

Radford City Public Schools



Local Plan for the Education of the Gifted 2012-2017

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Radford City Public Schools

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the Regulations Governing Educational Services for Gifted Students. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site 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.

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
General Intellectual Aptitude (GIA)	
Specific Academic Aptitude (SAA) - Choose an item.	K-12
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	

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.” Providing such an education for our *gifted learners* necessitates the identification of those students whose outstanding abilities and potential for accomplishment warrant services and opportunities beyond the standard curriculum and means of instruction. Through the provision of gifted services, gifted students will have the opportunity to explore their area(s) of interest, develop expertise beyond their age-level peers, and be motivated to 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.

Identified students demonstrate outstanding aptitude in English and/or mathematics, as discerned by an identification matrix in which the student can earn 0-5 points (based on defined scoring ranges) on each of the following: a nationally norm-referenced achievement test (Stanford Ten), a nationally norm-referenced ability test (KBIT2), subject area grades, and a nationally norm-referenced teacher evaluation of the student (SIGS). A student scoring 14/20 (or higher) on the matrix is considered eligible for services in either English/Language Arts and/or mathematics. Tests we administer 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). Students are served primarily through in-class differentiation with supplemental enrichment activities. Opportunities exist for curriculum compacting, acceleration, independent study, flexible grouping, and—on the secondary level—for advanced, dual enrollment, and Advanced Placement courses. Gifted secondary students have the opportunity to apply to both academic-year and Summer Residential Governor’s School programs. Academic competitions, special courses, online learning, book clubs, and enrichment trips provide an array of enrichment opportunities.

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.

English/Language Arts

A. Identification (English): Students undergo an identification process based on research-based best practices. We will:

- 1. Continue to provide information to teachers regarding referral and identification, including characteristics of giftedness and twice-exceptional learners**
- 2. Collect data and analyze patterns in current identification practices to determine the degree to which we are identifying from underserved populations**
- 3. Continue to rely on multiple sources of information and not to make identification decisions based solely on any one source of information**
- 4. Continue to use nationally norm-referenced tests of aptitude and achievement during the screening process.**

B. Delivery of Services (English): Students receive a continuum of differentiated services appropriate to their needs. We will:

- 1. Cluster elementary students and place them in classrooms with a teacher who has been trained in differentiation; continue to provide students weekly Rosetta Stone foreign language instruction or comparable enrichment outside the classroom**
- 2. Provide intermediate school students differentiated instruction through regular classroom teachers who have been trained in differentiation; provide students enrichment services through the coordinator**
- 3. Provide high school students options including advanced, dual enrollment, and Advanced Placement courses. Additionally, high school students may apply to the academic-year half-day Governor's School in Science, Technology, and Mathematics and/or to Summer Residential Governor's School programs.**

C. Curriculum and Instruction (English): Students receive instruction from well-trained teachers in a curriculum appropriate to their needs and interests. We will:

- 1. Follow best practices in instructional design, delivery, and assessment**
- 2. Use 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.**

D. Professional Development (English): Students receive differentiated services from teachers who participate in ongoing training. Examples of this training include:

- 1. Elementary and intermediate school teachers participate in on-going in-service training, which is provided by the coordinator**
- 2. High school dual enrollment and A.P. teachers receive ongoing training in advanced instruction through those programs**
- 3. Teachers collaborate either by grade or subject-area or both**
- 4. In addition to current in-service training, previous in-service information is available on the Gifted Program's Web site**
- 5. Teachers are aware of the best practices in gifted education and are provided access to the National Association for Gifted Children's Web site/resources (<http://www.nagc.org/>).**

E. Equitable Representation of Students (English): Students from underserved populations are not at an unfair advantage in the identification process. We will:

- 1. Continue to collect and report 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. Continue to research best practices in the identification of learners from underserved populations**
- 3. Provide information to teachers in the characteristics and needs of students from underserved populations**
- 4. Provide information on referral and screening through print and electronic sources**
- 5. Continue to award one point on the identification matrix 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 (English): To increase awareness of gifted services and the needs of gifted students, we will:

