

Radford City Public Schools

Local Plan for the Education of the Gifted

2018-2023

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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 time frame of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml

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 Radford City Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
Specific Academic Aptitude (SAA) - Language Arts	K-12
Specific Academic Aptitude (SAA) - Math	K-12

(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

Radford City Public Schools believes in “excellence in education for every student, every day.” Due to their diversity in learning, outstanding abilities, and potential for accomplishment, gifted learners must be provided with a differentiated curriculum that adds rigor and challenge to the existing district curriculum. Radford City Schools strives to identify and serve all gifted learners, including those in typically underserved populations. Through the provision of gifted services, these gifted students will have the opportunity to explore their area(s) of interest, develop expertise beyond their peers, and achieve to their full potential—both in school and beyond.

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.

Gifted students are students who demonstrate outstanding ability or potential beyond that of their peers of the same age, experience, or environment. These students show advanced skills in reasoning, problem-solving, creativity, curiosity, academic achievement, mastery of concepts, expression, and/or critical thinking. In order to succeed to their fullest capacity, students who demonstrate this ability or potential will be provided with services to foster their academic and social-emotional growth.

Radford City Schools looks to identify students with high levels of potential or accomplishment beginning in kindergarten. In order to recognize and identify gifted students from a variety of backgrounds, the identification procedure utilizes a variety of tools and data. Through the use of multiple criteria, students will be identified as gifted in the specific academic areas of Language Arts and/or math. To qualify a student as gifted in the aforementioned subject areas, professionally qualified personnel will use an identification rubric that examines the following evidence:

- local screening procedures
- various records of previous accomplishments
- a nationally norm-referenced aptitude test/specific subject aptitude test
- a nationally norm-referenced teacher evaluation
- subject area grades (grades 3-12) **OR**
- running records for Language Arts/locally developed math assessments (grades K-2)

No one instrument, score, or criterion will guarantee or deny a student access to gifted services. A copy of this rubric is included in the appendices to this plan.

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: RCPS will utilize research-based screening and identification processes to provide equity in identification to all students grades K-12 by:

1. Providing information to teachers regarding referral and identification, including characteristics of giftedness, giftedness in underserved populations, and twice-exceptional learners.
2. Collecting data and analyzing patterns in current identification practices to determine the degree to which we are identifying students from underserved populations.
3. Utilizing universal screening procedures to ensure that all students who may qualify for gifted services are recognized.
4. Basing the identification process on multiple sources of information, not basing identification decisions solely on any one source of information.
5. Using nationally norm-referenced tests of aptitude and achievement along with teacher characteristic scales during the identification process.

B. Delivery of Services: RCPS will provide a continuum of differentiated services appropriate to gifted students' educational and social-emotional needs by:

1. Clustering primary/elementary students, placing them in classrooms with a teacher who has been trained in differentiation, and providing these students with various enrichment opportunities at the elementary level.
2. Providing intermediate school students differentiated instruction through regular classroom teachers who have been trained in differentiation, in addition to providing them opportunities to take advanced classes and various enrichment services.
3. Providing high school students advanced course options such as advanced, dual enrollment, and Advanced Placement. Additionally, high school students may apply to the academic-year half-day Governor's School in Science, Technology, and Mathematics and/or to the Summer Residential Governor's School programs.

C. Curriculum and Instruction: RCPS will supplement current district curriculum and initiatives to provide gifted learners with opportunities to increase skills, practice higher order thinking, and show growth by:

1. Using the Virginia Standards of Learning as a basis for a curriculum which is differentiated for the gifted learner, providing depth, challenge, and the opportunity to accelerate learning when mastery is demonstrated.
2. Providing more resources and support to teachers assigned to gifted clusters.
3. Increasing the consistency of enrichment and extension activities for students in grades K-8.
4. Communicating student growth to parents.
5. Continuing to implement division practices that are beneficial to all learners, including those identified as gifted.

D. Professional Development: RCPS will provide staff with ongoing training to increase knowledge of how best to identify and engage gifted learners. Examples of this training include:

1. Primary, elementary, and intermediate school teachers of gifted learners participate in ongoing trainings related to the screening, education, and development of the gifted child, which are provided by the coordinator via small or large group meetings or online modules.
2. High school dual enrollment and A.P. teachers receive ongoing training in advanced instruction through those programs.
3. Teachers collaborate with grade level or subject area colleagues and with the gifted coordinator to provide the best instruction for their gifted learners.
4. All current and previous in-service information is available on the Gifted Program's website.
5. Teachers are aware of the best practices in gifted education and are provided access to the National Association for Gifted Children's website/resources (<http://www.nagc.org/>).
6. Gifted coordinator announces regional meetings and conferences as they become available, e.g., Region VII Gifted Consortium Speaking for the Gifted Conference.

E. Equitable Representation of Students: RCPS will ensure that populations within the district are all given fair access to the gifted program by:

1. Collecting and reporting data to the local advisory committee on the correlation between the representation of served and underserved populations in both the gifted program and within the total school population.
2. Researching best practices in the screening and identification of learners from underserved populations.
3. Providing information to teachers about the characteristics and needs of students from underserved populations.
4. Providing information on referral and screening processes through **both** print and electronic sources.
5. Awarding one point on the identification rubric to any student from an underserved population and two points to any student from more than one underserved population, until identification in each underserved area correlates with enrollment percentages in each underserved population.

F. Parent and Community Involvement: RCPS will increase awareness of gifted services and the needs of gifted students by:

1. Publicizing opportunities and accomplishments via email, the gifted website, online and paper newsletters, brochures, and the local newspaper.
2. Including information on the needs of gifted students through online quarterly newsletters.
3. Sending mailings to students/parents the spring prior to student matriculation to intermediate and high school, advising of gifted services at each school.
4. Increasing community involvement by utilizing community members as mentors, guest speakers, etc. for enrichment needs in their specific areas of expertise.

