

Roanoke City Public Schools

Local Plan for the Education of the Gifted

2019-2024

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Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the Regulations Governing Educational Services for Gifted Students. School divisions, working in conjunction with their school boards, should determine the appropriate 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 website.

Gifted Ed Homepage - 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 parents/guardians 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 Roanoke 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)	K-12
Specific Academic Aptitude (SAA) – English	3-12
Specific Academic Aptitude (SAA) – Mathematics	3-12
Visual and/or Performing Arts Aptitude (VAP) – Instrumental Music	6-12
Visual and/or Performing Arts Aptitude (VAP) – Visual Arts	6-12
Visual and/or Performing Arts Aptitude (VAP) – Vocal Music	6-12
Career and Technical Aptitude (CTA)	9-12

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

All students deserve educational opportunities that promote the development of individual strengths and abilities. It is the division's mission to empower students to discover their full potential and improve academic achievement for all students through differentiated experiences while closing the achievement gap in safe and effective learning environments.

The gifted education program in RCPS recognizes the responsibility to provide students who exhibit high performance or gifted potential a continuum of advanced academic services from kindergarten through twelfth grade. RCPS believes gifted students require educational experiences and specialized curriculum that is differentiated for more authentic in-depth learning. Classroom lessons are accelerated and more rigorous with deeper learning opportunities that empower students to discover their gifts and talents.

To meet this responsibility, Roanoke City Public Schools is committed to the use of multiple criteria for identifying gifted students. For a more equitable representation, selected assessment tools are used in the identification of students from underrepresented populations including students from all cultural and socio-economic backgrounds, students who are twice-exceptional, and students with limited English proficiency.

Roanoke City Public Schools' model consists of two full-time gifted centers, gifted resource teachers, and advanced academic programs at the middle and high school level. These services allow each academically talented student to perform at his/her highest potential within the appropriate placement while meeting each student's socio-emotional growth and developmental needs.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

"Gifted students" exhibit aptitude or demonstrate a potential for performing at a higher level of accomplishment that requires special programs and/or services to meet their educational needs. Roanoke City Public School's Gifted and Advanced Academic Programs are designed to identify and target the needs of those students whose aptitudes are beyond that of their chronological peers in the following areas: General Intellectual Aptitude (K-12), Specific Academic Aptitude

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(3-12) in Language Arts, Mathematics, and Visual and Performing Arts Aptitude (6-12) in instrumental and vocal music, and in Career and Technical Aptitude (9-12).

Students who attend Roanoke City Public Schools are eligible for gifted services in the area of **General Intellectual Aptitude (GIA)** or **Specific Academic Aptitude (SAA)** when the student demonstrates high levels of accomplishments across a broad range of disciplines, or specifically in the areas of Mathematics or Language Arts based on the following criteria:

- Evidence of need for program services as recommended by the Gifted Resource Teacher and identification/placement committee.
- Evidence of superior intellectual development as measured by performance on an approved nationally **norm-referenced aptitude test**. (30 possible points in reading and mathematics)
- Evidence of superior intellectual development as measured by performance on an **achievement test**. (30 possible points in reading and mathematics)
- Evidence of gifted behaviors as indicated using the Professional Rating Scale with evidence of student work. (25 possible points)
- Evidence of performance using the **Parents/Guardians Questionnaire** with a reading and mathematics specific checklist. (10 possible points)
- Evidence of achievement using the student's letter grade and average in mathematics and language arts (5 possible points)
- Evidence of performance using the **Gifted Point Summary Form** for GIA and Reading and Mathematics Specific (SAA). (maximum of 100 points in each area)

Students who attend Roanoke City Public Schools are eligible for gifted services in the area of **Visual and/or Performing Arts (VPA)** if the student performs or shows potential for performing at high levels of creativity and mastery of techniques based on the following

- Evidence of gifted characteristics and behaviors as determined by an approved behavior checklist rating scale provided by the current music or visual arts teacher.
- Evidence by the student's performance assessment as determined by rating scales and rubrics.
- Demonstrated through a display of their work, an audition, or other performance exhibition.
- Student interest
- Checklist completed by the school counselor, mathematics and/or science teacher.
- Virginia Placement Test (for college credit)

High school students, who show interests and ability in **Career and Technical Aptitude (CTA)**, will have the opportunity to participate in courses that direct them into STEAM-H career fields in Science, Technology, Engineering, Arts, and Mathematics, as well as Health, based on the following criteria:

- Evidence of gifted characteristics and behaviors as determined by an approved behavior checklist rating scale provided by the current Career and Technical Teacher.
- Evidence determined by student's performance in the areas of career and technology.
- Demonstrated through a display of their work and industry certifications in the areas of career and technology.
- Student interest

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:

1. To continue to improve and evaluate Roanoke City Public Schools' identification process to increase the number of students from historically underrepresented groups.

Objective: Roanoke City Public Schools will use multiple criteria to identify students for gifted education.

- The **Reach Out, Rise Up** initiative (K-12) will increase the equitable representation of students from low socio-economic status, twice exceptional learners, and students from diverse, cultural, linguistic, and ethnic backgrounds. Students will be identified early to prepare them for advanced academic programs in middle and high school.
- Continue district-wide screening in first grade to assist in the identification of underrepresented populations using the Naglieri Nonverbal Test.
- Gifted Resource Teachers will work collaboratively with the general education teachers and students K-5 to identify students.
- Provide professional development annually on the characteristics of a gifted learner and the identification process to help expand and offer increased opportunities to all eligible students.
- Educate the community annually about the differences between the gifted child vs. the bright child, in addition to the referral and identification process of Roanoke City Public Schools.
- Expand the participation of underrepresented populations in Advanced Placement Programs by creating a middle school monitoring system.

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- Monitor grades 5-7 students to expand the applicants of underrepresented populations for the Roanoke Valley Governor's School.

B. Delivery of Services:

1. Implement a collaborative model with the Gifted Resource Teachers for grades kindergarten through second grade.

Objective: Gifted Resource Teachers will co-teach and plan with general education teachers as needed.

2. Provide teachers with instructional tools to meet the needs of gifted students.

Objective: Implement a Differentiated Education Plan (DEP) to set goals and monitor the needs of students who do not attend the center-based program.

