

2005 - 2010
Local Plan for the Education of the Gifted

Submitted to the
 Virginia Department of Education
 Office of Secondary Instructional Services
 P.O. Box 2120
 Richmond, Virginia 23218-2120

School Division	Radford City		
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Date Submitted	December 9, 2005		

2005-2010 Local Plan for the Education of the Gifted

To assist school divisions in complying with 8 VAC 20-40-60, the Virginia Department of Education has developed this template for submitting 2005-2010 Local Plans for the Education of the Gifted. The timeline provided below indicates the specific activities for the submission, review, and approval of divisions' plans. For more information, please contact Dr. Barbara McGonagill, specialist, Governor's Schools and Gifted Education, 804/225-2884, bmcgonag@mail.vak12ed.edu.

Timeline for Submission, Review, and Approval

June 30, 2005	Draft 2005-2010 Local Plan for the Education of the Gifted with the division superintendent's signature indicating his/her approval due to the Department of Education
July - August 2005	Peer Review Sessions
September 2005	If needed, plans are returned to school divisions for modification and approval by the local school board
December 2005	Revised plan with local school board approval is sent to the Department of Education
January 2006	Letters of approval are issued to the division superintendent from the Department of Education

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Part I: Vision/Mission, Philosophy, and Goal Statements

A. Division Vision/Mission Statement

The Radford City Schools aspire to provide a challenging setting for learning in which students prepare for success in college and careers, develop a competitive spirit, and become responsible citizens. Our mission is "excellence in education" for every student, every day.

B. Division Statement of Philosophy for Education of the Gifted

[8 VAC 20-40-60. A. 1]

The Radford City Schools gifted program continuously searches for students whose abilities and potential for accomplishment warrant provision of specialized educational services through a differentiated curriculum. We scrutinize student populations for those students whose potential for outstanding accomplishment may be obscured by ethnic, geographic, or socio-economic factors, or by any existing disability. Our goal is to help each student with remarkable abilities realize his/her potential through the full use of those abilities along lines of excellence.

C. Goals [8 VAC 20-40-60. A.2]

This section includes the division's five-year goal(s) for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.

1. Identification:

- to locate and purchase appropriate instruments to identify K-6 students in science
- to align identification in language arts/English/social studies with state terminology (i.e. humanities)
- to add the Naglieri Nonverbal Test to the identification process to better screen students in special populations

2. Delivery of Services:

- to study and implement methods of differentiation and enrichment for K-6 students in science
- to deliver humanities services through classroom differentiation and enrichment in English and social studies in K-12
- to require clustering of identified gifted students in grades K-6

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3. Curriculum Development:

- to increase enrollment in Virtual AP School courses

4. Professional Development:

- to require “Differentiation of Instruction for All Learners” course for recertification of teachers

5. Parent and Community Involvement:

- to use parents and community members employed in the sciences to provide enrichment opportunities for students in K-6 (This already exists in grades 7-12.)
- to use parents and community members employed in the humanities to provide enrichment opportunities for students in K-12

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Part II: Current Status of Gifted Education

A. Area(s) of Giftedness/Grade Levels Served in the Division [8 VAC 20-40-60. A. 3]

Area of Giftedness	Grades Served
General Intellectual Aptitude (GIA)	
Specific Academic Aptitude (SAA)	K-12
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	9-12

Note: For all items in Part II, Section B., local plans may summarize the division's program information and may indicate the multiple areas included in each item by checking all appropriate areas of giftedness. However, if the division's processes are significantly different among the areas of giftedness, then the local plan should include separate items for the areas of giftedness served by the division.

B. Screening, Identification, Placement Procedures [8 VAC 20-40-40]

1. Screening Procedures [8 VAC 20-40-40]

This section describes the process used annually to create a pool of candidates. It describes the routine, annual review of data for students for areas of giftedness identified by the division in Part II, Section A.

