

Harrisonburg City Public Schools

Local Plan for the Education of the Gifted

2017-2022

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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 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.

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

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General Information regarding the Gifted Program in Harrisonburg 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) - Choose an item.	K-12
Career and Technical Aptitude (CTA)	Not identified
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	Not identified

(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

Harrisonburg City Public Schools believe learning is the heart and soul of what we do and that all students will learn. Gifted students are those who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs and/or differentiated instruction to meet their educational needs.

The division also recognizes gifted students are endowed with:

- a combination of cognitive abilities that enable them to advance further and faster in knowledge acquisition and production of new knowledge than the majority of students;
- creativity that enables them to be fluent, flexible, elaborate, and original thinkers and producers; and
- Task commitment that challenges them to set and achieve goals.

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.

The focus of the gifted program for Harrisonburg City Public Schools is to provide support for in-class differentiation to extend and expand learning opportunities beyond those in the regular curriculum. This is accomplished through an Advanced Learning Specialist consulting and/or collaborating with classroom teachers. In addition, pullout programs are in place when small group instruction or the delivery necessitates pulling out of the classroom or to provide identified gifted students an opportunity to work with their academic peers.

The division, in accordance with the Code of Virginia, recognizes that students in kindergarten through twelfth grade are identified as having potential, demonstrated abilities or high performance capabilities in the following areas:

Specific Academic Aptitude: English and Mathematics

Gifted students 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 and Mathematics.

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General Intellectual Aptitude:

Gifted students demonstrate or have the potential to demonstrate superior reasoning, intellectual curiosity, exceptional problem-solving, and advanced aptitudes demonstrated by skills and creative expression in General Intellectual Aptitude.

No single criterion shall be used in determining students who qualify for, or are denied access to, programs for the gifted.

A Harrisonburg City Public School student is eligible for gifted education service options tailored to Specific Academic Aptitude in English or Mathematics or General Intellectual Aptitude.

Any of the following criteria may be evaluated in order to determine if a student demonstrates readiness:

- Evidence of need for services as recommended by the division's Eligibility and Determination Committee.
- Evidence of the majority of gifted characteristics and behaviors as determined by the Parent/Guardian Checklist.
- Evidence of gifted characteristics and behaviors in Language Arts and/or Mathematics (SAA) or General Intellectual (GIA) as determined by the Teacher Scale for Identification of Gifted Students. Scoring 89th percentile or higher is considered evidence supporting identification.
- Evidence of superior intellectual development as measured by performance on an individually administered or group administered nationally norm-referenced aptitude and/or achievement test in Reading and/or Mathematics. Scores in the 9th stanine or 89th percentile and higher, are considered evidence supporting identification.
- Evidence of academic performance on performance-based writing and/or mathematics assessments.
- Evidence of academic performance on criterion-referenced achievement data (SOLs).
- Evidence of academic performance based upon formal or informal classroom observations.
- Evidence of academic performance on division-wide benchmark or growth assessments.
- Evidence of academic performance based upon student work samples in English/Reading and/or Mathematics (SAA) or any content area (GIA).

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: Increase the identification of students from underrepresented populations in specific content areas of English and mathematics.

Objectives:

1. Review each fall of the school year, the Parent Checklist to ensure fairness and non-bias.
2. Communicate the referral process to parents and guardians in multiple languages (Arabic, Kurdish, Spanish, English, and Russian).
3. Administer division-wide a non-verbal assessment (NNAT2) to all 2nd and 5th graders in December each year.
4. Use spring SOL advanced passed scores to screen for potential students to refer in the fall for 6th and 7th graders.
5. By 2019, develop and implement classroom observations (formal and/or informal) for underrepresented students who are referred in the fall.
6. Increase the use of AP Potential data to expand Advanced Placement (AP) enrollments.
7. Increase student participation of Hispanic-Latino students in the Talent Development Program to include grade 5 by fall 2018. This is in addition to grades 3 and 4 already being served.

