service learning opportunities unique to their communities.
- o Simulations:
Students role play and engage in first hand experiences with complex issues, problems, and ideas in scenarios that provide an important connection to real-world situations.
- o Socratic Seminar:
A discussion forum that improves comprehension and challenges students to think and apply knowledge on increasingly higher levels. Carefully constructed questions serve as a catalyst to promote dialogue that fosters reflection and critical thinking and leads to a deeper understanding of issues, themes, and ideas.
- o Student Debates:
Students learn to research and debate complex issues from both sides of an argument. Participation in the debate process strengthens critical thinking, speaking, and persuasive writing skills.
- o Synectics:
A strategy used by teachers to develop metaphors, similes, and/or analogies that deepen understanding of concepts and ideas presented within and among disciplines.

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The IBMYP, provided in select middle and high schools, provides an instructional framework of best practices for use in conjunction with the local standards and curriculum. The program provides guidelines for assessment tasks and criteria that promote high levels of achievement and challenge for all students and build upon individual strengths.

Honors classes use a curriculum that extends the FCPS Program of Studies (POS) in depth and complexity. The Honors lessons and extensions are available to all teachers through eCART. Advanced academic programs in Fairfax County high schools consist primarily of two nationally and internationally recognized rigorous programs: the Advanced Placement and the International Baccalaureate. Both are comprehensive programs with high standards and externally assessed examinations. Advanced Placement (AP), International Baccalaureate (IB) courses, and dual enrollment are open to all students who seek academic rigor. For AP courses, each school develops its own curriculum in conjunction with a set of curricular and resource expectations established by the College Board and secondary school faculty. IB course curriculum is developed by an international committee of university professors and master secondary teachers.

Thomas Jefferson High School for Science and Technology provides a comprehensive curriculum, emphasizing the sciences, mathematics, and technology.

Portrait of a Graduate (POG)

Fairfax County Public Schools has developed a [Portrait of a Graduate](#) which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS. Developing Portrait of a Graduate (PoG) attributes is a high priority for FCPS and provides opportunities for students to demonstrate learning in more authentic ways beginning in kindergarten and growing through grade 12. The AAP curriculum and instruction is aligned with the PoG and is designed to develop the PoG attributes in advanced learners. Teachers and students plan ways to enhance learning opportunities to include the attributes of Communicator, Collaborators, Ethical and Global Citizens, Creative and Critical Thinkers, and Goal Directed and Resilient Individuals.

Teacher Qualifications

All teachers of advanced academic courses are encouraged to pursue the state endorsement in gifted education or the FCPS endorsement in advanced academics.

A. Elementary Teachers, Grades K-6

Advanced academic resource teachers and teachers who provide Level IV advanced academic services must hold either the Virginia state endorsement in gifted education or the FCPS endorsement in advanced academics. A teacher must meet this requirement within five years of accepting an assignment in advanced academics.

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B. Secondary Teachers, Grades 7-12

a. Teachers of five or more sections of advanced academic courses (honors, Level IV, AP, or IB) must hold either the Virginia state endorsement in gifted education or the FCPS endorsement in advanced academics. A teacher must meet this requirement within five years of accepting an assignment in advanced academics.

b. Teachers of less than five sections of advanced academic courses (honors, Level IV, AP, or IB) must complete a minimum of two courses in gifted or advanced academics as outlined in the FCPS secondary advanced academic endorsement brochure.

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

General Intellectual Aptitude

Fairfax County Public Schools offers a continuum of advanced academic services with multiple entry points. Students may transition from one level to another based on multiple criteria that are reviewed to determine the level of academic services needed to develop their gifted potential. Notice 2401 provides procedures for identifying elementary and middle school students for advanced academic services. Elementary and Middle schools follow identification and placement procedures outlined in the *Advanced Academic Programs Identification Procedures Manual*. This manual provides an overview of FCPS advanced academic services and testing, screening, and identification procedures for full-time advanced academic program placement (Level IV and Local Level IV), as well as for part-time advanced academic services (Levels II-III). This information is disseminated through local school communications, news releases, the [Advanced Academics Programs website](#), and parent meetings at the local school.