3. Provide services and opportunities to enrich and extend secondary students.

Objective: Provide consultation services to high school students and encourage summer enrichment opportunities.

4. Implement Visual and Performing Arts services for students in grades 6-12.

Objective: Provide enrichment opportunities during the school year and summer enrichment through summer programming.

5. Provide opportunities for high school students with a focus on Science, Technology, Engineering, Arts, Mathematics - Health (STEAM-H).

Objective: Provide options for students who demonstrate interests in STEAM-H areas to prepare them for high demand, high wage, and high skill careers in the pathways of Science, Technology, Engineering, Arts, Mathematics, - Health.

C. Curriculum and Instruction:

1. Continue to develop and implement differentiated K-12 curriculum to enrich and accelerate advanced learners and students who demonstrate a potential for advanced courses that align with the district's curriculum.

Objective: Continue to extend lessons for students with high ability in all grades, to use and develop curriculum units using researched-based curriculum for advanced learners, and implement Pre-AP strategies in the Middle School Honors Program to prepare students for Advanced Placement courses.

- William and Mary Units (Gifted Centers and Middle School Honors)
- Middle School Honors Training

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- Advanced Placement Training (High Schools)
- Document-Based Project and Mini-Qs (Honors)
- Train staff to meet the needs of the visual and performing arts enrichment programs through Professional Learning Communities
- Partnership with Virginia Western Community College to assist with STEAM-H enrichment opportunities and Dual Enrollment

2. Provide support to encourage classroom teachers to become gifted endorsed.

Objective: Provide services to all students and meet the needs of the gifted learner who is not served in a center-based program.

3. Inform teachers and administrators of current high-quality resources and materials appropriate for the gifted learner.

Objective: Create a list of resources and materials to encourage a gifted resource library in every school.

4. Provide hands-on experiments and simulations opportunities for teachers and students.

Objective: Encourage student interest, creativity, and leadership skills.

- Math Olympiad- Mathematics Competition
- Explora Vision science competition (technology)
- Odyssey of the Mind Competition
- Science Olympiad-Science Competition
- Debate Teams
- STEAM-H Units
- Other Competitions

D. Professional Development:

1. Provide opportunities for professional development in:

- Differentiated instruction
- Advanced Placement
- Best-practice strategies for gifted learners
- Identifying underrepresented populations

2. Provide opportunities for professional development.

Objective: Provide training to identify and meet the needs of the gifted learner with a focus on English Language Learners, multi-exceptional learners, students from culturally diverse, and low socio-economic backgrounds.

E. Equitable Representation of Students:

1. Continue to increase the underrepresented population through the **Reach Out, Rise Up** initiative (K-12), to ensure accurate representation of the local student population.

Objective:

- Research assessment tools to identify students from underrepresented populations
- Provide staff development to help teachers recognize gifted characteristics and high ability potential in underserved populations to ensure successful completion of advanced studies.
- Provide awareness of the continuum of services Roanoke City Public Schools offers in middle and high schools.
- Provide communication opportunities for parents/guardians and students to make them aware of application dates and deadlines for middle and high school advanced programs.

F. Parents/Guardians and Community Involvement:

1. Provide parents/guardians and community involvement opportunities through parents/guardians outreach.
 - Inform the parents/guardians and community of gifted services and advanced academic programs available for students K-12 through informational meetings.
 - Continue to distribute semi-annual newsletters.
 - Continue public broadcasting about program opportunities.
 - Provide parents/guardians from various backgrounds with outreach support.
 - Continue updating the Gifted and Advanced Academic Programs' website with the most current information.
 - Local Gifted Advisory Committee

Provide communication opportunities to support the **Reach Out, Rise Up** initiative for a vertical articulation of services.

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.

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Students in grades K-12 are screened annually during the academic school year using multiple criteria. A screening committee in each elementary school determines the need for advanced academic services in a center-based program, online, at the home school, or differentiated services with the Gifted Resource Teacher.

Throughout the screening process, specific strategies are used to ensure students from all social-economic, culturally diverse backgrounds, and twice-exceptional students are included. Direct parents/guardians contacts are utilized to ensure a full understanding of the options. Data is gathered that has been determined to contribute to the identification of underrepresented populations. The probability of identifying these students is increased using the following methods: administration of Naglieri Nonverbal Test, multiple sources of information, authentic assessment/portfolio data, specialized characteristic checklists, trained evaluators' observations in whole class settings, and the use of enrichment materials in primary classrooms and in small group settings. In addition, specific training of teachers in the characteristics of giftedness is done annually.

For the middle school Honors Program students are screened in grade 5 through an application process in the spring for advanced academic courses. The application requires a review of ability test scores, grades, and teacher and administrator recommendations.

High school students self-select courses for enrollment in Advanced Placement, Dual Enrollment, Governor's School, and independent studies at both high schools.

The student:

- Must be enrolled in Roanoke City Public Schools and referred during the appropriate testing window.
- May not be referred for the gifted identification process more than once during a twelve-month period.

General Intellectual Aptitude (GIA): K-12 and Specific Academic Aptitude (SAA): 3-12

8VAC20-40-20: Definitions

(GIA) Students who demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines.

*(SAA) Students who demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age level peers in selected academic areas that include **English**, history and social science, **mathematics**, or science.*

Kindergarten-Grade 1

Students are provided gifted curriculum and instruction through whole-class lessons by the Gifted Resource Teacher from the beginning of the school year. Students are screened using a portfolio of student work. Routine screening of standardized cognitive data adds to the talent pool in second grade. Identified students are those who perform one to two standard deviations above the mean of their peer group. They are automatically referred and participate in additional data gathering. Students who demonstrate potential shall continue in the talent pool through second grade.

Grade 2

Second grade students will be placed in a database by the Gifted Resource Teacher. The portfolio includes student work samples, and any ability or achievement test scores available. Talent pool students will receive services through the Gifted Resource Teacher in a pull-out program model. This service encourages each student to develop awareness of his/her strengths and interests and uses this knowledge to follow their own unique path to learning. The activities used in the program are designed to be open-ended and to encourage educational risk-taking. They provide a bridge to the regular classroom and extend the curriculum for students with high potential. During the school year, the Cognitive Ability Test (CogAT), Iowa Achievement Assessment and other assessment tools are administered districtwide in the second grade. Throughout the year students may be added to the talent pool.