- 1. Continue to publicize opportunities and accomplishments through email, Web site, online newsletters, brochures, and the local newspaper**

2. **Include information on the needs of gifted students through online fall and spring newsletters**
3. **Send mailings to students/parents the spring prior to student matriculation to intermediate and high school, advising of gifted services at each school**
4. **Use community guest speakers for enrichment needs in their specific areas of expertise.**

Mathematics

A. Identification (Mathematics): Students undergo an identification process based on research-based best practices. We will:

1. **Continue to provide information to teachers regarding referral and identification, including characteristics of giftedness and twice-exceptional learners**
2. **Collect data and analyze patterns in current identification practices to determine the degree to which we are identifying from underserved populations**
3. **Continue to rely on multiple sources of information and not to make identification decisions solely based on any one source of information.**

B. Delivery of Services (Mathematics): Students receive a continuum of differentiated services appropriate to their needs. We will:

1. **Cluster elementary students and place them in classrooms with a teacher who has been trained in differentiation; continue to provide students extra enrichment opportunities such as learning software within the classroom**
2. **Provide intermediate school students the opportunity for acceleration to Algebra I and beyond; provide students enrichment services through the coordinator**
3. **Provide high school students continued acceleration, culminating with A.P. Calculus AB and additional higher mathematics courses through Virtual Virginia. High school students may apply to the academic-year half-day Governor's School in Science, Technology, and Mathematics or to Summer Residential Governor's School programs; provide students enrichment services through the coordinator.**

C. Curriculum and Instruction (Mathematics): Students receive instruction from well-trained teachers in a curriculum appropriate to their needs and interests. We will:

1. Follow best practices in instructional design, delivery, and assessment
2. Use the Virginia Standards of Learning as a basis for a curriculum which is differentiated for the gifted learner, providing the opportunity for acceleration beginning with Algebra I.

D. Professional Development (Mathematics): Students receive differentiated services from teachers who participate in ongoing training. Examples of this training include:

1. Elementary teachers participate in ongoing in-service training, which is provided by the coordinator
2. Dual enrollment and A.P. teachers receive ongoing training in advanced instruction through those programs
3. Teachers collaborate either by grade level or subject-area or both
4. In addition to current in-service training, previous in-service information is available on the gifted program's Web site
5. Teachers are aware of the best practices in gifted education and are provided access to the National Association for Gifted Children's Web site/resources (<http://www.nagc.org>).

E. Equitable Representation of Students (Mathematics): Students from underserved populations are not at an unfair advantage in the identification process. We will:

1. Continue to collect and report 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. Continue to research best practices in the identification of learners from underserved populations
3. Provide information to teachers in the characteristics and needs of students from underserved populations
4. Provide information on referral and screening through print and electronic sources
5. Continue to award one point on the identification matrix 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 (Mathematics): To increase awareness of gifted services and the needs of gifted students. We will:

- 1. Continue to publicize opportunities and accomplishments through email, Web site, online newsletters, brochures, and the local newspaper**
- 2. Include information on the needs of gifted students through fall and spring online newsletters**
- 3. Send mailings to students/parents the spring prior to student matriculation to intermediate and high school, advising of gifted services at each school**
- 4. Use community guest speakers 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 English

Classroom teachers review SOL scores, subject area grades, classroom performance, and applicable characteristics of gifted learners to submit names of students to the coordinator for the annual screening. From this pool, the coordinator requests permission of parents/guardians to test and further screen each candidate. New testing will be administered when previous scores are at least three (3) years old. The coordinator enters data from the screening on an identification matrix (scores from the KBIT2, Stanford Ten, SIGS evaluation, and grades in the subject area) and presents the results of the screening to the Identification Committee. This committee determines if the student received a matrix score of fourteen (14) or higher out of twenty (20) possible points, thus qualifying for gifted services. Parents are notified in writing within five days of the committee's determination, and are informed of their right to appeal. Parents must submit written evidence of permission for the student to begin receiving services. Upon receipt of this written permission, the coordinator adds the student's gifted status on PowerSchool (our online gradebook) and notifies the administrator and the teacher that the student is to begin receiving services. The period from the date of the coordinator's receipt of parental permission to screen until the coordinator's mailing to the parents reporting the Identification Committee's determination of student eligibility for services shall not exceed ninety (90) instructional days.