B. Delivery of Services:

Goal 1: Increase services and enrichment opportunities provided to middle school students to address the diverse cognitive and social-emotional needs of gifted students.

Objective: Provide pullout for identified students once a week. This is in addition to push-in for whole classrooms in which identified gifted are clustered at the middle schools.

Goal 2: Provide elementary gifted students, grades 3rd – 5th, with weekly services in each area of identification. Provide consultation and collaboration with teachers in grades K-2 as appropriate.

Objectives:

1. Provide full time Advanced Learning Specialists for each elementary school.
2. Cluster gifted students within homeroom classrooms, defined as five to eight students, at each elementary grade level in the area of identification.

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Goal 3: Offer a continuum of services that provide appropriately challenging, differentiated instruction to address the diverse cognitive and social-emotional needs of gifted students.

Objective: By 2019, a division Growth Assessment for each identified student in grades 3 –8 will be created to be distributed to parents twice a year.

C. Curriculum and Instruction:

Goal 1: Increase the number of teachers endorsed in gifted education. The gifted add-on endorsement certificate ensures appropriate differentiation and a continuum of K-12 advanced curriculum, instruction, and support services to students for Specific Academic Aptitude (English and Mathematics) and General Intellectual Aptitude.

Objective: Communicate course offerings from local universities to all staff each fall as well as providing funding for tuition in the Gifted Budget (\$500 per teacher, maximum of 10 teachers). The \$500 would be in addition to the division's tuition reimbursement.

D. Professional Development:

Goal: Encourage the use of differentiation strategies in the classroom.

Objectives: Provide opportunities and funding for teachers to attend state conferences, workshops, etc.

E. Equitable Representation of Students:

Goal: Identify alternative assessments in the identification process for K-12 students.

Objective: Review each fall testing instruments and other criteria used for identification to ensure inclusiveness in order to increase equitable representation from various backgrounds that include economically disadvantaged, culturally diverse, identified disability and limited English proficiency. A committee to include a teacher, administrator, Advanced Learning Specialist, psychologist and ESL staff member will conduct the review.

F. Parent and Community Involvement:

Goal 1: Increase the outreach to parents of various cultures through the involvement of Home-School Liaisons.

Objective: Communicate information on the gifted identification process through a fall meeting with home-school liaisons to be planned and conducted by the Advanced Learning Coordinator and/or Specialists.

Goal 2: Continue to increase stakeholder awareness and understanding of the issues pertaining to gifted education and the needs of gifted students through a HCPS Gifted Program Service Parent Information booklet.

Objectives:

1. The division will utilize multiple forms of communication including traditional print media (letters, newsletters, etc.) and electronic media (website, etc.) to distribute information about

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student eligibility, programs and services, special events, professional development and other opportunities for parents to become involved in gifted education.

2. The division, through the Local Advisory Committee for Gifted Education, will provide at least one parent/guardian information session (Meet and Greet) annually for parents of newly identified students.
3. By 2019, create a parent information booklet on Gifted Services provided by HCPS.

Goal: Continue to increase the diversity on the Local Gifted Education Committee (representation of the geographical and ethnic makeup of the school division).

Objective: Seek volunteers each May/June via mailings, newsletters, and social media as well as accepting nominees from building administrators.

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

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

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

Screening Procedures for English, mathematics and General Intellectual Aptitude

Screening is an ongoing process that provides a pool of students eligible for further consideration. Each fall the Advanced Learning Specialists provide information to their respective faculties and parents regarding the characteristics of academically gifted students. This is followed by the Advanced Learning Specialist at each school seeking names of students who show high potential based on data, classroom performance and gifted behaviors from *all* staff members.

An emphasis is placed on referring, and identifying high potential/ability students from all underserved, culturally diverse, low socioeconomic, limited English proficient, and disabled populations. Additional strategies that may be used for all students, but especially to screen this group, include whole grade testing at second and fifth grade, a balance of objective and subjective measures, specialized characteristics checklists (HOPE Scale), and the use of translations and/or interpreters when appropriate.

