

# Richmond County Public Schools

## Local Plan for the Education of the Gifted

2020-2025

<b>LEA#</b>	<b>079</b>		
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<b>Local School Board Chairperson</b>	<b>Boyd K. Blackley</b>		
<b>Date Approved by School Board</b>	<b>October 7, 2020</b>		

## **Local Plan for the Education of the Gifted**

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

**General Information regarding the Gifted Program in Richmond County Public Schools**

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

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
Specific Academic Aptitude (SAA) - English	K-12
Specific Academic Aptitude (SAA) - Mathematics	3-12

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

**Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)**

**A. Division Statement of Philosophy for the Education of Gifted Students**

Richmond County Public Schools (RCPS) is committed to the identification of gifted and talented students across all racial and ethnic backgrounds and socioeconomic groups. Students identified as gifted possess abilities well beyond their age-level peers that require a differentiated educational program. RCPS shall provide an educational environment that meets the needs of the gifted student by providing an appropriately differentiated curriculum that enables the student to utilize and to demonstrate their individual abilities and accomplishments.

**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.

**Specific Academic Aptitude:** The division seeks to find those students who demonstrate remarkable strength, or the potential for remarkable strength in English and/or math. Beginning in kindergarten for English and third grade for math, the eligible student will demonstrate strength in a single content area (English or mathematics) through norm-referenced aptitude and/or achievement testing and supported through reports of similar strengths through teacher and parent observations. Such strength includes evidence that the student's performance is in the 90<sup>th</sup> percentile or better when compared to his/her chronological peers in reading and/or math.

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

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

### **A. Identification:**

Goal: Implement an expanded uniform screening policy for students in grades 6-12 for SAA-reading and math, in addition to the current procedures already in place.

Objective 1: Identify nationally normed group administered screening instruments appropriate for students 6-12 in reading and math.

Objective 2: Select and purchase screening instrument.

Objective 3: Train teachers in administration of selected instrument and add to assessment calendars.

### **B. Delivery of Services:**

Goal: Provide appropriate and differentiated instruction to meet the needs of all identified gifted students with a balance of classroom differentiation and small-group activities in a variety of settings. The services delivered will provide differentiated instruction in a continuous and sequential format.

Objective 1: Provide teachers professional learning opportunities for the use of differentiated instruction in reading K-12 and math 3-12.

Objective 2: Identify and purchase materials for use in classrooms with differentiated instruction, including a variety of reading materials and math manipulatives.

Objective 3: Explore the possibility of hiring a gifted resource teacher.

Objective 4: Implement an intervention/enrichment block at all schools to facilitate further service delivery for gifted students in reading and math.

### **C. Curriculum and Instruction:**

Goal: Develop a compacted curriculum in math and then reading that will allow the appropriate acceleration for gifted students.

Objective 1: Provide teacher training in curriculum compacting.

Objective 2: Contract with teachers to develop compacted curriculum in reading and math.

**D. Professional Development:**

Goal: Provide staff development for teachers in the differentiation of instruction for gifted students in the general education classroom.

Objective 1: Provide training for all teachers during the school year through staff meetings, including grade level and faculty, in basic differentiation strategies.

**E. Equitable Representation of Students:**

Goal: Reach parity in the representation of students from all ethnic and socio-economic groups based on annual analysis of membership across all areas of giftedness.

Objective 1: Data from screening instruments will be studied to determine which are limiting eligibility and modifications will be made in the types of instruments selected.

Objective 2: Provide teacher training in traits of gifted learners from a variety of ethnic and socio-economic backgrounds.

Objective 3: Actively recruit referrals for students from diverse backgrounds.

Objective 4: Continue to provide translation or interpretation of materials into language understood by parents.

**F. Parent and Community Involvement:**

Goal: Communicate with parents and the community the opportunities for gifted students in order to create a more informed population of stakeholders.

Objective 1: Provide information and educational materials to parents/community through a variety of means to include school webpages, Facebook, newsletters and other written communication.