In addition, the AAP office provides each elementary and middle school Parent Information Packets for Advanced Academic Program Testing, Screening, and Identification. This packet explains the screening process and provides the deadlines for submission. Parents may also refer to the Identification and Placement for Current FCPS Students pages on the FCPS website. Parents whose children are not currently attending FCPS may refer to the Identification and Placement for Private/Homeschooled Students pages on the FCPS website. Students do not need to be registered in FCPS in order to be screened for Level IV services.

Each FCPS elementary school is staffed with a part-time Advanced Academic Resource Teacher (AART). The AART collaborates with the school staff to determine the appropriate level of advanced academic services for each child. Parents may refer their child for advanced academic services by contacting the AART at the local school. Beginning in kindergarten, students who exhibit a need for additional challenge in one or more areas of academic strength are considered for differentiated services (Level II). The resource teacher collaborates with classroom teachers to provide additional challenge and resources within the general education program. These services are specifically planned to provide more challenging content, assignments, resources and/or instructional grouping within the classroom. Ongoing observation and assessment ensures that student needs are being met. Beginning in third grade, part-time Level III services are provided by the AART to students who have been found eligible through a local screening committee. Level III services consist of units and lessons that enrich and extend the program of studies in specific content areas. They are part of the differentiated curriculum framework for advanced learners.

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Advanced course options at the Secondary level include honors, AP, IB and dual enrollment courses. In Middle school, parents may enroll their child in honors science, social studies, English, and/or mathematics. The decision regarding placement in 7th grade Honors Algebra I is based on student performance on the Iowa Algebra Aptitude Test (IAAT) and seventh grade SOL test scores. Students may self-select Honors Algebra I in 8th grade. Students eligible for full time Level IV placement have the option to take full honors at their local middle school. Middle and high school students who demonstrate high achievement in one or more areas of academic strength may participate in honors courses in any of the four core academic subject areas. All FCPS high schools offer IB or AP courses for students seeking high levels of academic challenge and college credit.

Further information about the advanced academics services provided in FCPS can be obtained by visiting the AAP web site or by contacting the elementary Advanced Academic Resource Teachers (AART) or administrator at the local elementary school. At the middle school or high school level, parents may contact the administrator, the director of student services, or their child's school counselor. In addition, at the high school level parents may also contact the IBMYP, IBDP, or AP coordinator.

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

[FCPS Regulation 3335](#) requires teachers who teach in an advanced academic program full-time to have either a Virginia state endorsement in gifted education or complete the FCPS Advanced Academic Programs endorsement. A teacher must meet this requirement within five years of accepting an assignment in advanced academics. In grades 7-12, teachers of less than five sections of advanced academic courses must complete a minimum of two gifted or advanced academic courses as outlined in the FCPS Advanced Academic Endorsement brochure. All teachers of advanced academic courses are encouraged to pursue the state endorsement in gifted education or the FCPS endorsement in advanced academics.

Through the Fairfax Academy (no tuition for FCPS employees) the Advanced Academic Programs Office offers at least five of the following each semester either online, face to face, or through a hybrid model:

- o Differentiating Instruction for Advanced Learners
- o Social-Emotional Needs of Advanced Learners
- o Young Scholars: A Model for Success
- o Twice Exceptional: Smart Students with Learning Challenges
- o Introduction to Advanced Learners
- o Curriculum for Advanced Learners
- o Strategies for Challenging and Engaging Advanced Learners
- o Growth Mindset and Overview of Best Practices in Advanced Academic Programs
- o IBMYP Planning, Instruction, and Assessment
- o Interdisciplinary Teaching and Learning in the IBMYP

A three-credit academy course on the Young Scholars model has been created by the central office. Every AART is required to take the course. In addition, the course is available to all teachers across the district through the FCPS Academy. The course is designed to help teachers and school teams find and nurture advanced academic potential in students from underrepresented populations.