At the end of second grade, schools will identify students who perform one to two standard deviations above the mean of their peer group.

The Screening Committee reviews data from:

- Ability test scores
- Achievement test scores
- Parents/Guardians checklist
- Professional rating scale
- Parents/Guardians questionnaire for both reading and mathematics
- Grades in both reading and mathematics
- Work samples produced at school (optional)
- Additional test data approved by Roanoke City Public Schools (optional)

At the elementary level, all referred students are screened for possible program participation. Screenings take place twice a year, in the fall and spring semesters. Summer screenings are for new students who have enrolled in Roanoke City Public Schools. A request for parents/guardians permission to screen is submitted for each student upon completion of initial referral form. Parents/guardians permission must be obtained before the screening process can commence.

In the spring, fifth and eighth graders are notified of the process for the application-based programs in middle and high schools. Students are screened by the Supervisor of Gifted Programs, School Counselors, Governor's School Application Committee members, or classroom teachers, through an examination of their performance on the Virginia Standards of Learning tests and review of academic records. Extensive informational and recruitment efforts enable students to be recommended for and directed to programs that meet their needs, interests, and motivation.

Reach Out, Rise Up Initiative (Grades 3-5)

Reach Out, Rise Up is a district initiative designed for early identification of students who exhibit high academic potential with the purpose of preparing students to enter advanced and accelerated programs in middle and high schools. This initiative will also serve to educate parents/guardians about the advanced academic courses and fine arts program opportunities offered by the district. Through flexible grouping, clubs, competitions, seminars and after-school programs, students are introduced to critical and creative thinking strategies to prepare them for challenging and rigorous courses.

Middle and High School Students

The **Reach Out, Rise Up** initiative supports and nurtures students who demonstrate the potential to take more advanced courses in middle school and continue through high school.

Middle and high school students who demonstrate or show potential for higher levels of accomplishment through an annual review of ability test scores, achievement test scores, and progress reports are considered for advanced academic services. Students who have been identified in both intellectual and specific academic aptitude are monitored annually for advanced academic services.

Individual middle and high school administrators make the final decisions on grouping strategies, acceleration options, and teacher assignment based on the demonstrated needs of students with input from the Gifted Department.

The Middle School Honors Program (6-8) is open to all students who demonstrate high academic ability or potential through an application process. The evaluation rubric of each student is reviewed based on a scale.

The Middle School Committee reviews the following data:

- Student writing samples
- Teacher recommendations
- Grades
- Achievement test scores
- Ability test scores
- SOL scores

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High school (9-12) students self-select from a variety of opportunities provided by Roanoke City Public Schools. Students may enroll in:

- Advanced Placement courses in English, mathematics, science, and social studies.
- Dual Enrollment for college credit is also available in advanced courses not offered at the school.
- Roanoke Technical Education Center (ROTEC)
- Center for Humanities
- Regional Academies
- Courses in the area of career and technical aptitude will focus on Science, Technology, Engineering, Art, and Mathematics-Health (STEAM-H).

Parents/guardians, teachers, professionals, counselors or others may make recommendations.

Roanoke Valley Governor's School, Summer Governor's School, and the Senior Seminar Program conduct separate screening and selection processes using standardized tests and multiple criteria.

Visual and Performing Arts (VPA): 6-12

8VAC20-40-20: Definitions

Students who demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual and performing arts. Screening inquiries are accepted in the month of February.

The screening and identification process for Visual and Performing Arts takes place in the spring. The screening committee includes personnel with expertise, the Fine Arts Coordinator, teachers, and the Supervisor of Gifted.

The Visual and Performing Arts Committee reviews the following data:

- Nomination
- Behavioral Checklist
- Performance Evaluation
- Student Profile Sheet
- Portfolio
- Audition

Summer enrichment programs are offered for students who have been identified or demonstrate potential in the areas of general intellectual, specific academic aptitude, the visual and/or performing arts.

Career and Technical Aptitude (CTA): 6-12

8 VAC20-40-20: Definitions

Students demonstrate or have the potential to demonstrate superior reasoning; persistent technical curiosity; advanced use of technical language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in career and technical fields.

The screening and identification process for Career and Technical Aptitude takes place in the spring. The Screening Committee includes personnel with expertise, the ROTEC Principal, teachers, and the Supervisor of Gifted.

The Career and Technical Committee reviews the following data:

- Nomination
- Behavioral Checklist
- Performance Evaluation
- Student Profile Sheet

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/guardians 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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

The referral process is defined as the procedure whereby school personnel, parents/guardians, students, or community members may nominate a student believed to be gifted for further evaluation and possible inclusion in programming options. The nomination/referral form can be obtained from the Gifted Resource Teacher or the Gifted Education and Advanced Academic Program's website.

Program informational meetings and published literature, available to all families, inform parents/guardians of the opportunities available and the referral process. Referrals are taken on a continuous basis throughout the year. Referrals can be made to any school personnel and will be forwarded to a teacher in the gifted program and/or the Gifted Resource Teachers. The referring party will be asked to complete a referral form that will become part of the student's

identification folder. Student referral forms must be returned to the school within seven (7) instructional days.

Testing Windows

- Summer
- Fall
- Spring

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.

<p>General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude</p>

- 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 (awards, honors, grades, etc.)

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7. Additional valid and reliable measures or procedures

Specify:

VPA: adjudication of student ability by the Fine Arts Coordinator and/or teachers in a specific arts discipline.

CTA: student ability will be evaluated by the Career and Technical Department and/or teachers in the discipline.

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

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.*

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude
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- 1 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 1 Other(s) Specify: Appropriate instructional specialist, including special education teacher, reading resource teacher, visual and performing arts teacher and career, and technical teachers.

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Note: Parents/guardians may request a meeting with the Gifted Resource Teacher, Principal, and Gifted Supervisor to discuss their child’s placement and to review the data.

b. Type of Identification/Placement Committee

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

School-level

Division-level

2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

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.