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

#### **A. Screening Procedures (8VAC20-40-60A.3)**

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

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

- a. All students in 3<sup>rd</sup> grade will be screened using the Naglieri Non-Verbal Ability Test, 3<sup>rd</sup> Ed. (NNAT3) to develop a broad pool of candidates for further testing in reading and math during October.
- b. AIMS web data for students in grades 3-7 will be analyzed annually to find students whose performance is significantly advanced beyond their age peers.
- c. Teacher referrals will be solicited for all students in grades K-12 based on information provided to teachers on characteristics of gifted students.

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

- a. All students in 3<sup>rd</sup> grade will be screened using the Naglieri Non-Verbal Ability Test, 3<sup>rd</sup> Ed. (NNAT3) to develop a broad pool of candidates for further testing in reading and math during October.
- b. STAR Math data for students in grades 3-8 will be analyzed annually to find students whose performance is significantly advanced beyond age peers.
- c. Teacher referrals will be solicited for all students in grades 3-12, based on information provided to teachers on characteristics of gifted students. Teachers are encouraged to refer students who exhibit characteristics of high ability learners.

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

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

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

**Original Referrals:** Students may be referred for the gifted program in grade K-12 by a member of the school staff, an administrator, a parent, another student, community members, or by the student him/herself. Students must be enrolled in RCPS for referrals to be considered. Teachers are encouraged to refer students who exhibit characteristics of high ability learners. Referral forms are available on the Richmond County Public Schools website:

[http://www.richmond-county.k12.va.us/Staff/instruction/gifted\\_education/](http://www.richmond-county.k12.va.us/Staff/instruction/gifted_education/)

or by contacting the district's gifted coordinator or the G/T site coordinator.

Referrals are accepted on an on-going basis. As indicated on the referral forms, all forms must be returned to the district's gifted coordinator, at the following address: P.O. Box 1507, Warsaw, VA 22572.

**Transferring Students with G/T Identification:** Upon enrollment in school students complete paper work indicating if they were previously identified in another district. Once the appropriate paper work is received from the other school, it will be reviewed by the district's gifted coordinator to determine if the student meets the district's criteria for giftedness in the program areas that are served.

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

**Original Referrals:** Students may be referred for the gifted program in grade K-12 by a member of the school staff, an administrator, a parent, another student, community members, or by the student him/herself. Students must be enrolled in RCPS for referrals to be considered. Teachers are encouraged to refer students who exhibit characteristics of high ability learners. Referral forms are available on the Richmond County Public Schools website:

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the district's gifted coordinator to determine if the student meets the district's criteria for giftedness in the program areas that are served.

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

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

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

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

Specific Academic Aptitude - English

- ☐ 1. Assessment of appropriate student products, performance, or portfolio
- ☐ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☐ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)  
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (scholastic achievement, grades, etc.)
- ☐ 7. Additional valid and reliable measures or procedures

Specify:

Specific Academic Aptitude - Mathematics

- 1. Assessment of appropriate student products, performance, or portfolio
- ☐ 2. Record of observation of in-class behavior

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- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☐ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)  
and/or
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (scholastic achievement, grades, etc.)
- ☐ 7. Additional valid and reliable measures or procedures

Specify:

### 2. Additional identification information for Specific Academic Aptitude - English

The identification of a student as gifted in a specific academic aptitude is based on information provided in a standardized student profile. Data is gathered and compiled by the district's gifted coordinator, to include standardized testing results. All data is reported as a percentile or holistically where 1 is below average and 5 is superior.

Testing: The gifted coordinator will assess referred students using a nationally normed aptitude test (NNAT3, OLSTAT 8 or CoGat in grades K-12), and nationally normed achievement test in reading and/or math (KTEA II or MAP in grades K-12). Results will be reported as a percentile.

Parent and Teacher Rating Scales: Parents will complete the questionnaire developed by Scales for Identifying Gifted Students (SIGS), which is nationally normed. Teachers will complete the Gifted Evaluation Scale 4<sup>th</sup> Ed. by Hawthorne Educational Services, which is nationally normed.