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 - Language Arts & mathematics

Prior to the general windows of identification testing, all students will be screened through a variety of methods to determine a group of students who may require further consideration for gifted services. The gifted coordinator will then request student referrals from all teachers at the end of the first, second, and third nine weeks. Radford City Schools' teachers and staff strive to screen, refer, and identify all students who exhibit high ability or potential, including those from typically underserved populations. The screening process may include one or more of the following data collections:

- State and division level assessments, including but not limited to: benchmark assessments, SOL scores, Fountas & Pinnell Reading levels, PALS screenings, local math assessments
- Subject area grades and classroom performance
- Teacher observation of specific traits documented on an official inventory of gifted characteristics including but not limited to: advanced language, analytical thinking, sense of humor, creative thinking, questioning, or accelerated learning **(Grades K-8)**
- Planned experience lessons designed to highlight gifted characteristics and compiled in student portfolios **(Grades 1, 3, and 5)**

The gifted coordinator will provide annual training on gifted characteristics, characteristics of underserved populations, screening procedures, and screening tools. RCPS staff will evaluate division screening procedures each year to ensure that all procedures and tools are unbiased and culturally equitable.

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 - Language Arts & mathematics

1. The referral/identification process will begin upon the submission to the gifted coordinator of the *Radford City Schools Referral for Gifted Services*. This form must be submitted to begin the process. Verbal or email communication will not serve as an official referral. This form can be found on the gifted website or requested from the gifted coordinator.
2. Referrals can be made by any of the following: teachers, parents or guardians, other school professionals, or the student himself/herself.
3. Students who move from another school district as identified learners will maintain their gifted status and be eligible for gifted services, **dependent upon proper documentation from their previous school district**. In the event of missing or lacking documentation from the previous school district, the student must be identified by our local identification procedures in order to be eligible for services. Notification procedures and rights of appeal are the same in cases of transfer students.
4. **Within 10 instructional days** of the referral submission, the gifted coordinator will request the parent/guardian's permission to administer testing and collect additional student data. *Due to the process taking 90 instructional days, any referral received after February 1 may be postponed to the following school year if the coordinator deems the process cannot be completed during the remainder of the school year.*
5. **Once the coordinator receives permission to test the student and collect data, the coordinator must complete the referral/identification process within 90 instructional days.**
6. During the referral/identification process, the coordinator will collect the following data and enter it into the *Gifted Identification Rubric* to help the identification committee make a decision about the student's qualification:
 - a. Nationally norm-referenced testing (if no current testing is available, i.e. within the past two years)
 - b. Nationally norm-referenced teacher evaluation
 - c. Subject area grades (grades 3-12)
 - d. Running records or local math assessment scores (grades K-2)

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7. The Identification Committee will review the rubric and the data collected by the gifted coordinator. Using this information, the Committee will determine whether the student is eligible for gifted services in Language Arts and/or mathematics. The Committee will notify the parent(s)/guardian(s), the principal, and the teacher of the decision. **This notification will be sent no more than 90 instructional days after the permission to test was received.**
8. Parents/guardians, teachers, and principals may appeal the Committee's decision in writing **within 10 instructional days** of receiving the notification letter.

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 - Language Arts & mathematics

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires (**Teacher Scales Identifying Gifted Students [SIGS] 2004, Prufrock Press**)
- 4. Individual interview
- X 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (**Cognitive Abilities Test Form 8 [CogAT] OR Naglieri Nonverbal Ability Test-Third Edition [NNAT3]**)
and/or
- X 5b. Individual or group-administered, nationally norm-referenced achievement test(s) (**Otis-Lennon School Ability Test, Eighth Edition [OLSAT-8] in conjunction with Stanford Achievement Test Series, Tenth Edition [SAT10]**)
- X 6. Record of previous achievements (awards, honors, grades, etc.) (**Subject area grades**)
- 7. Additional valid and reliable measures or procedures

2. Additional identification information for Specific Academic Aptitude - Language Arts & mathematics

Qualification for gifted status is determined by the Identification Committee who reviews the *Gifted Identification Rubric* on which the student can earn 0-5 points (based on defined percentile ranges) in the following three areas:

1. a nationally norm-referenced aptitude test/specific subject aptitude test (CogAT OR NNAT3)
2. a nationally norm-referenced teacher evaluation (SIGS)
3. subject area grades (for students in grades 3-12) **OR**
4. running records for Language Arts/locally developed math assessments (for students in grades K-2)

Based on this rubric, students are considered eligible for gifted services in Language Arts and/or mathematics under one of the following conditions:

- Student scores 11/15 (or higher) on the rubric
- Student scores a total score of 10/15, but scores 5 points in the nationally norm-referenced test score category and 5 points in another category
- Student scores a total score of 10/15, but scores 5 points in both the categories of nationally norm-referenced teacher evaluation and subject area grades, **IN ADDITION TO** scoring in the 85th percentile or higher in the area of the nationally norm-referenced test score

Any student who scores 10/15 automatically is re-tested—using a different test—if he/she scored a “4” or lower in the testing area of the rubric. Tests administered and instructions for referrals are sensitive to the identification of students who otherwise may be overlooked due to their membership in underserved groups (racial or cultural minorities, students of low socio-economic status, students with health or intellectual disabilities, and students for whom English is not their first language). No one area of the rubric or criterion may prevent a student from being eligible for gifted services. Any decision by the committee may be appealed in writing within 10 instructional days.

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

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

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

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

Specific Academic Aptitude - Language Arts & mathematics

1	Classroom teacher
0	Gifted Education Resource Teacher(s)
1	Counselor(s)
0	School Psychologist(s)
0	Assessment Specialist(s)
1	Principal(s) or Designee(s)
1	Gifted Education Coordinator
as needed	Other(s): Special Education teacher and/or ESL Specialist

b. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

X 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 - Language Arts & 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>
Online CogAT, Houghton Mifflin Harcourt Assessments	Coordinator	Coordinator	Coordinator
Online NNAT3, Pearson Assessments	Coordinator	Coordinator	Coordinator
Online OLSAT 8, Pearson Assessments	Coordinator	Coordinator	Coordinator
Online Stanford Ten, Pearson Assessments	Coordinator	Coordinator	Coordinator
Scales for Identifying Gifted Students (SIGS)	Subject area teacher	Coordinator	Coordinator
Subject Area Grades (3-12)	Subject area teacher	Subject area teacher	Coordinator
Locally developed math assessment scores and Running Record (A-Z	Classroom teacher	Classroom teacher	Primary principal/Coordinator

Learning) reading levels (K-2)			
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After all data is collected on the *Gifted Identification Rubric*, the Identification Committee meets to review the information provided and determine to which degree the student’s exceptional performance or potential may require differentiated services. The parents are then notified of the committee’s decision. This notification must occur no later than 90 instructional days after the gifted coordinator received permission to test the student/collect data.