Measure	Administered/Completed by	Scored by	Provided to the committee by
Professional Rating Scale	Current classroom teacher and other professionals who work with the student	Gifted Resource Teacher	Gifted Resource Teacher or Supervisor of Gifted Programs
Creativity Checklist	Current classroom teacher(s), Gifted Resource Teacher	Gifted Resource Teacher	Gifted Resource Teacher or Supervisor of Gifted Programs
Parents/Guardians Checklist	Parents/Guardians	Gifted Resource Teacher	Gifted Resource Teacher or Supervisor of Gifted Programs
Cognitive Data Naglieri Ability Test Cognitive Ability Test (CogAT)	Current classroom teacher(s), Gifted Resource Teacher, or District Personnel	Office of Accountability or Gifted Education Teacher dependent on whether individual or group testing	Gifted Resource Teacher or Supervisor of Gifted Programs

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Achievement Data Iowa Test of Basic Skills (Iowa)	Current classroom teacher(s), Gifted Resource Teacher, or District Personnel	Office of Accountability or Gifted Education Teacher dependent on whether individual or <u>group testing</u>	Gifted Resource Teacher or Supervisor of Gifted Programs
Grades	Classroom Teachers	Gifted Resource Teacher, Classroom Teacher (Honors)	Classroom Teachers
Student Performance (grades, awards, letters of recommendation, or portfolio)	Classroom or Gifted Resource Teacher	Classroom or Gifted Resource Teacher, Program Coordinator	Classroom or Gifted Resource Teacher, Program Coordinator
Performance or Audition	Adjudicating Teacher	Adjudicating Teacher, Fine Arts Supervisor, Gifted Supervisor	Gifted Supervisor, Fine Arts Supervisor

Once permission is granted to screen a student for gifted programming, personnel in the gifted programs begin gathering and recording data. Both quantitative and qualitative data are gathered in the areas of academic ability, achievement, performance, motivation, and creativity. No single criterion can be used for eligibility or ineligibility for program services.

Within 90 working days of the initially written referral, the Placement Committee will convene to determine eligibility. After the initial presentation of the process and our purpose, identification teams will determine, by consensus, if the student's profile indicates a need for differentiated services.

In elementary school, tests are scored and normed, and a Screening Committee consisting of the Gifted Resource Teacher, classroom teacher, principal, and Gifted Supervisor meet to review the student's file of multiple criteria gathered during the screening and referral process. The file will consist of documentation compiled using a Gifted Point Summary Sheet. Points are assigned for the CogAT scores, the Iowa mathematics score, the Iowa reading score, and a Professional Rating Scale completed by the mathematics and reading teachers. A score of 80 on both the reading and mathematics components finds the student eligible for services in General Intellectual Aptitude. A score of 80 in either discipline qualifies the student eligible for service in specific Academic Aptitude in English or mathematics.

The committee reaches a consensus and makes one of the five recommendations:

1. The student is identified and found eligible for the Gifted PLATO Center
2. The student is identified as Specific Academic in reading or mathematics
3. The student will receive differentiated services

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4. The student is placed on monitor status for center-based programs in order to gather more data
5. The student's current placement is appropriate

Middle school students can be placed on a conditional status to monitor the academic performance during the nine weeks.

The committee reaches a consensus and makes one of two recommendations:

1. The student is accepted into the program of advanced studies
2. The student is not accepted into the program at this time

At the completion of an eligibility meeting, committee members present will sign the Roanoke City Public Schools' Gifted Identification Sheet. Written parents/guardians permission is required for students to receive gifted services.

Parents/guardians may appeal the decision of the committee through written communication using the Gifted Appeal Form to the Supervisor of Gifted Education.

Note: Parents/guardians may review the student's records within forty-five days of the date the district receives a request for access. Parents/guardians must submit a written request that identifies the record(s) they wish to review to the Office of Gifted Education.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

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

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

Students who are identified eligible with general intellectual aptitude and specific academic aptitude using multiple criteria will be recommended a level of service and the appropriate areas of differentiation options to meet their individual learning needs as determined by the identification committee.

Grade Level & Area of Giftedness	Location	Type of Service	Service Provider
Grades K-2 GIA SAA (ELA and Mathematics)	Home School site-based program	<ul style="list-style-type: none"> • Cluster Grouping • Differentiated Instruction within the classroom • Collaboration Model • Talent Pool First Grade whole class lessons with	General Education Teacher Gifted Resource Teacher

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		Gifted Resource Teacher will take place for 5 weeks.	
Grade 3-5 GIA SAA (ELA and Mathematics)	School-Based Gifted Program (Differentiated Services)	<ul style="list-style-type: none"> Cluster Grouping (Students who opt out of PLATO) Differentiated Instruction within the classroom Collaboration Model 	General Education Teacher (Must receive gifted training annually or is Gifted Endorsed) Gifted Resource Teacher
Grade 3-5 GIA	Center-Based Gifted Program	<ul style="list-style-type: none"> Self-contained content classes Differentiated Instruction within the classroom Project-Based Learning Experiences 	Gifted Endorsed Teacher
Grades 6-8 GIA SAA VPA	Home School Gifted Site-Based program	<p>Individual schools make the final decisions on grouping strategies, acceleration options, and teacher assignment based on the needs of each student and with input from the Gifted Coordinator.</p> <ul style="list-style-type: none"> Honors courses for eligible students Enrichment electives 	Honor Teachers (Teachers must attend college board training, training for William and Mary Units and DBQs)
Grades 9-12 GIA SAA VPA CTA	Home School Site-based program	<p>Individual schools make the final decisions on grouping strategies, acceleration options, and teacher assignment based on the needs of each student.</p> <p><u>Other Options:</u> Advanced Placement, Roanoke Regional Governor's School, Dual Enrollment, Regional Academies</p>	Professional Educators (Roanoke City Public Schools teachers must receive required appropriate course training.)

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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

Regularly scheduled periodic screening of students for all gifted programs occurs in the spring of each year. Parents/guardians are notified of the options through brochures, direct mailings, phone calls, information meetings, and the Gifted and Advanced Academic Program's website.

Upon receipt of a referral request or following periodic screening, parents/guardians are notified of the onset of the process. Prior to the initiation of the individual identification process, the parents/guardians Consent Form and Questionnaire is completed and signed by the parents/guardians. By signing the form, parents/guardians agree to permit screening and evaluation. Application-based programs require parents/guardians signatures on the application form, indicating permission to proceed with the screening and evaluation for that program option.