Record of Previous Achievements: Student grades and SOL scores will be assessed and assigned a holistic score with a 1 being below average and 5 is superior, see Table 1.

Table 1

Grades		SOL Scores	
5	95-100 (A)	5	600
4	88-94 (B)	4	550-599
3	87-81 (C)	3	500-549
2	80-75 (D)	2	400-499
1	Below 74 (F)	1	Below 400

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### Additional identification information for Specific Academic Aptitude - Mathematics

The identification of a student as gifted in a specific academic aptitude is based on information provided in a standardized student profile. Data is gathered and compiled by the district's gifted coordinator, to include standardized testing results. All data is reported as a percentile or holistically where 1 is below average and 5 is superior.

Testing: The gifted coordinator will assess referred students using a nationally normed aptitude test (NNAT3, OLSTAT 8 or CoGat in grades K-12), and nationally normed achievement test in reading and/or math (KTEA II or MAP in grades K-12). Results will be reported as a percentile.

Parent and Teacher Rating Scales: Parents will complete the questionnaire developed by Scales for Identifying Gifted Students (SIGS), which is nationally normed. Teachers will complete the Gifted Evaluation Scale 4<sup>th</sup> Ed. by Hawthorne Educational Services, which is nationally normed.

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Table 1

Grades		SOL Scores	
5	95-100 (A)	5	600
4	88-94 (B)	4	550-599
3	87-81 (C)	3	500-549
2	80-75 (D)	2	400-499
1	Below 74 (F)	1	Below 400

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

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

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

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

#### Specific Academic Aptitude - English

- |                            |                                      |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> 4 | Classroom Teacher(s)                 |
| <input type="checkbox"/>   | Gifted Education Resource Teacher(s) |
| <input type="checkbox"/>   |                                      |

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Counselor(s)

- ☐ School Psychologist(s)
- ☐ Assessment Specialist(s)
- ☐ Principal(s) or Designee(s)
- ☐ 1 Gifted Education Coordinator
- ☐ Other(s) Specify:

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

Specific Academic Aptitude - Mathematics

- ☐ 4 Classroom Teacher(s)
- ☐ Gifted Education Resource Teacher(s)
- ☐

Counselor(s)

- ☐ School Psychologist(s)
- ☐ Assessment Specialist(s)
- ☐ Principal(s) or Designee(s)
- ☐ 1 Gifted Education Coordinator
- ☐ Other(s) Specify:

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

- ☒ School-level ☐ Division-level

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## 1. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

### Specific Academic Aptitude - English

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>
Parent Checklist	Parent/Guardian of Student	Gifted Coordinator	Gifted Coordinator
Teacher Scale	Classroom Teacher(s)	Gifted Coordinator	Gifted Coordinator
Achievement Test	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Aptitude Test	Gifted Coordinator or classroom teacher	Gifted Coordinator	Gifted Coordinator

### Specific Academic Aptitude - Mathematics

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Parent Checklist	Parent/Guardian of Student	Gifted Coordinator	Gifted Coordinator
Teacher Scale	Classroom Teacher(s)	Gifted Coordinator	Gifted Coordinator
Achievement Test	Gifted Coordinator	Gifted Coordinator	Gifted Coordinator
Aptitude Test	Gifted Coordinator or classroom teacher	Gifted Coordinator	Gifted Coordinator

The identification committee examines the student data to look for significant strengths in the area of referral, in relation to the district's guideline. The RCPS guideline is 90<sup>th</sup> percentile. Students found eligible will demonstrate strength in English, math, or both. See Table 2 for identification timeline.

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Table 2

<b>Window</b>	<b>Referral Due Date</b>	<b>Parent Permission Due Date</b>	<b>Notification of Eligibility Date</b>	<b>Appeals Due</b>
Fall (K-12)	October 15	November 5	January 31	March 3
Spring (K-12)	March 15	April 5	June 1	July 1
Transfer (K-12)	All Year	Any Time	Within 30 instructional days	July 1

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

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

**Specific Academic Aptitude - English**

The appropriate educational service of a student is determined by the Eligibility Committee, based on the data provided. All services will be continuous and sequential. The student will participate in differentiated instruction at the classroom level, provided by the classroom teacher.