Twice during each school year (August/January), the Advanced Academic Programs office offers an Advanced Academic Institute offering various sessions on best practices for teaching advanced academic learners as outlined on our Differentiated Curriculum Frameworks.

FCPS provides multiple opportunities for ongoing professional development both during the school year and during the summer break. There are professional development days for secondary teachers in each content area who teach grades 7–10 Honors classes. There are also workshops that focus on the K–8 FCPS Differentiated Curriculum Framework, twice exceptional workshops, Differentiation courses and in-services, and AP and IB

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summits. In addition, the AP institute and the Advanced Academic Summer Institute were combined to create a K-12 summer institute for teachers. Examples of offerings at these institutes are:

William and Mary Language Arts Units
Michael Clay Thompson Advanced Vocabulary, Writing, and Grammar Analysis
William and Mary Language Arts Strategies (Reading Above, Jacob’s Ladder, Navigator Novel
Project M ² : Measuring with Meerkats
Project M ³ : Awesome Algebra for Grade 3: Looking for Patterns and Generalizations
Project M ³ : At the Mall with Algebra for Grade 4: Working with Variables and Equations
Project M ³ : Record Makers and Breakers for Grade 5: Using Algebra to Analyze Change Participants will receive M ³ unit pertaining to their grade level.
Inquiry-based Problem Solving Strategies for Engaging Advanced Academic Students
Designing Effective Problem Based Assessments in Mathematics
Problem Based Learning in Science
The National Geographic JASON Project
Inquiry Based Science
Bringing the Library of Congress to your Classroom
Document Based Questions (DBQ)
William and Mary Social Studies
Performance Based Assessments
Thinking It Through: Promoting Higher-Level Thinking and Discussion

In addition to teacher preparation, there are workshops and courses that support the screening and identification process in the elementary school. Early in the school year the AART trains all

K–6 teachers in the use of the Gifted Behavior Rating Scale (GBRS) at each elementary school. This training is critical as the work that is collected by each teacher provides important evidence to support the rating and comments on the GBRS.

The wide variety of course offerings provides teachers and administrators with choices in professional learning. The Reflective Practice Tool serves as an instrument for staff to find areas in which they want to focus their professional development. The tool allows teacher to reflect and set goals on student engagement and curriculum practices in their classrooms. Staff members can align professional goals to the professional development offerings that are offered across the county.

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

The annual review of the effectiveness of the FCPS gifted education program is based on the following criteria:

1. Annual Report to the State of Virginia
2. A report on the central screening and selection process for Level IV services that includes the number of students referred, screened, and found eligible by ethnic group, gender, and Young Scholars
3. The number and ethnicity of students identified for levels II-III services.
4. The number and ethnicity of students who take middle school Honors classes by subject area
5. The number of students who participate and earn the FCPS IBMYP certificate
6. The number of AP and IB course offerings
7. The number of AP or IB courses taken by individual students by graduation
8. The percent of senior students that take at least one AP or one IB course at each high school
9. The number of AP/IB students that receive the IB Diploma or the AP scholar recognition
10. Progress made toward reaching the Program Goals and Objectives as outlined in Part II

Schools may also use *The FCPS Standards for Advanced Academic Programs* a foundational document to ensure quality and fidelity in the implementation of Advanced Academic Programs. It is expected that each school makes a commitment towards meeting all the standards, practices and Level IV curricular requirements of the AAP programs.