A copy of the *Gifted Identification Rubric* is included in the appendices to this plan. The rubric consists of 3 criteria, each with a range of scores from 0-5 points. Determinations are never made either for or against the student based solely on any one criterion. Points are awarded for the subject area grades, the SIGS evaluation, and the student’s score on a nationally norm-referenced test of aptitude or academic subject area test of aptitude. The student is automatically assigned one point if they are a member of a demographically disadvantaged category; two points if they are a member of more than one category (minority group whose representation in program is not equal to its representation in overall student population; economic disadvantage; disabilities; ELL).

The student is then found eligible in the event of any of the following:

- The student scores a minimum of eleven (11) points out of a possible fifteen (15) points
- The student scores a total of ten (10) but scores all five points in the test score category and all five points in another category
- The student scores a total of ten (10) but all five points in both the categories of nationally norm-referenced scales of academic behaviors and subject area grades, as well as 85th percentile or higher in the test score category

3. 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 - Language Arts & mathematics

The Identification Committee will make one of two recommendations for a student being evaluated:

1. The student demonstrates specific academic aptitude and performance potential to the extent that differentiated learning options are necessary to meet his/her academic needs in Language Arts **and/or** mathematics.
2. The student does not at this time exhibit aptitude and performance to the degree that services beyond those provided in the regular classroom are required to meet his/her academic needs.

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A Differentiated Education Plan (DEP) will be written for any student who is determined eligible for services grades K-8. This plan will serve as a way to articulate and communicate instructional strategies and activities that meet the higher level needs of the gifted student. This plan will be updated on a yearly basis and each yearly copy will be placed in the student's cumulative school record. Progress reports based on this DEP will be sent home to the parent(s)/guardian(s) on a semester basis, and the end-of-year report will also be filed in the student's cumulative folder.

Any student who is determined eligible for services shall receive these services in compliance with any IEP or 504 plans the student may already have in place:

Grade Level	Math	Language Arts
K-6	<ul style="list-style-type: none"> -Students are clustered and receive differentiated services within the subject area from the classroom teacher who is trained in differentiation and works with the gifted coordinator to provide the best instruction for gifted learners. <i>Cluster grouping will go into effect the following school year. Students will not be moved in the midst of a school year.</i> -Participation in enrichment activities with classroom teachers and/or the gifted coordinator as arranged or as they become available each year 	
7-8	<ul style="list-style-type: none"> -Differentiated services within the subject area from the classroom teacher -Able to take Algebra I in 7th grade and Geometry in 8th grade -Services and enrichment opportunities provided by the gifted coordinator 	<ul style="list-style-type: none"> -Differentiated services within the subject area from the classroom teacher -Able to take advanced English courses -Services and enrichment opportunities provided by the gifted coordinator
9-12	<ul style="list-style-type: none"> -Able to take advanced or Advanced Placement math courses -Calculus BC and Statistics offered through Virtual Virginia -May apply to the academic-year or Summer Residential Governor's School programs 	<ul style="list-style-type: none"> -Able to take advanced English courses (<i>grades 9-11</i>) -Able to take Advanced Placement English Literature & Composition (<i>with an AP exam</i>) when available OR Dual Enrollment English (<i>for high school and college credit</i>)

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 - Language Arts & mathematics

Notification Procedures

If/when a referral for gifted services is received, the following notifications will occur:

- The building principal will be notified and given the opportunity to review the referral.
- Permission to test the student and collect additional information (grades, scores, and the teacher's evaluation of student performance) will be sent to the parent/guardian **within 10 instructional days of receiving the referral**.
- A copy of the identification timeline will be sent to the parent/guardian, and contact information for the Gifted Coordinator will be included.

The parent/guardian must give permission for the identification process to begin. This permission should be returned **within 10 instructional days**. Once it is received by the coordinator, the identification process will begin. The Identification Committee will meet to determine the student's eligibility, and the parent/guardian of the student will receive the following **no later than 90 instructional days after the permission to test was received**:

- A notification letter stating the committee's determination
- Information on the appeals process
- A request for permission allowing the school district to provide appropriate service options

The parent/guardian must give permission for their child to receive services. This permission should be returned **within 10 instructional days**.

- Upon parent permission to provide gifted services, the building principal and classroom teacher will be notified of the student's gifted status.
- Copies of all documents accumulated in the referral/identification process will be placed in the student's cumulative folder.

Appeals Procedures

The parent/guardian of the student screened may appeal any part of the committee's decision. The Identification Committee's decision can only be appealed if the procedures below are followed:

1. A written appeal must be submitted to the office of the gifted coordinator within ten (10) instructional days of receiving the committee's decision.
2. The person filing the appeal should **clearly indicate which parts of the identification process were flawed or not in compliance with the local plan and/or the Virginia Regulations for Gifted Education.**
3. The coordinator will arrange a meeting with the school's principal, the coordinator, and the appellate to discuss the appeal and for the parent to examine documentation of the screening.
4. If the appellate is unsatisfied with the outcome of the meeting, he/she can submit a written request within five (5) instructional days of that meeting that his/her complaint go before an Appeals Committee. The Appeals Committee is composed of the assistant superintendent, the coordinator of gifted services, the school principal, and two teachers selected by the assistant superintendent who were not members of the original Identification Committee.
5. The Appeals Committee must meet within ten (10) instructional days of receipt of the complaint. The outcome of that meeting must be communicated in writing by the coordinator to the parent within five (5) instructional days of the Appeals Committee's decision.
6. If the appellate wishes, he/she may at this point appeal directly to the Superintendent, and the final decision on the appeal will reside with the Superintendent and the School Board after they have reviewed all documentation of the case.