A Differentiated Learning Plan (DLP) will be developed for each student that addresses the academic strengths and needs of the student. The DLPs will be shared with the parent once per year at a minimum; teachers must turn in a copy of the DLP to the gifted coordinator before the last teacher work day and these copies will be kept on file.

**Specific Academic Aptitude - Mathematics**

The appropriate educational service of a student is determined by the Eligibility Committee, based on the data provided. All services will be continuous and sequential. The student will participate in differentiated instruction at the classroom level, provided by the classroom teacher.

A Differentiated Learning Plan (DLP) will be developed for each student that addresses the academic strengths and needs of the student. The DLPs will be shared with the parent once per year at a minimum; teachers must turn in a copy of the DLP to the gifted coordinator before the last teacher work day and these copies will be kept on file.

Students in grades 8-12 will have the opportunity to participate in accelerated math classes.



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

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

Specific Academic Aptitude - English

- a. Notification of identification process is started:** A notice to all parents that the identification process is starting via web-page and other written communication.

Letters will be sent home indicating that a student has been referred for gifted services. During the fall window letters will be mailed home by October 17; during the spring window letters will be mailed home March 17.

- b. Requesting permission for testing/collection of information:** Letters will be sent home to parents indicating that a student has been referred for gifted services and also requesting permission to test students and gather other data. During the fall window letters will be mailed home by October 17; during the spring window letters will be mailed home March 17.
- c. Requesting permission for provision of services:**  
After the eligibility meeting, parents/guardians of students who have been found eligible are provided written information about the services that are recommended based on student strengths by the eligibility committee, as well as parent/guardian rights to request a change in placement, or to request a furlough of services. Parents must return the signed permission for placement before the gifted services begin.
- d. The appeals process**  
Parents/guardians wishing to appeal eligibility or change in placement decisions must file a written appeal form within fifteen (15) days of the date of the eligibility letter from the division. That form requires that the parent/guardian indicate their reasons for the appeal. Those reasons may indicate concerns about the aptitude or achievement testing; social or emotional concerns; or individual (other) concerns.

Specific Academic Aptitude - Mathematics

- a. Notification of identification process is started:** A notice to all parents that the identification process is starting via web-page and other written communication.

Letters will be sent home indicating that a student has been referred for gifted services. During the fall window letters will be mailed home by October 17; during the spring window letters will be mailed home March 17.

- b. Requesting permission for testing/collection of information:** Letters will be sent home to parents indicating that a student has been referred for gifted services and also requesting permission to test students and gather other data. During the fall window letters will be mailed home by October 17; during the spring window letters will be mailed home March 17.
- c. Requesting permission for provision of services:**  
After the eligibility meeting, parents/guardians of students who have been found eligible are provided written information about the services that are recommended based on student strengths by the eligibility committee, as well as parent/guardian rights to request a change in placement, or to request a furlough of services. Parents must return the signed permission for placement before the gifted services begin.
- d. The appeals process**  
Parents/guardians wishing to appeal eligibility or change in placement decisions must file a written appeal form within fifteen (15) days of the date of the eligibility letter from the division. That form requires that the parent/guardian indicate their reasons for the appeal. Those reasons may indicate concerns about the aptitude or achievement testing; social or emotional concerns; or individual (other) concerns.

**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.

**Change in Services:**

**Specific Academic Aptitude - English**

1. Once initial placement is determined, recommended, and approved by the parent/guardian, no changes in placement will be made without direct communication with the parent/guardian. Changes in services may be recommended by a parent/guardian, a building administrator, one or more core teachers, or by the GT staff working with the specific student.
2. Parents/guardians and all other division staff directly involved with the intellectual, academic, and social needs of the student will be involved in a discussion regarding the need for a change in service options and alternative arrangements that will meet the student's learning needs more appropriately. That meeting will be summarized by the building administrator or the director of gifted/talented and special programs, and the recommendations will be used to determine alternative service options.
3. Such changes in placement will be documented through the student's current Differentiated Learning Plan, developed, monitored, and filed by the student's current teacher of record for gifted services.