Area of Giftedness: General Intellectual Aptitude
 Specific Academic Aptitude
 Practical and Technical Arts Aptitude
 Visual and Performing Arts Aptitude

Students in K-12 are screened annually by site-based gifted coordinators for specific aptitude areas of English and mathematics. The process is sensitive to students from economically disadvantaged and/or culturally diverse backgrounds, as well as to students who are handicapped or limited English proficient (LEP). Parents are provided with a special populations checklist when permission is solicited to administer additional testing (see appendices). Students currently are screened for science and social studies beginning in seventh grade. Our division administers Stanford Nine and OLSAT testing annually in grades 1-11. Coordinators screen these scores to form a candidate pool of students who show potential based on subject area or aptitude scores at or above 96th percentile. Coordinators collect data including teacher checklists, student interviews, and additional testing. Multiple criteria are considered

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Part II, continued

regarding each candidate, and no one criterion in and of itself may deem a student eligible or ineligible for services.

We will have begun the process of identifying students gifted in science K-6 and humanities K-12 by the beginning of the 2009-2010 school year. Prior to then, we will research and develop an identification process for science and humanities. Humanities differentiation will be delivered through language arts and social studies classes in grades K-6, through English and social studies classes in grades 7-12.

2. Referral of Students [8 VAC 20-40-40]

This section includes a description of the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Part II, Section A. This section should include from whom referrals may be received, to whom they are returned, and the timelines for their acceptance and for the division to provide parents/guardians with the results of the eligibility process.

Teachers, parents, community members, and/or other students may at any time refer a student for services from the gifted program. A student also may be self-referred. Referral forms are available from the site-based gifted coordinators and information about referrals is provided on the division's gifted webpage and through student newsletters. Completed referral forms are returned to the coordinator, who compiles data including standardized test scores (96th percentile or above in subject area achievement or aptitude), teacher checklists, grades/honors/awards/achievements, student products, and portfolios. The parent is notified, and must provide permission for more testing if such testing is necessary.

If the student is referred in visual art, he/she must provide a performance-based component to the Identification Committee.

The Identification Committee reaches its decision by consensus, and a student may not be found eligible or ineligible based on only one criterion. The committee must meet to make its decision within 45 days of the coordinator's receipt of the referral. Within five school days after the committee makes a decision, the coordinator must inform the parents in writing of the committee's decision, along with information about the appeals procedure. Within ten school days of receiving this notification, the parent must provide written permission for services to begin.

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3. **Multiple Criteria Listing** [8 VAC 20-40-50]

This section includes the four or more criteria that are used by the division to develop a profile or composite for each student being considered.

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Please indicate the edition or version of all standardized measures used.

Area of Giftedness: _____ General Intellectual Aptitude
_____x_____ Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____x_____ Visual and Performing Arts Aptitude

- x 1. Assessment of student products, performance, portfolio
- 2. Record of observation of in-class behaviors
- x 3. Appropriate rating scales, checklists, and questionnaires
- x 4. Individual interviews
- x 5. Individual or group aptitude test(s)

Specify: Otis Lennon School Ability Test 7th Edition; Kaufman Brief Intelligence Test 2 (K-BIT 2, 2004); SAGES-2 (Screening Assessment for Gifted Elementary and Middle School Students) 2nd Edition; Orleans Hanna Algebra Predictor

- x 6. Individual or group achievement test(s)

Specify: Stanford Achievement Test Series 9th Edition; SAGES-2 (Screening Assessment for Gifted Elementary and Middle School Students) 2nd Edition; TOMAGS - 1998

- x 7. Record of previous achievements (awards, honors, grades, etc.)
- x 8. Additional valid and reliable measures or procedures

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Specify: student products/performance in visual arts

Part II, continued

4. Identification/Placement Committee [8 VAC 20-40-40]

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category. This committee must include a professional who knows the child; please indicate who will serve in that capacity.

Area of Giftedness: _____ General Intellectual Aptitude
 ___x___ Specific Academic Aptitude
 _____ Practical and Technical Arts Aptitude
 ___x___ Visual and Performing Arts Aptitude

2-4 Classroom Teacher(s)

_____ Gifted Education Resource Teacher(s)

1 _____ Counselor(s)

_____ School Psychologist(s)

_____ Assessment Specialist(s)

1 _____ Principal(s) or Designee(s)

1 _____ Gifted Education Coordinator

1 _____ Other(s) Specify: Person who knows referred student

- b. Type of Identification/Placement Committee

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

X _____ School _____ Division

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5. Eligibility [8 VAC 20-40-50]

Part II, continued

This section includes a description of the process used by the committee to make decisions regarding eligibility for services. It includes the time frame for making eligibility decisions once the individual referral process is initiated.