Screening Procedures for Mathematics

Classroom teachers review SOL scores, subject area grades, classroom performance, and applicable characteristics of gifted learners to submit names of students to the coordinator for the annual screening. From this pool, the coordinator requests permission of parents/guardians to test and further screen each candidate. New testing will be administered when previous scores are at least three (3) years old. The coordinator enters data from the screening on an identification matrix (scores from the KBIT2, Stanford Ten, SIGS evaluation, and grades in the subject area) and presents the results of the screening to the Identification Committee. This committee determines if the student received a matrix score of fourteen (14) or higher out of twenty (20) possible points, thus qualifying for gifted services. Parents are notified in writing within five days of the committee's determination, and are informed of their right to appeal. Parents must submit written evidence of permission for the student to begin receiving services. Upon receipt of this written permission, the coordinator notified the administrator and the teacher that the student is to begin receiving services. The period from the date of the coordinator's receipt of parental permission to screen until the coordinator's mailing to the parents reporting the Identification Committee's determination of student eligibility for services shall not exceed ninety (90) instructional days.

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 English

Teachers, parents or legal guardians, professionals, students, peers, the student himself, or any other person may at any time refer a student to determine if he/she is eligible for the provision of gifted services. Any person may contact the coordinator or the classroom teacher for a referral form, which clearly states to return the completed form to the office of the coordinator. Upon receipt of a written referral, the coordinator requests the parent/guardian's permission to screen (which includes the administration of testing). New testing will be administered when previous scores are at least three (3) years old. The period from the date of the coordinator's receipt of parental permission to screen until the coordinator's mailing to the parents reporting the Identification Committee's determination of student eligibility for services shall not exceed ninety (90) instructional days.

Referral Procedures for Mathematics

Teachers, parents or legal guardians, professionals, students, peers, the student himself, or any other person may at any time refer a student to determine if he/she is eligible for the provision of gifted services. A person may contact the coordinator or the classroom teacher for a referral form, which clearly states to return the completed form to the office of the coordinator. Upon receipt of a written referral, the coordinator requests the parent/guardian's permission to screen (which includes the administration of testing). New testing will be administered when previous scores are at least three (3) years old. The

period from the date of the coordinator's receipt of parental permission to screen until the coordinator's mailing to the parents reporting the Identification Committee's determination of student eligibility for services shall not exceed ninety (90) instructional days.

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 criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria 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: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criterion.

English/Language Arts AND Mathematics

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires **Teacher Scales Identifying Gifted Students (SIGS)**
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) **Kaufman Brief Intelligence Test (KBIT2)**
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s) **Stanford Ten**
- 6. Record of previous achievements (awards, honors, grades, etc.) **Grades in subject area**
- 7. Additional valid and reliable measures or procedures

Specify:

2. Additional identification information for English/Lang. Arts AND Mathematics

Local Plan for the Education of the Gifted

Results of achievement and aptitude testing, grades, and the teacher SIGS score are entered on the identification matrix and presented to the identification committee. The committee determines by the total score--at least fourteen (14) out of twenty (20) points—if the student is eligible for gifted services. Students may be referred and screened again during the next school year, but testing is not repeated until scores are three years old.

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.

English/Language Arts AND Mathematics

- 1+** 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
- Other(s) Specify:

- b. Type of Identification/Placement Committee

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

- School-level Division-level

3. 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.