**Change in Services:**

**Specific Academic Aptitude - Mathematics**

1. Once initial placement is determined, recommended, and approved by the parent/guardian, no changes in placement will be made without direct communication with the parent/guardian. Changes in services may be recommended by a parent/guardian, a building administrator, one or more core teachers, or by the GT staff working with the specific student.
2. Parents/guardians and all other division staff directly involved with the intellectual, academic, and social needs of the student will be involved in a discussion regarding the need for a change in service options and alternative arrangements that will meet the student's learning needs more appropriately. That meeting will be summarized by the building administrator or the director of gifted/talented and special programs, and the recommendations will be used to determine alternative service options.
3. Such changes in placement will be documented through the student's current Differentiated Learning Plan, developed, monitored, and filed by the student's current teacher of record for gifted services.

Exit Policy for All Identification Areas:

The student may be exited from the gifted program based on request of

- Parent/guardian in writing
- Teacher/administrator in writing that includes documented evidence for request
  - Parent/Guardian must be notified in writing of request for exit
  - Eligibility Committee must meet within 15 school days of division gifted coordinator receiving request for exit of gifted program.
  - Decision of Eligibility Committee due to a re-evaluation of child's placement request.

Parent/Guardian will be notified in writing of the decision of the Eligibility Committee.

The parent/guardian may have the option of removing student from receiving gifted services, but not exiting the gifted program. The student may be placed on an inactive list.

If a student exits the program, in order to return he/she must go through entire referral and identification process. If a student becomes inactive, in order to return to active he/she will go through the re-evaluation process.

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

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

**A. Service Options are Continuous and Sequential**

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

**Specific Academic Aptitude - English**

RCPS provides students with continuous and sequential services in English K-12 through differentiated instruction in the classroom. Students will participate in content area acceleration provided through small group literacy instruction. Once the compacted curriculum is fully developed, instruction will be aligned with this. At the high school level gifted students are counseled into classes that provide the appropriate strength-specific acceleration required. Advanced options are open to all students, whether or not they are identified as gifted.

**Specific Academic Aptitude - Mathematics**

RCPS provides students with continuous and sequential services in Math K-12 through differentiated instruction in the classroom. Students will participate in content area acceleration provided through small group math instruction. Once the compacted curriculum is fully developed, instruction will be aligned with this. In grades 8-12, students may participate in math classes that are accelerated. At the high school level gifted students are counseled into classes that provide the appropriate strength-specific acceleration required. Advanced options are open to all students, whether or not they are identified as gifted.

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

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

**Specific Academic Aptitude - English**

Generally, instruction occurs in heterogeneous, age-level classrooms, so students are consistently exposed to their age-level peers in core and "special" areas.

Specific Academic Aptitude - Mathematics

Generally, instruction occurs in heterogeneous, age level classrooms, so students are consistently exposed to their age-level peers in core and “special” areas.

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

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

Specific Academic Aptitude - English

Students participate in differentiated instruction that meets individual learning needs. Learning activities may include: curriculum compacting; learning contracts with opportunities for extension group or independent work; center work; and tiered lessons. Students also have the opportunity to participate in regional or extension activities during the regular school day. Students are grouped based on academic need in heterogeneous classrooms to receive advanced small group instruction.

Specific Academic Aptitude - Mathematics

Students participate in differentiated instruction that meets individual learning needs. Learning activities may include: curriculum compacting; learning contracts with opportunities for extension group or independent work; center work; and tiered lessons. Students also have the opportunity to participate in regional or extension activities during the regular school day in addition to participating in accelerated math classes. Students are grouped based on academic need in heterogeneous classrooms to receive advanced small group instruction.