All students referred, with parental permission, will be given formal assessments. In addition, the Advanced Learning Specialist will review Advanced Pass SOL scores each spring to determine students for further consideration to be tested the following school year. The Advanced Learning Specialist may utilize classroom observations and teacher interviews to gather information.

The screening process automatically includes transfer students who have been verified as eligible for gifted program services in the area of General Intellectual Aptitude or Specific Academic Area(s) in any other school division. Families of students eligible for gifted services in other districts applying for eligibility in the Harrisonburg City schools may be found eligible for services through reciprocity. School personnel registering transfer students will provide notice of these students to the school's Advanced Learning Specialist who will determine whether additional formal assessment is warranted.

The first week of December, all 2nd graders and all 5th graders will be administered the Naglieri (NNAT). Students already identified in English *and* math or GIA will be exempt.

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

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references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for English, mathematics and General Intellectual Aptitude

Referrals can be made by school personnel, students, parents or legal guardians, community members, professionals, peers, and/or by the student himself/herself. The referrals are solicited by describing the referral process in each school's handbook and through information on the school division website as well as the Advanced Learning Coordinator's website.

To initiate a referral, the person making the referral completes the referral form (Appendix A). The Advanced Learning Coordinator is responsible for distributing and collecting all information and forms needed for identification and placement of students, including referral forms. A form may also be obtained from the school's office, an Advanced Learning Specialist, a guidance counselor, the Advanced Learning Coordinator's webpage, or the division's Advanced Learning office. The form will be available in English, Russian, Arabic, Kurdish and Spanish.

The referral form should be received no later than December 15. Failure to meet this deadline may result in the eligibility decision taking place the following school year. The completed form is returned to the Advanced Learning Specialist at the child's school. When a referral is received, the parent or guardian is sent a parent checklist and a permission-to-evaluate form. The mailing will be provided in five languages: Spanish, English, Arabic, Kurdish and Russian. Once written parent or guardian permission is received, the identification process is completed within 90 instructional school days.

The Identification/Placement Committee meets to determine a student's eligibility no later than 90 days after the permission to test has been received by the school. The Identification/Placement Committee meets in March at each school.

Area of Giftedness	Screening	Referral/Nomination Deadline	Identification meeting	Timeline for providing determination and eligibility
Specific Academic Aptitude or General Intellectual Aptitude	<ul style="list-style-type: none"> ● Ongoing ● Sept-Dec: Staff referrals ● December/January: second grade and fifth grade division wide testing 	Late November to mid-December	Late March to early April	Within 10 instructional days of the Eligibility meeting

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Transfer: Transfer-in students who have been identified in another school division will be placed in the HCPS gifted program upon evaluation of the student's records. Valid and reliable assessment data from the student's transfer records will be used to assist in determining placement.

If the student's profile and assessments (English, mathematics, or GIA) from the previous school system do not align with that of HCPS, the student will be assessed according to HCPS guidelines. Reciprocity is only considered in the areas for which Harrisonburg City identifies.

A letter from the Advanced Learning Coordinator will be mailed within 30 days of the student's enrollment to the parents or guardians indicating the identification reciprocity and in what areas or identify the process to be conducted and request permission for testing.

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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.

[Click here to select area of giftedness.](#)

- 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): Naglieri (NNAT2), TONI (GIA)
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s): Iowa Test of Basic Skills (ITBS) Complete, Form E (SAA)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify: PALS, Virginia Standards of Learning tests, Scholastic Reading Inventory, Benchmark Assessments, WIDA ACCESS scores, College Board PSAT/SAT scores

2. Additional identification information for English, mathematics or General Intellectual Aptitude

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No single criterion shall be used to determine eligibility.

Written permission from the parent or guardian must be obtained to begin the process for any student. The Request for Permission to Test along with the parent/guardian checklist is mailed home in December. Once written permission is received, the eligibility process must be completed within 90 instructional days.

The Advanced Learning Specialist assigned responsibility for maintaining the eligibility, placement and services in a given building is responsible for developing and maintaining the student profile. All test results; checklists, etc. are kept in a folder designated for gifted information (orange folder) to later be added to the cumulative folder of the student.