English/Language Arts AND 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>
Kaufman Brief Intelligence Test (KBIT2)	Coordinator	Coordinator	Coordinator
Stanford Ten	Coordinator	Coordinator	Coordinator
Scales for Identifying Gifted Students (SIGS)	Subject area teacher	Coordinator	Coordinator
Subject Area Grade	Subject area teacher	Subject area teacher	Coordinator

A copy of our identification matrix is included in the appendices to this plan. The matrix sets a range of scores and the equivalent number of points to be awarded for a score being within that range. Points are awarded for the subject area grades, the SIGS evaluation, the Stanford Ten score, and the KBIT2 score. A student must score a minimum of fourteen (14) points out of a possible twenty (20) points to be eligible for services. The period from the date of the coordinator’s receipt of parental permission to screen until the coordinator’s mailing to the parents reporting the Identification Committee’s determination of student eligibility for services shall not exceed ninety (90) instructional days. Determinations are NEVER made either for or against the student based solely on any one criterion.

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

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

English/Language Arts

Any student who is screened and determined eligible for services in math shall receive these services in compliance with any IEP or 504 plans the student may have. Services include:

Elementary students are clustered and receive differentiated services within the subject area from the classroom teacher, who is trained in differentiation. Students receive foreign language training (Rosetta Stone), or other enrichment opportunities as arranged by the principal each year.

Intermediate students receive differentiated services within the subject area from the classroom teacher. In English, differentiation continues through seventh and eighth grades. Intermediate students are not clustered or grouped within the regular classroom, but they receive a wide array of services through the gifted coordinator. Academic

competitions include the National Geographic Bee. English teachers are notified of the Scholastic Writing Awards and the gifted program pays submission fees for its students. The coordinator provides a lunch-time book club each semester, teaches an exploratory course in Critical Thinking, offers eighth grade Independent Study opportunities to gifted students, and organizes periodic enrichment trips.

High school students can take English 9-11 on the advanced level, which offers compacting, increased depth, and reading of higher level materials. As seniors, students may elect to take Advanced Placement English Literature & Composition, for which an AP test is administered, or Dual Enrollment English, for which the student can receive both high school and community college credit.

Mathematics

Any student who is screened and determined eligible for services in math shall receive these services in compliance with any IEP or 504 plans the student may have. Services include:

Elementary students are clustered and receive differentiated services within the subject area (s) from the classroom teacher, who is trained in differentiation. Students receive foreign language training (Rosetta Stone), or other enrichment opportunities as arranged by the principal each year.

Intermediate students receive differentiated services within the subject area from the classroom teacher. In math, differentiation continues until Algebra I, when students either begin acceleration or opt for advanced-level Algebra I. Intermediate students are not clustered or grouped within the regular classroom, but they receive a wide array of services through the gifted coordinator. Academic competitions include the American Mathematics Competition (AMC 8). The coordinator teaches an exploratory course in Critical Thinking that includes an invention fair, offers eighth grade Independent Study opportunities to gifted students, and organizes periodic enrichment trips.

High school math students are accelerated and opt to take advanced or Advanced Placement math courses. Virtual Virginia offers courses beyond Calculus AB (Calculus BC and Statistics). Students may apply to the academic-year Governor's School or to the Summer Residential Governor's School programs. The gifted program funds the American Mathematics Competition (AMC 12) and the Virginia Math League Competition.

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.

English/Language Arts

Upon receipt of a signed written referral, the coordinator notifies the parent/guardian and seeks permission for testing and the collection of additional information (grades, scores,

and the teacher's evaluation of student performance). If the Identification Committee determines the student is eligible for gifted services, the coordinator requests in writing written permission allowing the school district to provide appropriate service options. Information also is included regarding how the parent/guardian may appeal the identification outcome, a change in placement, or an exit decision. As can be seen in the specific items included in this plan's appendices, the parent/guardian has ten (10) instructional days to file a written appeal to the office of the coordinator of gifted services. 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*. The coordinator arranges a meeting with the school's principal for the appellate, the coordinator, and the principal to discuss the appeal and for the parent to examine documentation of the screening. If the appellate is unsatisfied with the outcome of the meeting, he/she can request in writing within five (5) instructional days that the complaint to go before an Appeals Committee, 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. The Appeals Committee must meet within ten (10) instructional days. 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. If the parent/guardian 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.

The coordinator notifies the principal and the teacher when she receives written notification of parental consent for the provision of gifted services.