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 - Language Arts & mathematics

Any student who is identified as gifted in Radford City Schools will retain his/her identification until graduation. Placement of students is subject to continuous review such as classroom observations and review of relevant data. **The coordinator always notifies the school principal and classroom teacher of any changes in instructional services.** Any forms necessary for any changes in instructional services can be found on the district's gifted webpage.

Change in Existing Services

Any change in instructional services, including initial placement and/or subsequent changes in placement, must be communicated in writing by the coordinator to the parent/guardian **within five (5) instructional days of the decision.** The parent/guardian has the right to appeal any change in instructional services, as outlined in the appeals policy in the previous section of this plan. Any decision by the Appeals Committee is final until the following school year.

- The initial placement of the student may not occur for the following school year without written permission from the parent/guardian.
- A change in placement may occur if it has been determined that the student is not successful in his/her current placement or if requested by the parent/guardian, teacher, or principal. Any decision to change placement will occur after a change in placement meeting attended by the coordinator, the teacher, the principal, and the parent/guardian.
- If a change in placement is requested by someone other than the coordinator, the request must be submitted in writing to the coordinator, who in turn submits it to the Identification Committee. The Identification Committee may review recent standardized testing data, student grades, and ask for a teacher's evaluation of classroom performance. Its decision must be communicated to the parent/guardian **within five (5) instructional days of the decision.**
- Regardless of any change in placement, the student still maintains their eligibility for gifted services.

Change in Subject Areas Identified

If a teacher, principal, or parent/guardian would like to change the subject area in which a student is identified, a new referral process must begin. The student may be found eligible to receive additional identification areas through the procedures described in Part III of this plan.

Exit or Break in Services

At any time during the school year, a parent/guardian may request that their student take a temporary break in gifted services or be removed from the gifted program. The exit procedures are as follows:

1. The parent/guardian may request that their student be removed entirely from the gifted program or request a temporary (one academic year or less) break in services by submitting an *Exit or Break in Gifted Services Form*. This form may be obtained on the gifted webpage or from the gifted coordinator.
2. Upon receipt of the *Exit or Break in Gifted Services Form*, the coordinator will arrange a meeting **within 10 instructional days** that includes the parent/guardian, the building principal, and the coordinator to discuss the reason for withdrawal or break in services.
 - a. **If the meeting results in an exit from services**, the student will be removed from the gifted program. However, the student's gifted records will remain in their cumulative file.
 - b. **If the meeting results in a break in services**, the parent/guardian must note the date he/she wishes to resume services for his/her student. If an indefinite break is requested, the parent/guardian must submit a written request at the end of the academic year to resume services for the following academic year. If this is not done, the break in services becomes permanent. In order for services to resume, the student must go through the identification process again.
3. The *Exit or Break in Gifted Service Form* will indicate the decision reached at the meeting, and the form will be placed in the student's permanent file.

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 - Language Arts & mathematics

For gifted students in Radford City Schools, differentiation will be provided primarily through classroom teachers who are able to provide the appropriate rigor and challenge within the normal RCPS curriculum. The gifted coordinator works with building principals, cluster teachers, and secondary teachers to collaborate and provide appropriate resources and content for identified students at all levels.

Service options are available to students upon identification and the subsequent receipt of documented parental permission to provide services. Those services are provided continuously, sequentially, and integrated purposefully into standard curriculum. Description and evidence of said services are provided in the Differentiated Education Plan (DEP) that is written annually for students grades K-8 and follows secondary students in their cumulative file.

Services are outlined in the chart below.

Elementary (Grades K-6)	Intermediate (Grades 7-8)	Secondary (Grades 9-12)
Students are identified in Specific Academic Subject Areas: Language Arts and mathematics.		
Students are clustered and placed with teachers who receive ongoing training in differentiation and collaborate with the gifted coordinator.	Students receive differentiated instruction from their regular classroom teachers.	Students have the opportunity to take advanced classes (outlined below) which all utilize compacting and acceleration to serve students.
Services or changes in instruction may include	Services or changes in instruction may include	Students are given the opportunity to take the

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<p>differentiation, compacting, and/or acceleration.</p>	<p>differentiation, compacting, and/or acceleration.</p> <p>Students are given the option to take Advanced English, Algebra I as a seventh grader*, and Geometry as an eighth grader.</p> <p>*Entry into seventh grade Algebra I is contingent upon performance on the Orleans-Hanna Algebra Readiness test taken at the end of sixth grade.</p>	<p>following advanced classes:</p> <ul style="list-style-type: none"> -Advanced content area classes in English, math, and science -Advanced Placement classes in science and social sciences along with virtual options in areas of student interest -Advanced Placement Calculus BC and Statistics available through on-site Virtual Virginia -Dual enrollment classes in English (Grade 12 only), Precalculus, Calculus, programming, and drafting -Option to apply to the academic-year half-day Governor’s School during their junior and senior years
<p>Students are offered enrichment activities and experiences as they become available to the gifted coordinator and other school staff.</p>	<p>Students are offered enrichment through:</p> <ul style="list-style-type: none"> -Brown Bag Book Club -Participation in the American Mathematics Competition (AMC 8) -Optional seventh grade exploratory course in Critical Thinking -Optional Independent Study in eighth grade 	<p>Students are offered enrichment through:</p> <ul style="list-style-type: none"> -Elective courses in areas such as photojournalism, video production, and other independent studies of student choice -Options to apply for Summer Residential Governor’s Schools and Foreign Language Academies (Grades 10-11) -Participation in the American Mathematics Competition (AMC 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 - Language Arts & mathematics

Identified students in Radford City School are provided the opportunity to interact with their age-level peers during the school day as demonstrated in the chart below.

Elementary (Grades K-6)	Intermediate (Grades 7-8)	Secondary (Grades 9-12)
Students are clustered with other identified students and remain in the classroom with age-level peers. Flexible grouping strategies provide opportunities to work both with age-level peers and with other gifted students, depending on the composition of the group for each instructional activity.	Flexible grouping within classes provides opportunities for intermediate students to interact with age-level peers. Some intermediate courses are self-selected which allows the student to choose classes that will meet their individual needs.	Flexible grouping within classes provides opportunities for secondary students to interact with age-level peers. Most secondary courses are self-selected which allows the student to choose classes that will meet their individual needs.