The Identification/Placement Committee shall review all information provided by the Advanced Learning Specialist assigned to the student's school. A profile-based method relying on committee consensus will determine gifted eligibility.

Harrisonburg City Public Schools recognizes that many underrepresented students have not had the opportunity to exhibit achievement as measured on standardized achievement tests. In order to uncover the potential of giftedness, students who score in the 80th percentile and above on the Naglieri (NNAT) without supporting evidence to determine giftedness, will be considered for the Talent Development program, clustering with gifted students for the following year, or more information will be gathered.

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

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

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

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

Click here to select area of giftedness.

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s) (Middle Schools)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: EL Coordinator and EL Specialist, and SPED servicing teacher if relevant

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

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

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 Supervisor</i>
Scales for Identifying Gifted Students (SIGS)	Classroom teacher of English or Language Arts	Advanced Learning Specialist	Advanced Learning Specialist
Parent Checklist and narrative	Mailed with permission to test letter	Advanced Learning Specialist	Advanced Learning Specialist
IOWA (ITBS) Reading and Vocabulary	Advanced Learning Specialist	Advanced Learning Specialist	Advanced Learning Specialist
Naglieri (NNAT)	Advanced Learning Specialist	Advanced Learning Specialist	Advanced Learning Specialist
SOLs, grades			Database personnel
LEP levels and other related to second language learners			EL Coordinator or EL Specialist
Classroom Observations	Teacher or Adv. Learning Specialist	Anecdotal or formal observation checklist	Teacher or Adv. Learning Specialist

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MATHEMATICS

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School Advanced Learning Specialist</i>	<i>School division Advanced Learning Coordinator</i>
Scales for Identifying Gifted Students (SIGS)	Classroom teacher of mathematics	Advanced Learning Specialist	Advanced Learning Specialist
Parent Checklist and narrative	Mailed with permission to test letter	Advanced Learning Specialist	Advanced Learning Specialist
IOWA (ITBS) Mathematics and Computation	Advanced Learning Specialist	Advanced Learning Specialist	Advanced Learning Specialist
Naglieri (NNAT)	Advanced Learning Specialist	Advanced Learning Specialist	Advanced Learning Specialist
SOLs, grades			Database personnel
LEP levels and other related to second language learners			EL Coordinator or EL Specialist
Classroom Observations	Teacher or Adv. Learning specialist	Anecdotal or formal observation checklist	Teacher or Adv. Learning specialist

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GENERAL INTELLECTUAL APTITUDE

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 Advanced Learning coordinator</i>
Scales for Identifying Gifted Students (SIGS)	Classroom teachers in English, as well as one or two other subjects (Social Studies or Science)	Advanced Learning Specialist	Advanced Learning Specialist
Parent Checklist	Mailed with permission to test letter	Advanced Learning Specialist	Advanced Learning Specialist
IOWA (ITBS) Reading, Vocabulary, Mathematics, Computation (can include science and/or social studies)	Advanced Learning Specialist	Advanced Learning Specialist	Advanced Learning Specialist
Naglieri (NNAT)	Advanced Learning Specialist	Advanced Learning Specialist	Advanced Learning Specialist
SOLs, grades			Database personnel
LEP levels and other related to second language learners			EL coordinator or EL specialist
Classroom Observations	Teacher or Adv. Learning Specialist	Anecdotal or formal observation checklist	Teacher or Adv. Learning Specialist

The Advanced Learning Specialist is responsible for collecting, summarizing, and recording data related to the identification of students. The Advanced Learning Specialist is also responsible for scheduling and administering tests required for identification.

The school's Identification and Placement committee make the determination for each student. The Advanced Learning Specialist or Advanced Learning Coordinator will chair the committee. The Advanced Learning Specialist will record the data on the Student Data Eligibility spreadsheet and then the committee will review this data and determine eligibility. Identification shall be based on multiple criteria and a profile-based method. A consensus of the committee shall be determined within 90 school days from the receipt of permission to test.