Mathematics

Upon receipt of a signed written referral, the coordinator notifies the parent/guardian and seeks permission for testing and the collection of additional information (grades, scores, and the teacher's evaluation of student performance). If the Identification Committee determines the student is eligible for gifted services, the coordinator requests in writing written permission allowing the school district to provide appropriate service options. Information also is included regarding how the parent/guardian may appeal the identification outcome, a change in placement, or an exit decision. As can be seen in the specific items included in this plan's appendices, the parent/guardian has ten (10) instructional days to file a written appeal to the office of the coordinator of gifted services. 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*. The coordinator arranges a meeting with the school's principal for the appellate, the coordinator, and the principal to discuss the appeal and for the parent to examine documentation of the screening. If the appellate is unsatisfied with the outcome of the meeting, he/she can request in writing within five (5) instructional days that the complaint to go before an Appeals Committee, 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. The Appeals Committee must meet within ten (10) instructional

days. 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. If the parent/guardian 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.

The coordinator notifies the principal and the teacher when she receives written notification of parental consent for the provision of gifted services.

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.

English/Language Arts

Any change in instructional services, including initial placement and/or subsequent changes in placement or exit from the program, 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.

The parent/guardian may request a temporary (one academic year or less) break in services by submitting a written request to the coordinator. The parent/guardian must at the end of the academic year submit another written request to resume services. If this is not done, the break in services becomes permanent until and unless the student is screened at a later date for services and determined eligible for them.

A teacher, parent, principal, or coordinator may request a re-evaluation of a student if, in that person's opinion, the student is not benefiting from services. This 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. 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.

Students who move from another school district to this district must be identified by our local Identification Committee in order to be eligible for services. The parent may request the coordinator review the student's file. If the coordinator determines additional assessment is necessary, she/he may request parent permission to test the student, review current grades, and obtain a teacher's evaluation of classroom performance, as would be done in any screening. Notification and rights of appeal are the same in cases of transfer students.

The coordinator always notifies the school principal and classroom teacher of any changes in instructional services.

Mathematics

Any change in instructional services, including initial placement and/or subsequent changes in placement or exit from the program, 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.

The parent/guardian may request a temporary (one academic year or less) break in services by submitting a written request to the coordinator. The parent/guardian must at the end of the academic year submit another written request to resume services. If this is not done, the break in services becomes permanent until and unless the student is screened at a later date and determined eligible for services at that time.

A teacher, parent, principal, or coordinator may request a re-evaluation of a student if, in that person's opinion, the student is not benefiting from services. This 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. 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.

Students who move from another school district to this district must be identified our local Identification Committee in order to be eligible for services. The parent may request the coordinator review the student's file. If the coordinator determines additional assessment is necessary, she/he may request parent permission to test the student, review current grades, and obtain a teacher's evaluation of classroom performance, as would be done in any screening. Notification and rights of appeal are the same in cases of transfer students.

The coordinator always notifies the school principal and classroom teacher of any changes in instructional services.

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.

English/Language Arts

Service options in English/Language Arts are available to students upon the identification of the student and the subsequent receipt of documented parental permission to provide services.

Elementary students are clustered and placed with teachers who have received training in differentiation. These teachers also receive ongoing professional development in working with gifted learners. Elementary services include differentiation, compacting, acceleration, enrichment, and—dependent upon continued funding—the opportunity to use Rosetta Stone foreign language instructional software twice a week and to participate in academic competitions such as the National Geographic Bee.

Intermediate school students receive differentiated instruction from their regular classroom teacher. Intermediate school services include differentiation, compacting, and acceleration. The coordinator provides additional opportunities for enrichment through the Brown Bag Book Club, enrichment trips, eighth grade participation in Readi-Step testing, a seventh grade exploratory course in Critical Thinking, and an eighth grade course in Independent Study.

High school students may take Advanced English, which uses compacting and acceleration to serve students. As seniors, students may take either Advanced Placement English Literature & Composition or Dual Enrollment English. The high school also offers courses in Creative Writing, Video and Television Production, and Journalism.