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 - Language Arts & mathematics

Opportunities for content and experiences beyond grade level are provided to identified students in the acceleration and enrichment options outlined in the chart below.

Elementary (Grades K-6)	Intermediate (Grades 7-8)	Secondary (Grades 9-12)
Students are clustered or grouped with their intellectual peers for small group assignments within the classroom. Differentiation is provided by the classroom teacher.		Student selection of courses allows for students to select courses that meet their individual needs for interaction with intellectual peers and interests.
Students may receive compacted or accelerated assignments.		Advanced, dual enrollment and A.P. courses are taught

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		on a higher level. Teachers use compacting and acceleration, as well as in-depth studies of some topics, to meet the needs of these students.
Students may choose from a menu of assignments once they have demonstrated mastery of content.	Gifted students may participate in the Brown Bag Book Club, a lunch-time book club led by the coordinator.	High school gifted students elect to take Advanced English in grades 9-11. Seniors may take Dual Enrollment English. Additional and more difficult readings, as well as more complex writing assignments, are required.
Gifted students read and discuss more advanced works.	Students have the opportunity to participate in enrichment opportunities as they become available.	Students continue math acceleration begun in middle school and may opt to take mathematics courses beyond Calculus AB through Virtual Virginia.
Students may receive alternative math assignments along with normal instruction with the rest of the class.	Students have the opportunity to accelerate one or more years in mathematics based on demonstrated readiness and available resources.	Students have the opportunity to apply to academic-year and Summer Residential Governor’s School programs, and summer foreign language academies.

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 - Language Arts & mathematics

Radford City Schools utilizes a variety of instructional strategies that allow gifted students in grades K-12 to work independently. These strategies and models may include but are not limited to:

- Project-based learning
- Independent research projects
- Student choice menus
- Independent novel studies

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- Creative writing projects

Additional independent options for specific age groups are outlined in the chart below.

Elementary (Grades K-6)	Intermediate (Grades 7-8)	Secondary (Grades 9-12)
-English and math practice on the computer program IXL -Independent studies when applicable and available	-Choice of advanced content (novels, research options) -Choice in independent projects -Option for independent study topic, chosen with help from the coordinator	-Electives in Creative Writing, Journalism, and Video and Television Production -Writing competitions and forensic contests, and mathematics competitions

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 - Language Arts & mathematics

Radford City Schools utilizes a variety of instructional strategies to foster the intellectual and academic growth of gifted learners in grades K-12. Based on the Virginia Standards of Learning and the standard RCPS curriculum, the gifted program uses strategies designed to promote higher order thinking and mastery of advanced content in gifted learners. These strategies may include but are not limited to:

- Project and problem based learning
- Student choice
- Choice menus
- Differentiated assignments
- Cluster grouping of intellectual peers within grade level classes
- Self-directed learning
- Compacting and acceleration of curriculum when student readiness is shown
- Open-ended tasks
- Pre-assessment, self-assessment, and peer assessment

Gifted students at each grade level are expected to work at accelerated levels and receive differentiated instruction as described in the chart below.

Elementary (Grades K-6)	Intermediate (Grades 7-8)	Secondary (Grades 9-12)
-Primary students work at accelerated levels of Running Record. -Opportunity to explore their	-Higher quantity of novel based instruction and opportunities for writing -Integration of research,	-Students are highly encouraged to take advanced courses in their areas of identification and other

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<p>creative writing skills, to research, and to read novels above grade level</p> <ul style="list-style-type: none"> -Students may demonstrate mastery through pretesting and choose assignments requiring higher order thinking skills. -Students work at accelerated levels of IXL. -Opportunities for academic competitions -Participation in nearby university events when available -Software programs enrich learning and help students move at their own pace 	<p>debate, and critical thinking skills within novel units</p> <ul style="list-style-type: none"> -Student choice in evidence of learning, grouping, and occasionally novel within a topic or genre -Extension of in class concepts with writing or other student products -Eighth graders may elect to complete an Independent Study and work on a semester-long open-ended problem or project. -Students are able to begin high school math courses in seventh grade dependent upon algebra readiness. -Students participate in the American Mathematics Competition (AMC 8) and other math competitions, as resources allow. 	<p>content areas.</p> <ul style="list-style-type: none"> -Students are highly encouraged to work towards a Virginia Advanced Studies Diploma. -Students are encouraged to analyze primary/secondary sources and current events. -Students are expected to prepare for class independently and guide their own learning within the curriculum. -Students are given choice in essay topics, research topics, and occasionally novels within a topic or theme. -Students are asked more challenging questions that apply skills to real world situations, themes, and texts. -Students are able to exercise their verbal abilities through forensics, newspaper, yearbook, and other extracurricular activities -Students may take Advanced Placement courses or Dual Enrollment courses. -Students participate in mathematics competitions.
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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 - Language Arts & mathematics

The academic growth of gifted learners is consistently assessed and evaluated. Each semester, in addition to their regular report cards, elementary and intermediate students will receive a progress report that reflects on the differentiation activities provided in the regular classroom and the growth of the student based on his/her Differentiated Education Plan (DEP). Content area grades are available to the parents through Powerschool and reported via quarterly report cards.

Other data on gifted learners is collected through the following measures:

- Rubrics
- Class performance
- Self-assessments
- Final exams (intermediate and secondary levels)
- Phonological Awareness Literacy Screening (PALS) scores (primary level)
- Benchmark data
- Virginia Standards of Learning scores (SOLs), primarily pass-advanced scores
- AP exam scores (secondary level)
- Running records
- Student portfolios
- Integrated projects
- Performance on advanced IXLs

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 - Language Arts & mathematics

Radford City Schools' curriculum K-12 is based on the Virginia Standards of Learning, and gifted learners master and go beyond each standard. The gifted coordinator collaborates with classroom teachers to differentiate, enrich, and extend the content, process, product, and environment for gifted learners. The gifted program works to modify standard curriculum with strategies that enhance higher order processes and to deliver advanced content.