Area of Giftedness: _____ General Intellectual Aptitude
 ___x___ Specific Academic Aptitude
 _____ Practical and Technical Arts Aptitude
 ___x___ Visual and Performing Arts Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Teacher checklist	Current classroom teacher	Local gifted coordinator	Local gifted coordinator
Stanford Nine scores	School district annual testing	Testing Service	Local gifted coordinator
OLSAT scores	School district annual testing	Testing Service	Local gifted coordinator
SAGES - 2001	Local gifted coordinator	Trained personnel	Local gifted coordinator
TOMAGS - 1998	Elementary gifted coordinator	Trained personnel	Elementary gifted coordinator
Orleans Hanna Algebra Readiness Test	Local gifted coordinator or Guidance Counselor	Trained personnel	Local gifted coordinator
Record of previous achievements	Student and/or local gifted coordinator	Committee	Local gifted coordinator
Performance based art	Student	Committee	Student and/or art teacher
Student interview	Local gifted coordinator	Local gifted coordinator	Local gifted coordinator
Student portfolio	Student	Committee	Student

The school-based identification committee reviews the collective student data providing parents with written notification of its decision – along with appeal information – within 45 days of the coordinator’s receipt of the referral. No single criterion can deny or guarantee access to gifted services. Committee decisions are based on the criteria reported on the Student Profile Sheet, as well as any

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additional information provided by the student. A child who does not meet the criteria for eligibility might be declared eligible based on information provided by the parent

Part II, continued

on the Student Populations Checklist. Such information might include a child who is twice-exceptional, disabled, a member of an ethnic minority, ESL, or from an economically impoverished background.

6. Determination of Services [8 VAC 20-40-40]

This section describes the process used to determine appropriate educational service options for identified students, K-12.

Area of Giftedness: _____ General Intellectual Aptitude
_____ X Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____ X Visual and Performing Arts Aptitude

The Identification Committee identifies students in specific academic areas based on individual student strengths. Eligibility cannot be awarded or denied based on any one criterion. Student services are delivered primarily through in-class differentiation and are documented in Differentiated Education Plans (DEP's).

Students K-6

Students identified in grades K-5 are served primarily through the in-class differentiation model. The services provided by the classroom teachers are documented in annual Differentiated Education Plans (DEP's) that are provided to parents and kept in students' cumulative folders. In addition to in-class differentiation, gifted students are supplemented with weekly pull-out classes provided by the on-site gifted coordinator. Gifted students in grades K-5 are clustered by areas of identification within each grade.

Sixth grade gifted students are self-contained for daily instruction in both language arts and math. The on-site gifted coordinator instructs these classes on a weekly basis.

Students in grades K-6 who exhibit advanced mathematical skills will be considered for subject acceleration. Students exhibiting outstanding academic skills in all subjects will be considered for grade level acceleration as spelled out in our school division policy manual.

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_____ Practical and Technical Arts Aptitude
____x__ Visual and Performing Arts Aptitude

Part II, continued

- 1) Within 14 days of the coordinator's receipt of a written referral, parents receive written notification that the on-site gifted coordinator will begin collecting data as part of the individual identification process. Parents are also asked to provide written consent for additional testing, as needed.
- 2) Formal assessment follows the committee's receipt of parent permission.
- 3) Within five school days after the committee makes a decision, the coordinator must inform the parents in writing of the committee's decision, along with information about the appeals procedure. No more than 45 days shall elapse between the coordinator's receipt of the initial referral and parent notification of the committee's eligibility decision. Within ten school days of receiving this notification, the parent must provide written permission for services to begin. Parents must be notified within ten school days of placement decisions reached during 5th and 8th grade re-evaluations. Other re-evaluations may be initiated by a teacher or gifted coordinator at any time, but parents must be notified of the re-evaluation and its outcome, as well as their right to appeal.