Mathematics

Service options in mathematics are available to students upon the identification of the student and the subsequent receipt of documented parental permission to provide services.

Elementary students are clustered and placed with teachers who have received training in differentiation. These teachers also receive ongoing professional development in working with gifted learners. Elementary services include differentiation, compacting, acceleration, enrichment, and—dependent upon continued funding—the opportunity to use math software for high-achieving ability levels.

Intermediate school students receive differentiated instruction from their regular classroom teacher until they begin high school math courses including and beyond Algebra I. Intermediate school services include differentiation, compacting, and acceleration. Based on grades, teacher recommendation, and student scores on the Orleans Hanna Algebra Readiness Test, students may accelerate to Algebra I in seventh grade or earlier, as resources permit. The coordinator provides additional opportunities for enrichment through the American Mathematics Competition (AMC 8), enrichment trips, eighth grade participation in Readi-Step testing, a seventh grade exploratory course in Critical Thinking, and an eighth grade course in Independent Study.

High school students may take advanced math courses, which use compacting and acceleration to serve students. Advanced Placement Calculus AB is taught at the high school, and both Advanced Placement Calculus BC and Statistics are available to high school students through on-site Virtual Virginia. Students also may elect to take Dual Enrollment Computer Science or to apply to the academic-year half-day Governor's School during their junior and senior years. The coordinator provides competition in the American Mathematics Competition (AMC 12) and allocates funding for participation in Virginia Math League competitions.

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

English/Language Arts

Clustered elementary students 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 in intermediate and high school English courses also provides opportunities for work with age-level peers. Electives such as Creative Writing and Journalism likewise provide these opportunities.

Mathematics

Clustered elementary students 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 in intermediate and high school mathematics courses also provide opportunities for work with age-level peers.

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.

English/Language Arts

Elementary gifted students are clustered with their intellectual peers for small group assignments within the classroom. Grade-level teachers work together to offer book clubs, and gifted students read and discuss more advanced works. Gifted students spend time allotted for SOL review in the computer lab learning foreign language together through Rosetta Stone software.

Intermediate school gifted students are offered differentiated assignments and group activities to complete with their intellectual peers. Gifted students may participate in the Brown Bag Book Club, a lunch-time book club led by the coordinator, or participate in other enrichment activities, such as trips to plays.

High school gifted students elect to take Advanced English in each grade level until twelfth grade, when seniors may take Dual Enrollment English for community college credit or Advanced Placement English Literature & Composition. Advanced, dual enrollment and A.P. courses are taught 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. Additional and more difficult readings, as well as more complex writing assignments, are required.

Mathematics

Elementary students are clustered and may receive compacted or accelerated assignments, as well as alternative math assignments. They also may receive some instruction with the rest of the class. Students may choose from a menu of assignments once they have demonstrated mastery of content. Students also use computer activities that match high achieving levels. In elementary or intermediate school, students have the opportunity to accelerate one or more years in mathematics, based on demonstrated readiness and available resources. High school students continue their acceleration, and may opt to take mathematics courses beyond Calculus AB through Virtual Virginia.

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.

English/Language Arts

Elementary students may participate in independent or group novel studies, specifically addressing selected components of their novels. They may use Accelerated Reader, work above grade level independently on Skills Tutor, and practice creative writing and open-ended questions.

Intermediate students may choose advanced content (novels, research options), incorporate creative writing in their projects, and work on independent projects in place of regularly assigned projects (such as outlining the plot of a novel by reducing it to a three-minute video). Intermediate students also may elect a course in a year-long independent study topic, chosen with help from the coordinator.

High school students exercise choice in novel selections and research topics. Students also may take electives in Creative Writing, Journalism, and Video and Television Production, or participate in writing competitions and forensic contests.

Mathematics

Elementary students work on problem-solving activities and puzzles, and may use student menus to exercise choice once they have demonstrated mastery of the basic material. Academic competitions such as the Toyota Tapestry or Siemens Competition allow students to pursue individual interests. Activities such as visual, optic, spatial, and reasoning puzzles—as well as higher ability mathematics software—allow independent learning experiences.