**D. Service Options Provide Instructional Time to Work Independently**

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

Specific Academic Aptitude - English

Students are provided with time to work independently under teacher supervision on projects and other independent activities as part of differentiation. All work is monitored by teachers.

Specific Academic Aptitude - Mathematics

Students are provided with time to work independently under teacher supervision on projects and other independent activities as part of differentiation. All work is monitored by teachers.

**E. Service Options Foster Intellectual and Academic Growth**

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

**Specific Academic Aptitude - English**

RCPS will employ a variety of instruction strategies that foster intellectual and academic growth that may include but are not limited to:

- Choice of product
- Compacting
- Competitions
- Learning Contracts
- Journaling
- Reciprocal Teaching
- Debate
- Small-group discussions
- Socratic seminars
- Experimentation
- Creative Problem Solving
- Literature circles
- Mentorships
- Peer-teaching/coaching
- Scenarios
- Role Play
- Simulations and model design
- Tiered lessons
- Creating videos
- Cooperative Groups
- Virtual- Synchronous and Asynchronous lessons
- Self- Assessment

**Specific Academic Aptitude - Mathematics**

RCPS will employ a variety of instruction strategies that foster intellectual and academic growth that may include but are not limited to:

- Choice of product
- Compacting
- Competitions
- Learning Contracts
- Cross-age groupings
- Experimentation
- Creative Problem Solving
- Mentorships

- Peer-teaching/coaching
- Scenarios
- Role Play
- Simulations and model design
- Tiered lessons
- Creating learning tools, such as, manipulatives, models, and organizers
- Cooperative groups
- Reciprocal teaching
- Virtual synchronous and asynchronous lessons
- Self-assessment

**F. Procedures for Assessing Academic Growth in Gifted Students**

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

**Specific Academic Aptitude - English**

Students in grades 3-7 will demonstrate growth using AIMS web measures. In grades K-4 students will also demonstrate growth by increasing reading levels as measured by Fountas & Pinnell Benchmark Reading assessment, in grades 5-12, students will demonstrate growth by increasing their Lexile level.

Students will demonstrate individual growth by meeting goals established by their teachers and documented on the differentiated learning plans.

**Specific Academic Aptitude - Mathematics**

Students in grades 3-7 will demonstrate growth using STAR Math measures. Students will demonstrate individual growth by meeting goals established by their teachers and documented on the differentiated learning plans.



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

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

**Specific Academic Aptitude - English**

RCPS provides students with the opportunity to participate in advanced content and pacing K-12 by using differentiation in the classroom through small instructional groups. The gifted curriculum will be differentiated in content and process from the regular education program through extensive use of Bloom's Taxonomy of Higher Order Thinking Skills emphasizing application, analysis, synthesis and evaluation. Differentiated instruction is characterized by introduction of advanced content, open-ended tasks, flexible pacing, student product choice, and self-directed learning. Opportunities for acceleration and original research are also available and differentiation of assignments and student choice are woven throughout the curriculum. Instruction will be delivered by professional instructional personnel trained to work with gifted students.

At the high school level, GT students are counseled into a range of accelerated courses. Advanced Placement, dual enrollment, Virtual Virginia, and other online options allow students to accelerate their learning and academic growth. The Chesapeake Bay Governor's School allows students with aptitudes in math and science to advance to another level of challenge and academic experience

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

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

Specific Academic Aptitude - English  
Mathematics

Specific Academic Aptitude -

**According to RCPS School Board Regulation File: IGBB-R:**

**ADVANCED EDUCATION PROGRAMS PRIOR TO GRADUATION**

Students may begin advanced education prior to high school graduation, after having been accepted by an accredited college or university.