8. **Change in Instructional Services** [8 VAC 20-40-60. A. 5]

This section includes the procedure used when (1) a change in services is recommended by school staff; or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

Area of Giftedness: _____ General Intellectual Aptitude
____x__ Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
____x__ Visual and Performing Arts Aptitude

Students will be re-evaluated in the spring of 5th and 8th grades, or at any time as requested by parents, teachers, or the gifted coordinator. Each spring, classroom teachers complete a checklist evaluating individual student

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progress. Copies of these checklists and student grades/standardized test scores are reviewed by the gifted coordinator and presented to the Re-evaluation Committee during 5th and 8th grade re-evaluations. The

Part II, continued

committee reaches a consensus on whether the student remains eligible for services. The coordinator notifies parents on any change of placement – and information on appeals – within five school days.

Parents or guardians may initiate a request for change in instructional services at any time. Parents must then provide the gifted coordinator with a written request for resumption of services prior to the beginning of the next school year. If this written request is not provided, the student must again be referred and screened to be considered eligible for services.

9. Appeals [8 VAC 20-40-60. A. 5]

This section includes the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness: _____ General Intellectual Aptitude
_____x_____ Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____x_____ Visual and Performing Arts Aptitude

Appeals may be based on any one or both of the following criteria: A) the Identification Committee failed to follow the school's guidelines for eligibility B) the Identification Committee failed to use appropriate information in considering the student's eligibility. Parents may request information about the appeals process from the coordinator, and may appeal the committee's decision by following the process described below:

- a. A written appeal of the decision of the Identification Committee shall be submitted to the gifted program supervisor.
- b. Within three school days, the supervisor will forward the appeal to an Appeals Committee composed of the supervisor, the principal, and one teacher from the student's school. The majority of the Appeals Committee is not to have been part of the original eligibility committee.
- c. The Appeals Committee will forward its decision to the person(s) making the appeal.

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- d. If the appellant does not agree with the Appeals Committee's decision, a further appeal may be submitted to the Superintendent within five school days of the receipt of the Appeals Committee's decision. The Superintendent of Instruction will review the appeal and will forward the decision to the appellant(s) within ten school days.
- e. The appellant(s) may appeal to the School Board within ten school days if they do not agree with the decision of the Superintendent, in accordance with School Board Policy.

C. Delivery of Services [8 VAC 20-40-60. A. 9]

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies; and (2) evaluated with goals for the program for gifted learners. Use numbers from codes on page 13 to complete this form.

Levels/Grades	General Intellectual Aptitude (GIA)	Specific Academic Aptitude (SAA)	Practical/ Technical Aptitude (PTA)	Visual/ Performing Arts Aptitude (VPA)
Primary Grades <u>K-3</u>		2a, 2b, 9a, 13a, 18		
Elementary Grades <u>4-6</u>		2a, 2b, 9a, 13a, 13b		
Middle School Grades <u>7-8</u>		2a, 2b, 3c, 8a, 8b, 9a, 10a		
High School Grades <u>9-12</u>		2a, 2b, 3a, 3c, 3d, 3e, 4a, 4c, 4e, 4f (Computer Science, Art History), 7a, 8a, 9a, 10a, 12, 16, 17		2a, 4f (Art History), 7a, 8a, 9a, 11, 16

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Part II, continued

Codes (All appropriate codes for each area of giftedness the division serves will be entered on the chart in Part II, C. Delivery of Services)