Intermediate school students solve riddles, tackle proofs, and write solutions to “real life” mathematical problems. Seventh graders may take Critical Thinking, which gives them the opportunity to identify and solve a problem by creating an invention and entering it in a class invention fair. Students may study independently and participate in the American Mathematics Competition (AMC 8).

High school students may participate in the American Mathematics Competition (AMC 12) or the Virginia Math League Competition. They may elect courses beyond A.P. Calculus AB through Virtual Virginia.

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.

English/Language Arts

Elementary students work twice weekly learning a foreign language of their choice through Rosetta Stone software. Students have the opportunity to explore their creative writing skills, to research, and to read novels above grade level. Students may demonstrate mastery through pretesting and choose assignments requiring skills higher on Bloom’s taxonomy.

Intermediate school students participate in class plays, write from multiple perspectives, learn research skills, have opportunities for self-evaluation and reflection, and can go beyond the rest of the class by studying an author or his works in greater depth. Some eighth graders have elected year-long independent study projects such as writing young adult fiction, exploring the dissolution of Yugoslavia, or researching one’s own ancestor’s role in the Civil War.

High school students learn to write argumentative essays, speak publicly, research and cite information, and to think logically. They have the opportunity to write creatively, debate, read works beyond the high school level, interpret poetry, and study characters and themes in depth. Students may elect advanced courses in English, as well as several upper-level electives, in grades 9-12, as well as enjoy real-world experience exercising their verbal abilities through forensics, newspaper, yearbook, and other extracurricular activities that add to their knowledge and increase their verbal expertise.

Mathematics

Elementary students have opportunities for academic competitions (such as designing a wind generator), may visit the nearby Wysor Observatory or tour the Virginia Tech Transportation Institute, and may accelerate one or more years in mathematics. Once students have completed grade-level math learning objectives, they are encouraged to move on to the next grade level’s objectives. Software programs enrich learning and help students move at their own pace.

Depending on algebra readiness, students are able to begin high school math courses in seventh grade. Students participate in the American Mathematics Competition (AMC 8) and other math competitions, as resources allow. Seventh graders may take a course in Independent Study and work on a year-long open-ended problem.

High schools students may take Advanced Placement courses in Calculus AB, as well as Calculus BC and Statistics through Virtual Virginia. Dual Enrollment Computer Science is taught for both high school and community college credit. Students participate in mathematics competitions.

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.

English/Language Arts

The academic growth of gifted learners is assessed through the following measures:

1. Advanced scores on SOL tests
2. Individual course/subject area grades
3. Teacher report card comments on progress toward DEP (Differentiated Education Plan) goals; DEPs are written annually for elementary and intermediate school students (high school students begin a sequence of advanced, dual enrollment, and Advanced Placement courses, including those A.P. courses available through Virtual Virginia)
4. A.P. test scores

Mathematics

The academic growth of gifted learners is assessed through the following measures:

1. Advanced scores on SOL tests
2. Individual course/subject area grades
3. Teacher report card comments on progress toward DEP (Differentiated Education Plan) goals; DEPs are written annually for elementary and intermediate school students (high school students begin a sequence of advanced, dual enrollment, and Advanced Placement courses)
4. A.P. test scores

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.

English/Language Arts

Curriculum is continuous and sequential for students. The division's curriculum K-12 is based on the Virginia Standards of Learning, and gifted learners master and go beyond each standard. Clustered for elementary education, students receive differentiated instruction that allows compacting, acceleration, and learning menus for student choice once mastery is demonstrated. Enrichment activities are provided by the teacher and the school—such as twice-weekly pullout for Rosetta Stone foreign language instruction online or advanced book clubs.

Intermediate students receive differentiated classroom instruction through compacting, acceleration, and learning menus for student choice once mastery is demonstrated. Teachers also differentiate individual projects. Enrichment activities that reinforce learning include the Brown Bag Book Club, enrichment trips (to plays or museums), and elective courses in Critical Thinking and Independent Study.