Differentiated Content

- Teachers collaborate to develop lessons and activities that recognize gifted students' needs for a focus on issues, themes, and ideas within and across areas of study.
- Intermediate enrichment activities such as the Brown Bag Book Club, enrichment trips, and the opportunity for Independent Study reinforce the gifted students' need for a focus on issues, themes, and ideas.
- Online math activities, advanced math software, and problem-solving activities recognize the gifted students' need for a focus on themes in math.
- Critical Thinking class introduces gifted learners to activities that allow the gifted learner to apply mathematical thinking to real-world situations.
- Teachers create and administer integrative lessons that are relevant to real world issues.
- Content is compacted or accelerated as necessary for student needs and is designed to enhance abstract thinking, rigor, and open-endedness.
- Intermediate and secondary course options provide a chance to students to experience foreign language, advanced content, and various electives.

Differentiated Process

- Teachers use strategies to promote critical thinking, problem solving, and ability to consider and respond to open-ended questions.
- Teachers utilize problem, project, and inquiry based learning that students complete through perseverance and process.

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- Enrichment activities are provided for elementary students by the teacher and the school.
- Intermediate students receive differentiated classroom instruction through compacting, acceleration, and learning menus for student choice once mastery is demonstrated.
- Secondary courses are taught on advanced, dual enrollment, and Advanced Placement levels.

Differentiated Product

- Teachers differentiate individual projects that allow for various modes of expression and incorporation of student interests and strengths.
- Electives in creative writing, journalism, and television and video production are provided at the secondary level.
- Teachers encourage students to challenge existing ideas and produce new solutions to in class and real world problems.

Differentiated Environment

- Elementary students are clustered with other identified students within their grade level classrooms. Teachers are provided with continuous professional development on differentiation strategies and resources for gifted learners.
- Teachers accept and nurture all different learning styles and needs within the classroom.
- Classrooms utilize flexible grouping on assignments to allow for collaboration between students.

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 - Language Arts & mathematics

1. **Virtual Virginia:** High school students must be Early College Scholars and meet the requirements of that program in order to take Virtual Virginia's online Advanced Placement courses.
2. **Dual Enrollment Courses:** Dual enrollment students must make acceptable scores on the community college placement test in English and math in order to be placed.
3. **Advanced Placement Courses:** Students have access to face-to-face and virtual Advanced Placement courses and Advanced Placement exams.
4. **Math Acceleration:** Sixth grade students demonstrate readiness for Algebra I in seventh grade by scoring well on an instrument developed by an Algebra Readiness Committee in 2011. The individual student score is determined by the percentage earned by the student on the following items: teacher recommendation, 3rd quarter grade, YTD average through the 3rd quarter, the Orleans-Hanna algebra readiness score, and the sixth grade SOL score. (Note: The third quarter covers much pre-algebra.)

Governor's School Procedures and Policies

Information regarding Governor's School and the application process will be posted on the gifted webpage, and announcements will be regularly made at Radford High School. In order to attend Governor's School, a student must meet the following requirements:

- Students apply as rising eleventh graders and retain their status as a twelfth grader once they have been accepted.
- Students must be an identified gifted learner in order to attend the academic-year Governor's School. They may apply as a non-identified learner and may be identified through the testing/application process.
- Students must be identified gifted in Language Arts to participate in Summer Residential Governor's Schools whose programs are related to English.
- Students must be identified gifted in mathematics to participate in Summer Residential Governor's Schools whose programs are related to math.

In order to attend Governor's School, a student must follow the following procedure:

1. Current sophomores interested in applying to SWVGS must register for and take the PSAT.
2. Current sophomores will attend an announced interest meeting during 6th period with the Governor's School liaison and SWVGS representatives, and current sophomores and their parents will attend an announced interest meeting again that evening.
3. Interested students will go on a tour of SWVGS with the Governor's School liaison on an announced date. Students must have a signed permission slip. Permission slips are located in the office. Parents may also attend this tour.

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4. Applications are distributed at the end of the tour. They may also be printed from the SWVGS website. Applications are also available to students who did not attend the tour, and this information is included on morning announcements.
5. **Applications are due on an announced date to the Governor's School liaison.**
6. The Governor's School liaison administers additional testing (Stanford 10; OLSAT) and records the results on the student matrix. A copy of the student matrix is included in the appendices to this plan.
7. The Governor's School liaison calls a meeting of the selection committee and presents information to the committee anonymously. The committee is composed of members selected by the principal, and the Governor's School liaison is a non-voting member of the committee.
8. Based on the matrix, the committee determines which students are qualified to attend SWVGS and then ranks them. Alternate rankings are assigned to any student who qualifies to attend but for whom there is not funding to send to SWVGS.
9. The Governor's School liaison meets individually with each student who applied and shares with them:
 - a. Their results in person and in writing
 - b. Copies of any testing results administered during the process
10. Letters are mailed to students who are selected to attend, to students who are selected as alternates, and to students who are deemed not eligible to attend SWVGS. **Unless a student notifies the Governor's School liaison otherwise within five days after receiving notification of acceptance**, names and applications of selected students are sent to SWVGS.
11. SWVGS works with selected students to take a math placement test and to attend summer (August) orientation activities.

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.**

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Professional Development for Teachers

Radford City Schools provides professional development for all teachers in topics related to gifted education. Teachers with gifted clusters of students will be determined by the building principal in consultation with the gifted coordinator. Those teachers will have ongoing in-service trainings throughout the year on topics related to gifted learners and the RCPS gifted policies and procedures. The gifted coordinator will provide information to teachers regarding upcoming gifted education professional development opportunities.

Teachers who teach Advanced Placement courses will attend meetings on coordination of AP testing, and the gifted coordinator will communicate with teachers and the principal regarding the AP program and summer training opportunities.