After the process is completed and decisions are reached, parents/guardians are notified by letter of the committee's recommendations for placement. If a student is recommended for programming, this is explained and permission for placement is secured before the placement begins.

Students may be reassessed for placement during the following year of programming. This process consists of the evaluation of test data, class performance, monitoring of student's progress, and demonstration of student needs.

Parents/guardians are notified by letter of their student's abilities and needs. Other available options of services may be explored and considered. In the event of a disagreement, the parents/guardians are advised of the appeals process.

Appeals Process

In the placement notification letter, parents/guardians are invited to contact the Supervisor of Gifted Education for a conference to review the student's data. If, after the discussion with the Gifted Resource Teacher or Supervisor, parents/guardians disagree with the decision, a formal appeal request must be submitted in writing to the Office of Gifted Education and Advanced

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Academic Programs. This written request must be submitted within 10 instructional days of the receipt of notification.

Parents/guardians must obtain an Appeals Form located on the Gifted Education website and follow the guidelines of an appeal. The form along with required information is sent to the Central Appeals Committee. Parents/guardians must provide new information that was not a part of the original screening file. The new assessment administered for additional data must be approved by the district and given by the end of June of the calendar year.

Teaching and Learning Directors and the Supervisor of the Gifted Program comprise the Central Appeals Committee. This committee will convene within 13 working days of the receipt of the Appeal Form and additional information.

The Supervisor of Gifted Programs presents the original data and any other supplemental information provided for the purpose of re-evaluation to the committee. The reason for the original placement decision and the reason for the appeal are discussed, and identification/placement information is examined. The committee reaches a consensus decision and determines if there is a reason to overturn the original placement decision made by the committee.

Parents/guardians are notified of the committee's decision within 5 working days of the reevaluation meeting by the Supervisor of Gifted Education and a member of Executive Staff.

The committee's decision may include one of the following:

1. Uphold the original decision of the School-Site Identification Committee
2. Reverse the decision of the School-Site Identification Committee

Decisions of this committee are final.

If the parents/guardians has outside testing administered, the following tests are accepted and the results must be reported as standard age or grade national percentile scores.

Ability/Aptitude Tests

- Otis Lennon (OLSAT)
- Weschler Intelligence Scale for Children (WISC or WISSC-R)
- Stanford-Binet

Achievement Tests

- California Achievement Test (CAT)
- California Test of Basic Skills (CTBS)
- Stanford 10
- Metropolitan Achievement Test (MAT)
- Woodcock-Johnson Achievement Test

Note: Parents/guardians may review the student's records within forty-five days of the day the District receives a request for access. Parents/guardians must submit a written request that identifies the records they wish to review to the Office of Gifted Education. Testing data

provided by the parents/guardians will be accepted if conducted by a state licensed psychologist, and the report is accompanied by a copy of the license. Roanoke City Public Schools reserves the right to refuse test reports from non-accredited agencies or professionals.

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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

Placement of individual students is subject to periodic review and evaluation. A change of services may be the result of the nine-week re-evaluation and can be initiated by parents/guardians, students, or other school personnel. The person requesting the student exit the program must complete the checklist for a change of service.

A change in placement regarding the delivery of gifted services may result. However, this does not change the student's identification as gifted. Services for an identified gifted student may be reconsidered when one or more of the following occurs:

- The student demonstrates lack of interest or task commitment for an extended period of time.
- The student demonstrates an inability to perform commensurate with age/grade level peers.
- Reassessment determines that a student is no longer in need of differentiated services.
- There is a change in social/emotional needs of the student or extenuating family circumstances.

The decision to change a student's placement is made only after the student and parents/guardians have been made aware of the difficulties and concerted efforts have been made for improvement. A time period of provisional placement for 9 weeks, during which a specific plan of improvement is implemented, will precede any change of service. After this provisional period, a decision on the best placement for the child is made with input from the classroom teachers, gifted program representatives, other school personnel, parents/guardians and student. Any change of service is based on multiple criteria gathered over an extended period of time.

Middle School Honors:

- If a student receives a grade lower than a C at the end of the first or second nine weeks grading period he/she will be re-evaluated.

- If a student receives a grade lower than a C at the end of the third nine weeks grading period he/she will remain in the class through the school year but re-evaluated for the services for the next school year.

In an attempt to create the most appropriate educational placement for each student, the decision to change services can include further provisional placement, a furlough from the program for a period of time, monitoring of services at the school level, or program exit.

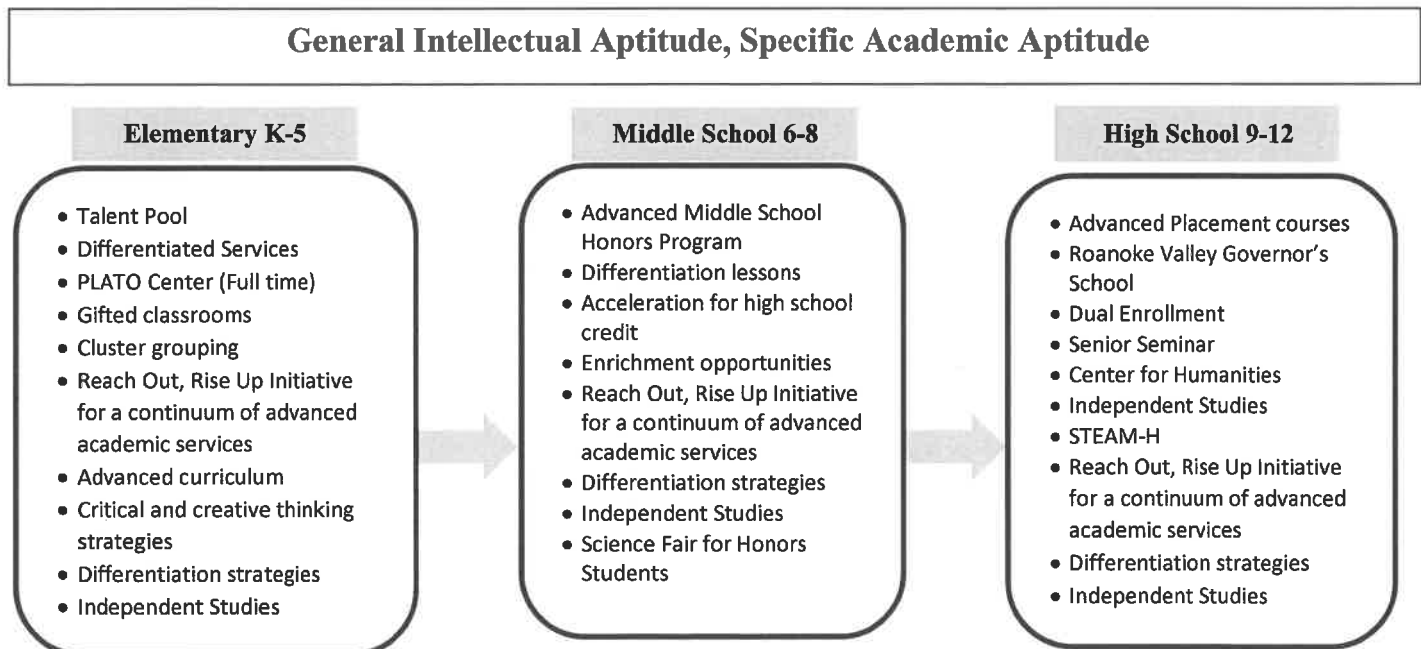
If a student is exited from a program at one level, he/she may be re-evaluated for renewed services at a later time and will be considered on an equal basis for inclusion in application-based programming.