1. Academic-Year Governor's School
2. Acceleration based on individual needs
 - 2a. Content area
 - 2b. Grade level
3. Advanced/Honors classes in specific content areas
 - 3a. English
 - 3b. Foreign language
 - 3c. Mathematics
 - 3d. Science
 - 3e. Social Studies
 - 3f. Other _____
4. Advanced Placement
 - 4a. English
 - 4b. Foreign language
 - 4c. Mathematics
 - 4d. Science
 - 4e. Social Studies
 - 4f. Other _____
5. Center-based program
 - 5a. Biweekly
 - 5b. Full-time
 - 5c. Weekly
 - 5d. Other _____
6. Dual enrollment
7. Guidance services addressing special needs of the gifted
 - 7a. College/career counseling
 - 7b. Small group sessions
 - 7c. Other _____
8. In-class differentiation by regular classroom teacher (cluster model)
 - 8a. Heterogeneously grouped
 - 8b. Homogeneously grouped
 - 8c. Multi-age grouped
 - 8d. Other cluster format _____
9. Independent study
 - 9a. For credit
 - 9b. Not for credit
10. International Baccalaureate
11. Mentorship program
12. Resource teacher
 - 12a. Pull-out
 - 12b. Within regular classroom
13. Special seminars
 - 13a. For credit
 - 13b. Not for credit
14. Saturday or Summer Services
(May not be used as the division's single delivery of services)
15. Summer Regional Governor's School
16. Summer Residential Governor's School
17. Talent Pool, grades K-2

A list of all center-based programs should be included using the table on page 14. The type of school or program and the grades served should be noted. Divisions may not use 5a, 5c, 5d, 12a, 12b, or summer or weekend services as the sole services provided to students at any grade level. [*Virginia Plan for the Gifted*, page 9].

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Part II, continued

Center Information

NAME OF CENTER	GRADES SERVED	TIME FRAME (Daily, Weekly, Biweekly, Monthly)	AREAS OF GIFTEDNESS SERVED (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	SPECIAL PROGRAMS (Advanced Placement - AP, International Baccalaureate-IB, Cambridge, etc.)

N/A

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Part II, continued

D. Instructional and Pedagogical Frameworks [8 VAC 20-40-60 A. 10]

1. Theoretical Foundations

This section describes the theoretical foundations that frame the division's curricula and instruction for gifted learners.

Area of Giftedness: _____ General Intellectual Aptitude
_____x_____ Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____x_____ Visual and Performing Arts Aptitude

The curricula and instruction of learners integrates the ideas of several experts in the gifted field. Our Differentiated Education Plans (DEP's) and delivery of services are built upon Tomlinson's model of differentiation through content, process, and product. Susan Winebrenner's method of pre-testing/extension menus is encouraged on both the elementary and secondary levels. Differentiated assignments reflect Thorndike's emphasis on divergent thinking and open-ended questions. A seventh grade class is offered in critical thinking and the secondary program provides the opportunity for independent study courses. Both Gardner's research on multiple intelligences and the theory of learning styles provide the underpinning of much of our pedagogical framework.

2. Instructional Strategies

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.

Area of Giftedness: _____ General Intellectual Aptitude
_____x_____ Specific Academic Aptitude
_____ Practical and Technical Arts Aptitude
_____x_____ Visual and Performing Arts Aptitude

Teachers are asked to pretest and compact curriculum to give learners the opportunity to study topics in greater depth within their identified area(s). Grade-level and content acceleration (especially in math) are available. Through professional development courses, teachers learn strategies such as cooperative learning, independent projects, and various open-ended activities.

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Part II, continued

3. Assessment Strategies

This section includes the assessment strategies used to assess students' solutions, products, or projects resulting from the accelerated, enriched, and/or differentiated curricula presented to gifted learners.

Area of Giftedness: _____ General Intellectual Aptitude
 ___x___ Specific Academic Aptitude
 _____ Practical and Technical Arts Aptitude
 ___x___ Visual and Performing Arts Aptitude

All teachers are asked to use a variety of assessment strategies. These strategies include: rubrics, portfolios, publication of student work, self-assessment, peer assessment, and presentation of projects to a real audience.

E. Personnel and Required Training [8 VAC 20-40-60. A. 11]

1. Designation of Personnel and Training Requirements

Teachers who are considered teachers of the gifted, whether in full- or part-time positions, are designated in this section. The section includes training requirements for the designation.

Full-time teachers of the gifted are typically those personnel who work predominantly during the day and/or week with identified gifted students.

TEACHING/GRADE	PROGRAM (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	REQUIRED TRAINING
On-site elementary gifted coordinator (1)/K-6	Specific academic	Gifted endorsement; Periodic gifted conferences
On-site secondary gifted coordinator (1)/7-12	Specific academic	Gifted endorsement; Periodic gifted conferences

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Part II, continued

Part-time teachers of the gifted are typically those persons who provide services for gifted students through the regular classroom or for only a portion of their teaching day.