High School courses are taught on advanced, dual enrollment, and Advanced Placement levels. Electives in creative writing, journalism, and television and video production are provided. Sophomores and juniors may apply to attend Summer Residential Governor's Schools and Foreign Language Academies.

Mathematics

Curriculum is continuous and sequential for students. The division's curriculum K-12 is based on the Virginia Standards for Learning, and gifted students master and go beyond each standard. Clustered for elementary education, students receive differentiated instruction that allows compacting, acceleration, and learning menus for student choice once mastery is demonstrated. Enrichment activities are provided by the teacher and the school, including online math activities, advanced math software, and problem-solving activities.

Intermediate students who demonstrate readiness may begin Algebra I in seventh or eighth grade. The coordinator provides enrichment opportunities such as the American Mathematics Competition (AMC 8).

High School courses are taught on advanced and Advanced Placement levels. Students continue their acceleration by subject level and may take dual enrollment Computer Science and online Calculus BC and Statistics through Virtual Virginia, in addition to math courses taught in-house through A.P. Calculus AB. Sophomores may apply to attend an academic-year half-day Governor's School during their junior and senior years, as well as Summer Residential Governor's Schools.

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.

English/Language Arts

Only elementary students identified as gifted participate in online Rosetta Stone foreign language instruction. 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. Dual enrollment English students must make acceptable scores on the community college placement test. Advanced Placement English students are screened for acceptable grades in previous advanced English courses and acceptable PSAT scores. Students must be identified to participate in Summer Residential Governor's Schools whose programs are related to English, and must be identified in order to attend the academic-year Governor's School. Students applying to the academic-year Governor's School must demonstrate acceptable scores on the Stanford Ten, the KBIT2, the PSAT, their classroom performance (especially in math and science), and any other areas listed on the selection matrix used by our school.

Mathematics

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, fifth six weeks grade, YTD average through the fifth six weeks, the Orleans-Hanna algebra readiness score, and the sixth grade SOL score. (Note: The fifth six weeks covers much pre-algebra.) 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. Students must be identified to participate in Summer Residential Governor's Schools whose programs are related to math, and must be identified in order to attend the academic-year Governor's School. Students applying to the academic-year Governor's School must demonstrate acceptable scores on the Stanford Ten, the KBIT2, the PSAT, their classroom performance (especially in math and science), and any other areas listed on the selection matrix used by our school.

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).*

Radford City Public Schools

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.*

The coordinator provides in-service opportunities through the following:

1. **Ongoing in-service opportunities throughout the year with elementary teachers, including topics such as differentiation, alternate assessments, higher level thinking skills, self-directed studies, in-depth learning, and others**
2. **PowerPoint presentations created by the coordinator and shared with all teachers on the gifted Web site**
3. **Coordination of A.P. testing and communication with teachers and the principal regarding the A.P. program and summer training institutes for A.P. teachers**
4. **Making teachers and administrators aware of current research in the field of gifted education, including access to current research available through the National Association for Gifted Children Web site (www.nagc.org).**

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 local gifted advisory committee submits its annual report to the School Board. This report includes:

- 1. A list of current local gifted advisory members, including a slate of proposed members to replace those whose terms are expiring**
- 2. Assurances that the committee met at least three times during the year, received updates on program activities, and can certify that the program is in compliance with its local plan and state regulations regarding services for gifted students**
- 3. A summary of data, including Academic Year Governor's School enrollment, Advanced Placement examination participation, and dual enrollment participation; A.P. exams results from the previous spring; demographic data; and screening/identification data**
- 4. A report of activities provided and coordinated by the gifted program.**

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

Each school division shall 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.

The local gifted advisory committee consists of three parents, three teachers, a principal or his/her designee, a high school student who is receiving services, a community member, the gifted coordinator, and the Assistant Superintendent. Members of the committee serve staggered three-year terms, and the committee nominates individuals to replace those whose terms are expiring. These nominations must be approved by the School Board. Advisory committee members are representative of the community at large.

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 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. Each spring the committee presents an annual report to the School Board.

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:

Local Plan for the Education of the Gifted

Radford City Public Schools

- 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

School Board Chairman's Signature Printed Name Date