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.



Elementary Programming

Grades K-2

Gifted Resource Teachers serve at each school, and work collaboratively with classroom teachers to provide differentiated learning experiences for students who demonstrate potential. Students in the talent pool receive pull-out services and classroom differentiation through grouping and acceleration strategies.

Grades 3-5 Pupils Learning Appropriately TOgether (PLATO)

Students who have been identified with general intellectual aptitude are offered placement in a three-year, full-time gifted center. The PLATO centers located at Fairview and Highland Park Elementary schools provide challenging and more in-depth learning for students by using curriculum for gifted students that is aligned with the Virginia Standards of Learning.

The program uses differentiated strategies and units to accelerate and add rigor to content areas. Gifted teachers at both centers use specific units from **William and Mary** in language arts and history that are aligned with the local curriculum guides. In the area of math, the **Project M³** curriculum allows students to delve deeper into content and concepts. It also affords them the opportunity to experiment with a variety of alternative algorithms to solve problems.

Students who choose not to participate in the PLATO programming option or those identified with Specific Academic Aptitude receive pull-out services from the Gifted Resource Teachers and classroom differentiation through grouping and acceleration strategies.

Students are given opportunities to participate in independent study under the supervision of the classroom teacher or Gifted Resource Teacher, as appropriate.

Each identified student's performance is monitored using:

- **Differentiated Education Plan (DEP)**, and the Gifted Resource Teachers supplement these options as appropriate.
- **Enrichment** opportunities are provided for project-based learning and time to explore student interests.

Secondary Programming

Middle School Honors

Middle School Honors is a school-based program for students in grades 6-8 and is designed to recognize the advanced academic ability of middle school students and address their individual intellectual, social and emotional development. The instructional program enables student progress with the constant expectation of preparation for advanced program offerings at the high school level.

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The Honors program curriculum focuses on using Pre-AP strategies along with a variety of other instructional strategies that have been found to be successful with high-ability students that align with the state-mandated Standards of Learning requirements. Development of critical and creative thinking skills through problem-based and product-based learning, experiments, and document-based question and discussion ensures acceleration and more in-depth studies in specific content areas.

Students in Middle School Honors are offered the opportunity to earn Carnegie units toward their high school diploma. This provides additional time at the high school level for advanced studies and interest-based curriculum. Students are also allowed the opportunity for independent study that is monitored by classroom teachers.

Visual and Performing Arts

Students are accelerated during the class time beginning in the sixth grade. Summer Academy opportunities are available for elementary, middle, and high school students.

High School Programming

Senior Seminar

Senior Seminar is a challenging instructional program offered to all seniors by application at both high schools. It presents the opportunity to earn up to eighteen hours of college credit through Virginia Western Community College while preparing students for Advanced Placement Exams. The seminar is comprised of the following courses: AP/Dual Enrollment English, AP/Dual Enrollment Government, and other Dual Enrollment offerings. In addition, all students demonstrate leadership and service to the community by performing community service and completing a mentorship. A community college placement test may be a required component of this program.

Roanoke Valley Governor's School for Science and Technology

Governor's School is a regional center for the study of advanced courses in science, mathematics, and technology. Students must apply for admission and are chosen competitively. Students must have successfully completed Algebra I and Geometry prior to enrollment. Students well suited for Governor's School score near the 90th percentile on standardized tests, are seeking admission to highly selective colleges and universities, and have maintained at least a 3.3 GPA.

Governor's School grades on a semester system and progress reports are sent home six times a year. Grades earned at Governor's School are reported to the student's home school for placement on the student's transcripts. Governor's School is a half-day program rank in class and grade point averages are not computed. The student's high school calculates class rank and grade point average using its own individual system of weighting and Governor's School grades.

Advanced Placement

The Advanced Placement Program of the College Board involves college-level courses and exams for high school students. These courses are challenging and take more time, require more work, give greater opportunity for individual progress, and go into greater depth than other high school courses. Each college decides what AP examination grades it will accept for credit and/or advanced placement. The benefits of Advanced Placement credit are numerous and include taking advanced courses in the AP subject, exploring other subjects of interest, and potentially saving tuition fees.

Dual Enrollment

RCPS students will continue to have the opportunity to enroll in Dual Enrollment courses, both academic and technical, through an agreement between the school division and Virginia Western Community College. In addition, all coursework required for an Associate of Science Degree or General Education Certificate will be made available to the student, either virtually or in the traditional classroom setting so students are able to earn a two-year degree prior to high school graduation.

All Dual Enrollment courses meet the same academic requirements as the college courses offered on the campus of Virginia Western Community College. Program requirements include recommendations by the home school and admissions application on file at Virginia Western Community College at the time of registration. Upon successful completion of each semester course, the appropriate unit of high school credits and semester hours of college credit will be awarded.