TEACHING/GRADE	PROGRAM (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	REQUIRED TRAINING
Cluster teachers K-5 (36)	Specific Academic	"Differentiation of Instruction for All Learners" course.
Departmentalized teachers 6 th Grade (5)	Specific Academic	"Differentiation of Instruction for All Learners" course.
Honor's, AP 7-12 (33)	Specific Academic	"Differentiation of Instruction for All Learners" course or AP training.

2. Methods of Selection

This section includes the methods used to select teachers of the gifted.

The on-site gifted coordinator positions shall be filled by the superintendent of school board based on the following qualifications:

- Certificate endorsement in gifted education and experience demonstrating familiarity with the identification and needs of gifted students
- Course work and experience demonstrating knowledge of the scope and sequence of the K-6 curriculum (elementary coordinator) and the 7-12 curriculum (secondary coordinator)
- Experience in the instruction of gifted students
- Evidence of skills needed for program administration including record keeping, evaluation, and management of resources
- Excellent communication skills

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- Evidence of skills needed to foster community involvement

The building principals appoint the part-time teachers of the gifted. Qualifications sought include:

- Completion of Differentiation class or AP training
- Successful classroom experience
- Superior mastery of content skills
- Broad range of knowledge and interests
- Personal enthusiasm
- Excellent communication skills
- Good working relationships with other teachers
- Self-reliance and flexibility

3. Methods of Evaluation

This section includes methods used to evaluate teachers of the gifted.

Evaluation of full-time and part-time teachers of the gifted is the responsibility of the building principals with input from the program supervisor, as appropriate.

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Part II, continued

F. Parent and Community Involvement [8 VAC 20-40-60. A. 13]

This section includes the strategies used to encourage parents and community members to become and remain actively involved in the education of gifted learners.

Secondary gifted newsletters and elementary progress reports will inform parents and community members of gifted education activities.

Local advisory committee meetings are announced in the local newspapers.

On-site gifted coordinators provide news releases regarding issues and activities related to gifted education.

Our independent study program and secondary guest speaker series use the expertise of parents and other community members.

On-site gifted coordinators create and maintain elementary and secondary gifted web pages.

Parent/teacher conferences will be held annually.

Annual Differentiated Education Plans (DEP's) will be shared with parents of identified students.

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Part III: Plan for the Education of the Gifted

Divisions are required to indicate objectives and activities for the goals indicated in Part I, C. of this document. This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals in the following components of a five-year plan:

1. Identification
2. Delivery of Services
3. Curriculum Development
4. Professional Development
5. Parent and Community Involvement

Divisions should provide the required information using Form A, page 21 of this document. Divisions should use a separate page for each goal and may duplicate the pages, as needed. Please number all pages consecutively, 21-1, 21-2, etc. Divisions may complete Form B, page 22, which is optional; it summarizes the division's required activities across years and goal areas.

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GIFTED PLAN COMPONENT	Identification			
GOAL STATEMENT	To align local/state identification and to add instruments used in identification.			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
To obtain appropriate instruments to identify K-6 students in science	Consult with other school systems; to locate and purchase appropriate instruments	On-site coordinators	2007	Identification in K-6 science
To obtain appropriate instruments to better identify underserved populations	Purchase the Naglieri Nonverbal Test	On-site coordinators	2007	Better identification for underserved populations
To align identification in language arts/English/social studies with state terminology	Determine subjects to be considered for humanities identification	On-site coordinators	2007	Local and state identification terminology will be consistent

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GIFTED PLAN COMPONENT	Curriculum Development			
GOAL STATEMENT	To increase enrollment in Virtual AP School courses			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
To increase enrollment in Virtual AP courses	To publicize Virtual AP course offerings earlier in the spring	Principal, on-site coordinator, guidance counselors	2007	More students enrolled in Virtual AP School courses; increased number of college hours earned while in high school