A review of fidelity of implementation will be completed by schools who participate in a self-study process. This process is designed to ensure that the standards and associated practices of FCPS AAP are being maintained and implemented according to the FCPS standards. The self-study process ensures that schools meet the expectations of Levels I- IV curriculum, teacher qualifications, vertical and horizontal planning, and communication of programming to the school community. Schools will use a self-study questionnaire that allows the Advanced Academic Programs Office to work closely with schools in their ongoing development of the Levels I-IV programs. It does not seek to evaluate individual teachers or students, but is a process of formal reflection. Schools will collect feedback from their teams, leadership and stakeholders to determine next steps in the development of their school's AAP program.

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

Composition of Local Advisory Committee

Categories	Number Represented
Parents	Included in other category
Teachers	3
Administrators	3
K-12 Coordinator	1
Support Staff	1
Community <input type="checkbox"/> representatives of business, industry, arts, university, school board	19
Community <input type="checkbox"/> persons who are not parents of identified	
Students (optional)	1

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BYLAWS
ADVANCED ACADEMIC PROGRAMS

ADVISORY (FCPS) SECTION A: PURPOSE

- Article I In accordance with the Virginia Board of Education Regulations Governing the
the
Educational Program for Gifted Students, the school division shall establish a local advisory committee composed of parents, school personnel, and other community members. This committee shall reflect the ethnic and geographical composition of the school division.
- Article II Also in accordance with the Virginia Board of Education regulations, the purpose of the committee shall be to advise the school board through the division superintendent of the educational needs of all gifted students in the division.
- Article III As a part of this goal, the committee shall review annually the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented.
- Article IV The recommendations of the advisory committee shall be submitted in writing through the division superintendent to the school board.
- Article V The name of the committee shall be the Advanced Academic Programs Advisory
Committee, hereinafter referred to as the Committee.

SECTION B: MEMBERSHIP

- Article I Number of Members
A total of not more than 33 members shall be appointed.
- Article II Representation
The Committee membership shall consist of twenty-two (22) citizen representatives, one (1) student representative, three (3) teachers of advanced academic students, six (6) principals, and the coordinator (1) of advanced academic programs.
- Article III Selection
Committee representatives shall be nominated for appointment as follows:
- (a) One citizen representative shall be nominated by each member
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of the Fairfax County School Board from his or her district, with each

at-large School Board member nominating a representative regardless of district.

- (b) Each of the following community organizations may nominate one representative:
 - (1) Fairfax County Association for the Gifted
 - (2) Fairfax County Council of PTAs
 - (3) League of Women Voters of the Fairfax area
 - (4) American Association of University Women
 - (5) Fairfax County Chamber of Commerce
 - (6) Fairfax County Federation of Citizens Associations
 - (7) Fairfax County School Board Human Relations Advisory Committee
 - (8) Local College or University
 - (9) Minority Student Achievement Oversight Committee
 - (10) Fairfax City School Board
- (c) One student representative shall be nominated by the student representative to the Fairfax County School Board.
- (d) Staff representatives shall be nominated by the Fairfax County Division Superintendent as follows:
 - (1) Three teachers of advanced academic students—one elementary school, one middle school, and one high school
 - (2) Six principals—one elementary school, one middle school, and one high school from the principal associations; and one elementary school, one middle school, and one high school selected by the region assistant superintendents
 - (3) The coordinator of advanced academic programs (AAP)

Article IV Appointment

Membership shall be approved by the Fairfax County School Board in July or as openings occur.

Article V Terms of Service

Committee members shall be appointed for two-year terms, with the exception of the student representative who shall serve a one-year term. Terms begin on July 1.

Article VI Replacement of Members

A new committee member may be nominated to replace a member unable to complete his or her term in accordance with the selection process outlined in Article III of this section. The replacement member shall fill out the remainder of the term of the departing member.

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Article VII Reappointment
Committee members may be reappointed for additional

terms. SECTION C: OFFICERS

Article I The officers of the Committee shall be: chairperson, vice
chairperson, and secretary.

Article II The chairperson and vice chairperson shall be elected by majority vote at the
first meeting in September. To be eligible for the position of chairperson, the
member must have served on the Committee for at least one year.
Nominations may be made by any Committee member up until time of the
vote, or by a nominating committee named by the incumbent chairperson.