The following regulations established by the State Board of Education of Virginia apply to the issuance of high school diplomas to gifted and/or talented students who begin advanced education, whether academic or vocational, before graduating from high school:

1. The student must be able to meet all requirements for high school graduation at the completion of his/her first year of advanced education.
2. The student must have completed, in an accredited secondary school, at least ten of fourteen specified courses (units) required for high school graduation.
3. Prior to the student's enrollment in advanced education, the principal of the secondary school must designate, in writing, the names of required courses and the number of elective courses yet to be completed to make a total of 21 or 23 units, depending on the type of diploma to be received. One signed copy of this designation shall be given to the student, a second copy sent to the institution of advanced education in which the student will enroll, and a third copy placed in the student's file at the high school.
4. Required and elective courses taken in advanced education must be year-long courses (a credit in English for a year's study in English: and must be comparable to those required for graduation from an accredited secondary school in terms of, but not limited to: (a) course objectives, (b) subject matter content, and (c) mastery of skills and knowledge, and shall be so certified, in writing, to the principal of the accredited secondary school by the appropriate official of that institution.
5. At the satisfactory completion of the courses required under (3) above, the student shall request that the institution of advanced education send an official transcript to the principal of the appropriate secondary school.

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6. When all requirements for the high school diploma have been met, the principal of the accredited secondary school shall approve the issuance of the diploma.

In addition to state requirements that regulate advanced education programs, the local school division may set additional standards. The Rappahannock High School Principal's Advisory Group has developed additional standards. They are as follows:

1. Cumulative average (Grade 9-last completed semester) of 3.25,
2. Combined total score of 1200 on College Board Scores,
3. Favorable evaluation of writing ability to be determined by a consensus of the English Department teachers, and
4. Favorable recommendation by Principal's Advisory Group.

A student that enters college on an early admission basis before graduating from Rappahannock High School will not be issued a high school diploma unless he/she has been accepted for the advanced education program. The Rappahannock Principal's Advisory Group will then approve or disapprove all student applications filed for the issuance of a high school diploma to gifted and/or talented students who wish to begin advanced education, whether academic or vocational, before graduating from high school.

The Rappahannock Advisory Group will then review any college class taken prior to the application and may or may not accept it towards the Rappahannock High School diploma.

Approved by School Board: March 12, 1997

An according to IKEB:

### ACCELERATION

The curriculum and schedule of elementary, middle and high schools provides flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses meet the requirements of the Standards of Learning or are equivalent in content and academic rigor as those courses offered at the secondary level, or verified units of credit provided the students achieve a passing score on the end of course Standards of Learning tests.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the

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course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted: June 12, 1996

Amended: May 13, 1998

Amended: August 7, 2002

Amended: August 12, 2015

Amended: August 17, 2016

Amended: August 8, 2018

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

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
  - e. The evaluation of data collected from student records such as grades, honors, and awards;
  - f. The use of case study reports providing information concerning exceptional conditions; and
  - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
  - c. The development of learning environments that guide students to become self-directed, independent learners.

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.

The gifted coordinator will provide staff development to the faculty of each school on the specific techniques used to identify gifted students for gifted education. This will include providing information on the characteristics of gifted students to include social and academic needs, with an emphasis on the underserved populations.

Professional development during the school year will have a focus on using differentiated learning strategies for reading and math instruction, with a focus on providing increased higher-level thinking. There will also be professional development opportunities for developing a compacted curriculum as is evidenced by the professional development calendar and attendance at district activities, focusing on gifted education.

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

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The Gifted Coordinator and school-based leadership teams will assess the effectiveness of the school division's gifted education program each year through the review of student, parent, and teacher surveys as well as identification and student data. Our leadership team will decide which aspect of the gifted program to evaluate each year and determine the tools that would best provide the information needed for evaluation. Identification and data will automatically be included in review addressing the achievement of equitable representation of student populations. The data will be compiled at the last leadership meeting of the school year. The leadership team will write observations, conclusion, commendations, and recommendations, which will be provided, to the School Board annually in June. Any modifications to the Local Plan will be presented at the June School Board meeting.



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

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Richmond County Public Schools has chosen to have the Gifted Coordinator along with our school-based leadership teams review the Local Plan annually and determine the extent to which it was implemented.

**Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)**

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

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

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

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Division Superintendent's Signature

Printed Name

Date