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GIFTED PLAN COMPONENT	Delivery of Services			
GOAL STATEMENT	To expand areas of service and to require clustering in K-6			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
To implement differentiation and enrichment for K-6 students in science	Make gifted funds available for ordering necessary materials to use for differentiation; require cluster grouping in science K-6	On-site coordinator, principals, and gifted supervisor	2008	Delivery of services in science K-6
To implement differentiation and enrichment for K-12 students in humanities	Determine which academic subjects will be served through the humanities; make gifted funds available for ordering additional materials to use for differentiation; require cluster grouping in subjects served through humanities K-6	On-site coordinators, principals, and gifted supervisor	2008	Delivery of services in humanities K-12

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GIFTED PLAN COMPONENT	Professional Development			
GOAL STATEMENT	To encourage part-time teachers of the gifted to be more familiar with methods/strategies of differentiation			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
To have all part-time teachers of the gifted receive some training in differentiation	Offer a course/series of courses in differentiated instruction	Supervisor of gifted; principals	2008	Gifted students will be served by highly qualified teachers in the regular classrooms

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GIFTED PLAN COMPONENT	Parent and Community Involvement			
GOAL STATEMENT	To utilize community resources to enhance enrichment activities			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
To use parents and community members employed in the sciences to provide enrichment opportunities for students in K-6	Identify and locate possible human resources in science-related fields	On-site coordinator and/or classroom teachers	2009	Students will be exposed to first-person expertise
To use parents and community members employed in the humanities to provide enrichment opportunities for students in K-12	Identify and locate possible human resources in humanities-related fields	On-site coordinator and/or classroom teachers	2009	Students will be exposed to first-person expertise

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Part IV: Local Advisory Committee and Assurances

A. Local Advisory Committee [§ 22.1-18.1, Code of Virginia]

1. Composition of Local Advisory Committee (LAC)

Categories	Number represented
Parents	4
Teachers	8
Administrators	2
Support Staff	
Community □ representatives of business, industry, arts	
Community □ persons who are not parents of identified students	1
Students (optional)	2

2. Selection of Members for the Local Advisory Committee

This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.

The local advisory committee consists of parents, teachers, administrators, a community representative, and two gifted secondary students. Radford City is a small city with a geographically homogenous community. Through its nomination

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process and the subsequent School Board approval of appointments, the Advisory Committee is conscious of diversity and maintains a committee membership that reflects various ethnic and socio-economic groups.

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Part IV, continued

3. Meeting Schedule of the Local Advisory Committee

Number of times the committee is scheduled to meet annually.

Monthly 3 times 4 times 5 times

Other, specify _____

B. Assurances [8 VAC 20-40-60. A. 6 and 7]

The applicant for approval of the Local Plan for the Education of Gifted Students hereby assures the Superintendent of Public Instruction that:

1. Records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia."
2. Testing and evaluative materials selected and administered to gifted students are sensitive to cultural, racial, and linguistic differences.
3. Procedures used to identify gifted students are constructed so that they identify high potential/ability in all underserved and culturally diverse, low socio-economic, and disabled populations.
4. Standardized tests have been validated for the specific purpose for which they are used.
5. Multiple criteria are used in the identification of students for the gifted education programs.
6. The division encourages teachers of the gifted to pursue the add-on gifted endorsement.
7. The division has designated an administrator with responsibility for supervising the gifted education program.

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Part IV, continued

C. Superintendent's Certification

I, the undersigned authorized official of the local school division, agree to comply with all assurances. To the best of my knowledge, all information in this Local Plan for the Education of the Gifted is accurate and meets the requirements as specified in the *Regulations Governing Educational Services for Gifted Students*.

Superintendent's Signature

School Division Name

Superintendent's Name

Date

D. Approval by the Local School Board

I, the undersigned authorized official of the local school board, do certify that this local plan for the education of the gifted was approved on _____.