Early College Scholars Program and Virginia Virtual Advanced Placement School

The Early College Scholars Program and Virginia Virtual Advanced Placement School are state-sponsored programs that promote college-level courses. High school seniors become Early Scholars by signing an Early College Scholar Agreement in their junior or senior year and completing the terms of the agreement upon high school graduation. To qualify as an Early College Scholar participant, a student must maintain a "B" average or better, pursue an Advanced Studies Diploma, and complete or have completed college-level coursework equal to at least 15 transferable college credits.

Regional Academy for Advanced Technology

This regional center is for the study of engineering, advanced technology, and air conditioning and refrigeration. The academy provides a focused half-day program for eleventh and twelfth-grade students who have creative, capable minds and a strong interest in applied academics. Students must attend a meeting at the Regional Academy in order to have their application considered. All classes will be taught in the Advanced Technology Center on the Virginia Western Community College campus. For additional information concerning this program, contact your school counselor or the academy. Transportation will be provided for Roanoke City students as needed.

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.

Visual and Performing Arts Aptitude and Career and Technical Aptitude 6-12

Roanoke City Public Schools provide opportunities daily for gifted students to interact with their age-level peers through full-time centers and site-based cluster grouping for grades 3-5, an inclusive collaborative model within grades K-2, and/or grouped with advanced skills in the technical and practical arts, seminars or enrichment opportunities.

In-class differentiation and outside school concerts, performances, exhibitions and other opportunities to display their talents will meet the needs of students who receive services under VPA. (Select Ensembles)

Summer academies for VPA and CTA services will provide opportunities for instructional time 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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

Roanoke City Public Schools use instructional strategies that are research-based to accelerate and enrich the content for gifted learners beyond the grade level or course expectations for all learners. Through differentiated strategies and resources, students are exposed to more in-depth learning on a consistent basis to meet their individual learning needs.

Teachers use curriculum compacting to assess the knowledge of students and to plan for acceleration and enrichment for the students who demonstrate knowledge of the content. Students are excused from what is learned and are provided times for student selected learning experiences.

Concept teaching is also used for a student who needs faster pacing with new content. Students are asked to work on independent study projects and encouraged to incorporate their interest through choice.

Tiered assignments are designed to provide levels of difficulty that match learning needs and specific goals of the gifted learner.

Visual and Performing Arts Aptitude and Career and Technical Aptitude 6-12

Projects encourage students to become independent and to build on their individual strengths by working with more abstract and complex ideas. Student projects also allow for flexible grouping based on similar tasks and student readiness or interests.

Identification in VPA allows students to participate in summer academies that enrich the content beyond the grade-level or course expectations for all learners.

Teachers work in specific areas to prepare students with the knowledge and skills for employment and further education in career clusters. Hands-on learning experiences and projects are included in all classes to allow rigor with relevance to be integrated with academic. Learning experiences provide meaningful choices with opportunities for competitions, teamwork, leadership, and recognition.

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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

A variety of instructional strategies and program models allow students to work independently to explore interest and study concepts more in-depth. Lessons are designed by the gifted teachers to differentiate by product, interest, and/or rigor.

Some instruction strategies may include:

- Problem-based learning
- Project-based learning
- Independent research projects
- Curriculum compacting
- Learning centers
- Product choice menus
- Tiered lessons

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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

Roanoke City Public Schools advanced academic programs align differentiated instruction and curriculum to accomplish the goal of developing the gifted learner's critical thinking and problem-solving skills. Gifted Resource Teachers, gifted teachers, and classroom teachers use product rubrics, career goal setting, and student self-evaluation along with other assessments to develop and measure cognitive and affective growth. Pre and post assessments are also used for determining the intellectual and academic growth of gifted learners.

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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

Throughout the gifted programs, various assessment techniques are employed, including the following:

- Teacher-constructed tests
- Standardized tests, both norm and criterion-referenced
- Outcome-based evaluations
- Portfolios
- Teacher observation checklists/rubrics
- Student self-evaluations
- Unit assessment components
- Oral presentations
- Performances
- Virginia Standards of Learning assessments
- Qualifying scores on exams
- Others

A variety of tools are used to evaluate the growth and progress of gifted students.

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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

Roanoke City Public Schools has a diverse gifted population with a wide variety of educational needs. It is our philosophical belief that students are gifted on a full-time basis and require curricular differentiation. Strategies our gifted teachers implement are based on proven and researched-based best practices recommended by professionals who have studied teaching high ability students.

Our diverse population requires a variety of instructional management strategies to meet the needs of gifted learners. Throughout the district, the following strategies provide for these diverse needs and are supported by research findings: use of full-time services, cluster grouping, pull-out grouping of students who demonstrate potential, cross-grade grouping, regrouping specific instructional goals, and subject area acceleration.

“Differentiation” is a multi-faceted term. In our programs, differentiation is defined simultaneously as curricular modification and instructional adaptation.

No single curriculum model is adopted by our gifted program philosophy. Curricular units are grounded in current best practice and utilization of current trends in the field. Our programming has evolved over a number of years and subscribes to the combined philosophies of various experts and their works. Carol Tomlinson's Equalizer Model is used extensively to modify curriculum objectives across the system. Theories of multiple facets to intelligence, as studied in the works of Robert Sternberg and Howard Gardner, are considered in creating modifications for gifted students and in providing programming opportunities to students from underrepresented populations. Mortimer Adler's Paideia principles are employed to extend the curriculum.

Interdisciplinary models based on the works of Heidi Hayes Jacobs, Joyce Van Tassel Baska, and Lynn Erickson create opportunities for connections and transfer between curricular areas in the elementary gifted programs, Middle School Honors and The Center for Humanities. The primary resource program and the enrichment programs are based on Renzulli's Schoolwide Enrichment Model. Throughout all the programs, there is extensive use of a problem-based learning model and curriculum materials that have been developed through the work of Shelagh Gallagher and the College of William and Mary. Likewise, when addressing creativity, the Creative Problem Solving Model of Sidney Parnes is used in conjunction with the work on the creative domain by Williams and Torrance. Paul's reasoning models are used extensively as they are embedded in the William and Mary curricular units.

Qualitatively differentiated programs modify or adjust the content, process, product, and learning environment in ways that build on and extend the special characteristics of gifted students. The following descriptions address these types of differentiation as they reflect our philosophy.