Examples of Professional Development

To provide Radford City Staff with knowledge and strategies relevant to gifted learners and gifted education, the gifted coordinator will provide the following opportunities and/or resources:

- PowerPoint presentations created by the coordinator and shared with teachers through in person presentations and/or electronically
- Current research in the field of gifted education, including access to the National Association for Gifted Children's website (www.nagc.org)
- Meetings at each of the district schools that may include face-to-face meetings, online webinars, or modules on topics relevant to gifted education, meetings with cluster teachers related to gifted procedures or resources, recommendation of readings, or collaboration with faculty and staff on gifted opportunities
- Annual training in RCPS screening and identification procedures
- Various trainings that may include but are not limited to best practices in gifted education, underrepresented populations, twice exceptional learners, differentiation, project based learning, or affective traits of gifted learners

Parental and Community Involvement in the Education of the Gifted

Radford City Schools welcomes the involvement of parents and the community in the gifted education program. Parents and the community will be informed and involved in the education of gifted learners in the following ways:

- The gifted webpage on the district's website (www.rcps.org)
- A copy of this local plan will be available on the district's website, and a hard copy will be available in the front office of every school in the division.
- A quarterly newsletter from the gifted coordinator that will be available on the gifted webpage as well as sent home with gifted learners in report cards
- Availability of the gifted coordinator for contact via email and phone, contact information for the gifted coordinator is available on the gifted webpage and on the cover sheet of this plan
- An establishment of a local advisory committee including parents and community members as outlined by Part XI of this plan

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.

Each spring, the coordinator creates an annual report on the gifted program in Radford City Schools. The annual report is first submitted to the local advisory committee for approval, and then to the school board and the state. This report includes:

- A list of current local gifted advisory members, including a slate of proposed members to replace those whose terms are expiring (from the secretary of the committee)
- Assurances that the committee met at least three times during the year, received updates on program activities as they relate to meeting requirements in individual sections of the local gifted plan, and can certify that the program is in compliance with its local plan and state regulations regarding services for gifted students (from the minutes of committee meetings, the online local plan, and online access to the Regulations)
- Evaluation of goals and objectives for the gifted program as outlined in Part II of this plan
- A summary of data, including:
 - Local Academic Year Governor's School enrollment
 - Local Advanced Placement and dual enrollment course offerings, participation, and number of students who took the AP exams
 - AP exams results from the previous spring
 - Demographic data from PowerSchool and the VDOE Website
 - Demographic comparisons of intermediate and secondary advanced course enrollment
 - Screening/identification data
- A report of activities provided and coordinated by the gifted program (from records and reports of the gifted coordinator)
- A report of professional development provided for faculty and staff for the academic year

Each spring the Local Advisory Committee is responsible for meeting to review the local plan, evaluate the implementation of the local plan, and submitting the annual report from the gifted coordinator to the school board and superintendent. The annual report is submitted to the school board and the superintendent each year and subsequently the state. **This local plan is available on the district's gifted webpage (www.rcps.org) and in print at each of the division's schools.**

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.

Role of the Local Advisory Committee

The advisory committees meets a minimum of three (3) times per year. Its duties include verification that the local plan is being followed and that services are being provided as outlined in the plan. The committee shall officially revise and approve a new plan every five years, which shall be written according to current state regulations and submitted to the School Board for approval. Other revisions can be made when necessary and submitted to the School Board for approval. Each spring the committee presents an annual report to the School Board and superintendent.

Composition of the Local Advisory Committee

Advisory committee members are representative of the community at large. The Assistant Director of Curriculum and Instruction and the gifted coordinator are members each year. Other members are outlined in the chart below.

Categories	Number Represented on Committee
Parents	3
Teachers	4
Principals (or designee)	1
Students	1
Community Members	1

Selection of the Local Advisory Committee

Advisory committee members are representative of the community at large. Students on the committee must be an identified high school student. The parent must have a child currently in the gifted program. The community member must have had a child served by the gifted program in the past. Members of the committee serve staggered three-year terms, and the committee nominates individuals to replace those whose terms are expiring. All nominations must be approved by the School Board.

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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

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Local Plan for the Education of the Gifted

Appendices

Appendix A - Radford City Schools Gifted Identification Rubric

Appendix B - RHS Southwest Virginia Governor's School Application

Appendix C - Radford High School Southwest Virginia Governor's School Selection Matrix

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**Appendix A
Radford City Schools
Gifted Identification Rubric**

Student Name: _____
 School Year: _____ - _____
 School: _____
 Grade: _____
 Subject Area (circle one): Language Arts / Math

		5	4	3	2	1	Points
Nationally norm-referenced aptitude test score*	Test name: _____ Date administered: _____	98-99%	96-97%	94-95%	92-93%	90-91%	
Nationally norm-referenced student rating scales*	SIGS (Scales for Identifying Gifted Students)	96-99%	92-95%	88-91%	84-87%	79-83%	
Kindergarten Subject area local evaluation levels**	LOCAL MATH (NV) RUNNING RECORD (V) 1st semester OR 2nd semester	99-100% E/100% H/100%	97-98% D/98-99% G/98-99%	95-96% C/95-97% F/95-97%	93-94% B/92-94% E/92-94%	90-92% A/90-91% D/90-91%	
First Grade Subject area local evaluation levels**	LOCAL MATH (NV) RUNNING RECORD (V) 1st semester OR 2nd semester	99-100% M/100% P/100%	97-98% L/98-99% O/98-99%	95-96% K/95-97% N/95-97%	93-94% J/92-94% M/92-94%	90-92% I/90-91% L/90-91%	
Second Grade Subject area Local evaluation levels**	LOCAL MATH (NV) RUNNING RECORD (V) 1st semester OR 2nd semester	99-100% Q/100% Q/100%	97-98% P/98-99% P/98-99%	95-96% O/95-97% O/95-97%	93-94% N/92-94% N/92-94%	90-92% M/90-91% M/90-91%	
Grades 3-12 Subject area	1ST SEMESTER (3) PREVIOUS YEARLY AVERAGE AND CURRENT YEARLY AVERAGE (4-12)	3.9-4.0	3.7-3.8	3.5-3.6	3.3-3.4	3.0-3.2	

*Scores reported in percentiles/**K-2 does not receive grades/

***The committee assigns one point based on student membership in a demographically disadvantaged category; two points if student in a member of more than one category (minority group whose representation in program is not equal to its representation in overall student population; economic disadvantage; disabilities; ELL).