Board President's Signature

School Division Name

Board President's Name

Date

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Part V: Appendices

The following items must be included in the appendices:

- ❑ Narrative of the division's services
Description of the division's program that includes an overview of its K-12 area(s) of service, identification, program design, curriculum, staffing, parent and community involvement, and local advisory committee, and gifted education coordinator contact information
- ❑ Referral form(s)
- ❑ Checklists/observation documents for parents/teachers/others
- ❑ Permission to test form
- ❑ Permission to place form
- ❑ Matrix/profile/other data collection instrument
- ❑ Letter of acceptance
- ❑ Letter denying eligibility with indication of parent's/guardian's right to appeal
- ❑ Change in placement form
- ❑ Exit form
- ❑ Appeals process document
- ❑ Professional development schedule for the current year
- ❑ Professional personnel evaluation document, if different from division's standard process
- ❑ Letter/announcement of local advisory committee meeting

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Narrative

Radford is a small city located on the banks of the New River, in the Allegheny Mountains of southwestern Virginia. It is the home of Radford University, a new hospital, and several industries. The school system is comprised of four schools: a primary school (K-3), an elementary school (4-6), an intermediate school (7-8), and a high school (9-12). All four schools are small, within walking distance of most students, and enjoy a reputation of high academic achievement. Due to its proximity to two area universities (Virginia Tech is only twenty minutes away), the student body reflects a diverse ethnic population. Our schools are a reflection of a community that values education and personal achievement.

The gifted program is staffed by a central office supervisor, two on-site coordinators (one for K-6 and another for 7-12), and numerous part-time teachers of the gifted. Identification is early and ongoing. Students in first through eleventh grade test annually (Stanford Nine and OLSAT), giving the on-site coordinator ample standardized testing information to form an annual candidate pool. Teachers, students, parents, and community members also may refer a student for screening at any time. Every effort is made to screen those candidates who are members of minority groups, are ESL, or whose disability, geographic location, or socio-economic status might obscure evidence of their eligibility for services. Upon receipt of parental permission, the on-site coordinator may administer teacher check-lists, student interviews, and additional testing, as necessary. The timely consideration of each candidate, along with swift parental notification and appropriate information regarding the appeals procedure, allows students to progress through the screening process with efficiency and equitable consideration. Multiple criteria are considered regarding each candidate, and no one criterion in and of itself may deem a student eligible or ineligible for services. Regular re-evaluations occur in grades five and eight, as well as at other times upon request.

Services provided each student are documented to parents through an annual Differentiated Education Plan (DEP) that is compiled by the coordinator and written by the classroom teacher(s) who provides in-class differentiation. The on-site coordinator files a copy of each DEP in the student's gifted file. Parents have the opportunity to meet with the coordinators during parent/teacher conferences or during individually-scheduled meetings at any other time. Both coordinators can be reached by phone or e-mail, and information about both programs is available on the division website.

Students in K-5 are included in weekly pull-out sessions, conducted by the on-site elementary coordinator. Sixth graders are self-contained for language arts instruction and math instruction; the on-site coordinator teaches these classes once weekly. The

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coordinator also sends home progress reports, conducts academic competitions, and offers various enrichment experiences.

Seventh grade students may enroll in a Critical Thinking class, and eighth graders may elect a research-based Independent Study course. Both are taught by the secondary on-site coordinator. High school students in grades 10-12 may enroll in a mentorship-based Independent Study course that is supervised by the coordinator. The coordinator also mails regular newsletters, conducts academic competitions, organizes enrichment trips, and offers some counseling services. The coordinator solicits nominations to Regional and State Summer Residential Governor's Schools and coordinates the Advanced Placement program. Students in 7-8 can be accelerated in math and begin high school foreign language instruction in eighth grade. Students in 9-12 self-select honors and Advanced Placement courses. Six AP courses are taught on-site, and additional courses are available through the Virtual AP School.

Both coordinators and the division gifted supervisor meet four times a year with the local advisory committee. Information regarding meeting times and places is published in the local newspaper, and all local advisory committee meetings are open to the public. Public comments also may be voiced to the local advisory committee from the division website.

The direction of our services to gifted students is steered by the belief that remarkable potential and outstanding abilities warrant specialized educational services, including appropriately differentiated modifications in content, delivery, and assessment. These services are delivered through an in-class differentiation model, supported by collaboration between classroom teachers, elementary and secondary site-based gifted coordinators, and a gifted supervisor. Our mission collectively is to help each student realize his/her individual potential through the full use of his/her abilities along lines of excellence.

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