Content differentiation is the modification in what we teach. Programming is designed to go beyond the basics and to extend the Standards of Learning to make learning more abstract, complex, and varied. The focus of the content should be the attainment of conceptual understandings, principles, and generalizations as they relate to knowledge acquisition with and across the disciplines. Facts and concrete information are learned with the abstract ideas as examples or illustrations. Learning is designed to be as complex as possible, creating multiple paths to obtaining the concepts and the relationships between the concepts. We strive to create a curriculum that requires a complex understanding of a variety of disciplines to fully comprehend the concepts. Enriching activities, ideas, and content areas not normally taught in the regular curriculum are employed for the gifted learners. The curriculum is organized to optimize learning time. Key concepts and ideas that allow students to maximize the information learned, transfer knowledge and understand the abstract concepts and generalizations are central to curriculum development.

Process differentiation is the modification in the way we teach and ways students interact with the material. Higher levels of thinking beyond the mere acquisition of knowledge are the standard. Information should be applied to new situations and used to develop new ideas. Activities will be open-ended, minimizing a one-right-answer orientation, and stimulate further investigation. Students are encouraged to construct meaning and use inductive reasoning to discover patterns, ideas, and underlying principles. The choice is a hallmark of gifted programming. New material is presented at an accelerated pace and uses a wide variety of methods to maintain interests and accommodate different learning styles. Structured group activities help students develop social and leadership skills.

Product differentiation is the modification in the results of student interaction with the material. Products developed by gifted students should address problems that are real and meaningful to them. They should be addressed to real audiences whenever possible.

Evaluation of products by experts in the field of study, peers, and self, in addition to teacher assessment, provides means for growth and development. Finally, the productions of students

should be original and should transform existing data in new ways rather than summarize other people's conclusions. In addition, gifted learners have the option within and beyond the core curriculum to engage in independent study, foreign languages, the arts, and state and national competitions relevant to the gifted learners.

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.

General Intellectual Aptitude, Specific Academic Aptitude, Visual and Performing Arts Aptitude, and Career and Technical Aptitude

Roanoke City Public Schools' Policies and Procedures

Gifted Students – IGBB

Differentiated educational opportunities that focus on the needs of gifted students must be provided to challenge and accelerate the gifted learner. In order to develop their talents and abilities, the division provides policies and procedures for using multiple criteria for identification, appropriate placement, student grouping, and advanced academic program full-time and part-time placement. This information is disseminated through local school communications, the district website and the Gifted Education and Advanced Academic Programs' web page.

Policies Number:

IGBB – Program for Gifted Students

IGBI - Advanced Placement Classes and Special Programs

IHA – Grouping for Instruction

IKEB – Acceleration

IKG – Independent Study Policy

LEB – Advanced/Alternative Courses for Credit

A complete description of each policy and procedure is available on the Roanoke City Public School's website located on School Board's BoardDocs page.

<https://roanoke.ss7.sharpschool.com/cms/One.aspx?portalId=468655&pageId=693661>

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.*

Gifted education personnel must meet the Virginia's State Competencies outlined in 8VAC20-542-310 by obtaining a state endorsement in gifted education within the license renewal period.

Teachers of the gifted must also attend yearly gifted education seminars, conferences, training in curriculum differentiation and social and emotional needs of gifted students provided by the district. Monthly regular scheduled meetings with the Supervisor of Gifted are required.

Middle and high school personnel must attend required Pre-AP and Advanced Placement training pertaining to the courses they teach.

Visual and/or Performing Arts professional development is job-embedded. Teachers will work within professional learning communities and attend conferences provided by the district.

To support training in gifted education, the following incentives are provided, dependent on funding:

- Tuition reimbursement
- Approved seminar and/or conference reimbursement funds
- Hourly stipend and license renewal points for participation in summer staff development institutes in gifted education

General education teachers who teach students and do not attend the gifted centers must co-plan or meet to discuss the student's Differentiated Educational Plan with the school's Gifted Resource Teacher and acquire at least 2 hours of professional development per nine weeks pertaining to gifted education.

Professional Development Opportunities:

- College of William & Mary advanced curriculum model units
- James Madison University outreach & engagement online endorsement
- Advanced Placement Institutes
- Local and state gifted seminars/conferences
- Gifted Department in-service
- The DBQ Project Training
- Characteristics of gifted learners
- Differentiating instruction in elementary education
- Differentiating instruction in secondary education
- Socio-Emotional needs of gifted learners
- Young Scholars
- Twice-exceptional
- District in-services
- Gifted resource training in the collaborative model

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.

An annual review of the effectiveness of Roanoke City Public School's Gifted and Advanced Academic Programs are based on the National Association of Gifted Children's Pre-K through Grade 12 Programming Standards (NAGC). The Gifted Advisory Committee and the Supervisor of Gifted Education shall review the local plan goals, objectives, and state regulations for program compliance, and the NAGC standards and submit an annual report to the school board. Comments and recommendations of the committee shall be provided in writing to the division's superintendent who will report to the School Board.

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.

Roanoke City Public Schools shall continue to establish a Local Gifted Advisory Committee composed of parents/guardians, school personnel, and other community members who are appointed by the school board.

Categories	Number Represented
Parents/guardians	1-5
Teachers	3-4
Administrators	2-4
Support Staff	1-2
Community (representatives of business, industry, arts)	1-2
Community (persons who are not parents/guardians of identified students)	1
Students	0

In its mission, the committee states it:

- Supports Roanoke City Public Schools, the Superintendent, and staff in their efforts on behalf of gifted students.
- Makes recommendations to the division concerning programming and staff for all gifted students.
- Serve as a resource for gifted educational information.

The Superintendent, or designee, initially appoints members to the committee for a one-year term. Members are patrons of Roanoke City Public Schools and to the greatest extent possible reflect the socio-economic and ethnic representation of the school system. To select members, program directors and school principals are asked to nominate possible participants.

Additionally, a teacher or principal where the PLATO centers are located is asked to participate on the Gifted Advisory Committee. The Supervisor of the Gifted Programs is the administrative liaison and attends all meetings.

The Local Advisory Committee will meet a minimum of four times per school year.

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

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

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

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



Division Superintendent's Signature

Verletta B. White

Printed Name

1-13-2021

Date