***Special Population _____
TOTAL SCORE _____

The minimum score for identification is eleven (11). If a student scores all five points in any two areas (including at least 85th percentile on nationally norm-referenced test score), the student attains eligibility with a score of ten (10). Otherwise, any student who scores a ten (10) is eligible for the administration of a different test to use in screening.

Appendix B

Southwest Virginia Governors School Application

Note: All Radford High School applicants to SWVGS should complete the official SWVGS application (available online or from the high school gifted coordinator) and return it to the Governor's School liaison. This local addition to the application packet contains a copy of the selection matrix that Radford High School uses to determine qualifications of our student applicants and to rank them. It also contains a copy of the **Intent Form**, which you and your parents should read, sign, and return with your application. You also must complete required college applications (for dual enrollment course credit).

Return your **completed application materials to your Governor's School liaison** (not your guidance counselor, as it is stated on the SWVGS application). A completed application includes written recommendations from three high school teachers you have selected—**please give your references at least one week's notice to complete the recommendation forms and to return them directly to your liaison**. Also, the application includes your completed and signed Intent Form.

All application materials are due to your gifted coordinator by **(insert date)**. If (insert date) falls on a snow day, turn your materials in on the next day school is in session.

Any eligible student's participation in SWVGS is dependent upon available funding.

After applications are submitted, applying students will be notified of testing dates to complete the Stanford 10 Achievement test. The results of this test will be used as part of the application matrix.

**INTENT FORM
FOR SWVGS APPLICATION**

PARENT/GUARDIAN INTENT STATEMENT

I (WE) HAVE READ THE INFORMATION CONCERNING THE SOUTHWEST VIRGINIA GOVERNORS SCHOOL FOR SCIENCE, MATHEMATICS AND TECHNOLOGY (SWVAGS), AND I (WE) HAVE DISCUSSED WITH OUR SON/DAUGHTER THE COMMITMENT INVOLVED IN ATTENDING SWVGS.

I (WE) HEREBY CONCUR TO PLEDGE OUR COMMITMENT AS PARENTS/GUARDIANS FOR OUR SON/DAUGHTER TO ATTEND SWVGS, AND CERTIFY THAT OUR SON/DAUGHTER HAS A GENUINE AND SINCERE INTEREST TO ATTEND IF SELECTED.

I (WE) CONSENT TO ACHIEVEMENT AND APTITUDE TESTING OF OUR CHILD AS PART OF THE APPLICATION PROCESS.

(WE) UNDERSTAND THE TIME COMMITMENT, THE SCHEDULING PRIORITIES/CONSTRAINTS, AND THE FINANCIAL COMMITMENT ON THE PART OF RADFORD CITY SCHOOLS IN ORDER FOR OUR SON/DAUGHTER TO PARTICIPATE IN THIS PROGRAM.

I (WE) UNDERSTAND THAT IF OUR SON/DAUGHTER IS NOT SELECTED , THAT I (WE) HAVE THE OPPORTUNITY TO APPEAL THE DECISION. THE APPEAL PROCESS FOLLOWS THE PROCEDURES ESTABLISHED IN THE RADFORD CITY SCHOOLS POLICY MANUAL INDD, INDD-R LABELED “ACADEMIC GRIEVANCE.”

(PARENT/GUARDIAN SIGNATURE(S)/DATE)

STUDENT APPLICANT STATEMENT

I HAVE READ THE INFORMATION CONCERNING THE SOUTHWEST VIRGINIA GOVERNORS SCHOOL FOR SCIENCE, MATHEMATICS, AND TECHNOLOGY (SWVGS), AND I HAVE DISCUSSED THIS INFORMATION WITH MY PARENT (S)/GUARDIAN (S).

I HEREBY EXPRESS MY GENUINE INTEREST AND COMMITMENT TO ATTENDING SWVGS, SHOULD THE SELECTION COMMITTEE SELECT ME.

(STUDENT APPLICANT SIGNATURE/DATE)

STUDENT EMAIL_____

Radford City Public Schools

Appendix C Radford High School Southwest Virginia Governor's School Selection Matrix

Student: _____ School Year: _____

Matrix Points	5	4	3	2	1	0	Point Total
Overall GPA*	≥ 4.0	≥ 3.9	≥ 3.8	≥ 3.7	≥ 3.6	<3.6	/5
Science GPA* (high school credit) (weighted)**	≥ 4.0	≥ 3.5	≥ 3.0				/10
Math GPA* (high school credit) (weighted)**	≥ 4.0	≥ 3.5	≥ 3.0				/5
SAT/PSAT (total score)***	≥ 1400	≥ 1300	≥ 1200	≥ 1100	≥ 1000	<1000	/5
SAT/PSAT Math (total score)***	≥ 665	≥ 618	≥ 570	≥ 523	≥ 475	<475	/5
K-BIT 2 (or OLSAT)	≥ 98%	≥ 96%	≥ 94%	≥ 92%	≥ 90%	<90%	/5
Stan 10 Total Reading (or Reading Comprehension) (score %)	≥ 98%	≥ 96%	≥ 94%	≥ 92%	≥ 90%	<90%	/5
Stan 10 Total Math (or Math Problem Solving) (score% /weighted)**	≥ 98%	≥ 96%	≥ 94%	≥ 92%	≥ 90%	<90%	/10
Teacher Recommendation (weighted)**	81-90	71-80	61-70	51-60	50	Under 50	/10
SOL/EOC (math & sci. tests passed)	3 w/3 adv.	3; w/2 adv.	3; w/1 adv.	3	2	<2	/5
Total possible/Total score							/70

* Include first semester averages of current year for appropriate course.

** Math and Science GPA matrix points will be counted twice; Stanford Ten Math counted twice; Teacher recommendation counted twice

*** Highest Score; two scores may be from different tests; PSAT may be converted to SAT.

Tie breakers: PSAT Math Score, Stanford 10 Reading Comprehension Score, and others as the committee elects. These are designated as # ___A and # ___B, rather than actual points.

Selection Committee Members:

____ Endorsed _____ Not Endorsed Rank # = _____