Article III The coordinator of advanced academic programs shall serve as the secretary
of the
Committee.

Article IV The chairperson and vice chairperson shall serve one-year terms and may
be re- elected.

Article V The chairperson's duties shall include:
(a) preside at all Committee meetings
(b) appoint subcommittees, as approved by the Committee
(c) approve the agenda for each meeting

Article VI The vice chairperson shall perform the duties of the chairperson in the
latter's absence.

Article VII The secretary's duties shall
include: (a) prepare meeting
agendas
(b) maintain attendance records of the Committee
(c) take notes and prepare minutes of all meetings
(d) distribute meeting agendas, minutes of meetings, and
copies of other needed documents to Committee members

SECTION D: MEMBER RESPONSIBILITIES

Article I Committee members shall make every effort to attend all Committee
meetings. In the event a member is unable to attend a meeting, the member
shall notify the chairperson or the secretary prior to the meeting to be missed.

Article II Committee members are expected to participate fully in the work of the
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Committee--becoming knowledgeable about all aspects of advanced academics in Fairfax County and across the nation, reading pertinent reports and articles, communicating with parents and interested community members, and contributing personal and professional experiences to Committee discussions.

- Article III Committee members are encouraged to make suggestions for topics on the agenda to the chairperson.
- Article IV Committee members are expected to make requests for information and materials through the coordinator of advanced academic programs. All School Board advisory committees are asked not to make demands on principals, schools, and FCPS departments, but rather to work through the liaison office (Advanced Academic Programs).
- Article V Committee members should help keep the focus of the Committee on system wide issues—the annual local plan for education of the gifted and any charge from the School Board itself.
- Article VI Committee members should encourage participation by all members of the group, respecting diversity of opinion.
- Article VII The responsibilities of the coordinator of advanced academic programs shall include:
- (a) serve as secretary to the Committee
 - (b) consult with the chairperson in preparation of meeting agendas
 - (c) make arrangements for all meetings
 - (d) notify Committee members of meeting times and locations
 - (e) obtain information or data which is requested by the Committee and needed to complete Committee work
 - (f) assist the chairperson in preparation of the annual report to the School Board

SECTION E: COMMITTEE MEETINGS

Article I The Committee shall meet monthly September through May.

Article II Subcommittees, as required, may determine their own schedules.

Article III An agenda of items to be discussed or voted on shall be approved by the chairperson and distributed to all Committee members at least three days prior to the meeting. Information regarding substantive matters to be voted on will be provided in sufficient detail to permit adequate consideration by each member prior to the meeting.

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Article IV of Meetings shall be conducted in accordance with the principles of *Roberts Rules of Order*.

Article V A quorum shall consist of at least fifty percent of the membership of the Committee.

Article VI Committee actions shall be approved by majority vote of all members attending a meeting if a quorum exists. The secretary shall record and include in the minutes the number of those voting for and against each item and those abstaining. Any member in attendance may have his or her name and vote or decision to abstain recorded in the minutes should the member so request.

Article VII Meetings are open to the public.

SECTION F: ANNUAL REPORT TO THE

SCHOOL BOARD

Article I The Committee shall prepare an annual report to the School Board to be submitted through the Division Superintendent in May.

Article II Committee members who have attended a majority of the Committee meetings shall sign the report. An attendance record shall accompany the report.

Article III the A minority report requires agreement and signature of at least two members of the Committee.

Article IV The chair and/or vice chair shall present the report to the School Board according to the calendar.

SECTION G: AMENDMENT OF THE BYLAWS

Article I These bylaws may be amended at any general or special meeting of the membership by a two-thirds vote of members present and voting, if a quorum exists—provided that notice of the proposed amendment is given at a previous general meeting or is distributed in writing 30 days or more in advance.

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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.

Division Superintendent's Signature

Printed Name

Date