Once the committee has rendered a decision on eligibility, the Advanced Learning Specialist will complete the framework (Appendix B) for the area of giftedness and forward to the Advanced

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Learning Coordinator. The decision will be mailed to notify parents of the decision and, in the case of ineligibility, of their right to appeal.

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

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

English and/or mathematics, or General Intellectual Aptitude

The Identification and Placement Committee's placement decision establishes the framework for the determination of services using specific appropriate educational options for each eligible student. These services are entered on the framework that is mailed home to inform the parent or guardian. If a student is not eligible for gifted services, this is noted on the framework and letter.

Students are clustered in the area of identification. The classroom teacher and Advanced Learning Specialist may consult or collaborate with one another to provide advanced content and/or instructional strategies to meet the needs of the student. For students identified in mathematics, services to support such strengths may occur in science. For students identified in English, services may occur in history and social sciences. For students identified in General Intellectual Aptitude (GIA), any subject may support the student's needs.

In grades 3rd through 5th, the Advanced Learning Specialist will meet weekly with the student; time may be push-in, pull out, or a combination of the two. In addition, the specialist is available for consultation with teachers K-5 as needed.

In middle school, grades 6th -8th, the Advanced Learning Specialist will provide pullout and push in for the areas of English and General Intellectual Aptitude. The category of strength in English may occur in history, science, and civics. For General Intellectual Aptitude (GIA), any subject may support the student's needs. In middle school, grades 6th-8th, the Advance Learning Specialist may provide pullout and push in services for the area of Mathematics in science, and/or mathematics.

In the high school, students will be served through one of the many documented high school programs such as the Advanced Placement program, STEM Academy, Massanutten Regional Governor's School (academic year), summer Governor's School offerings, and honor class offerings.

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

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

English, Mathematics and/or General Intellectual Aptitude

1. General Information

a. Through publications such as the division web site, school newsletters and a parent information booklet, parents/guardians and community members are kept informed of the procedures and timelines for referring students for identification and placement.

2. Permission for Evaluation

a. Parents/guardians of students who are nominated for gifted services receive written information regarding the referral. The letter requests permission to begin the identification process, gives information on data that will be collected, includes a parent assessment form to record their observations of the nominee, and seeks permission to administer testing.

b. As soon as the signed consent is returned to the school or the division's central office, the identification process can begin. If there is no response to the first communication sent home, the school makes at least one additional attempt to obtain permission and information through re-sending the letter and checklist, email or phone call.

3. Permission for Placement

a. Within ten (10) instructional days of the division's identification committee meeting, parents/guardians of students identified as eligible for services in the gifted program receive written notification of the decision. If the parent/guardian would like more information or have questions regarding the decision, the parent/guardian is to contact the Advanced Learning Coordinator.

4. Notification of the Right to Appeal

a. Parents/guardians of students determined ineligible for services in the gifted program receive written notification of the decision. The letter includes the name of the Advanced Learning Coordinator to contact regarding the decision and the timeline for submitting a written appeal if they wish to do so.

5. Appeal Process

a. Parents/guardians who choose to appeal an identification decision must submit a written request for review to the Advanced Learning Coordinator within fifteen (15) instructional days after receipt of the original decision. This timeline is outlined in the letter mailed to parents/guardians that states the eligibility decision.

b. The parents/guardians have up to forty-five (45) instructional days from the receipt of the written appeal letter to submit new data from within or outside the division to support their appeal.

c. The Appeals Committee chairperson sets a date by which time the parents/guardians may submit new data from within or outside the division to support their appeal.

d. The Appeals Committee has fifteen (15) instructional days after the collection of the additional data to complete the appeal. The Assistant Superintendent, who serves as chairperson of the Appeals Committee, directs the appeals process, including all communication. Personnel serving on the committee may include the Advanced Learning Coordinator, Director of Special Education and Student Services, a school psychologist, an Advanced Learning Specialist, a guidance counselor, and a classroom teacher who taught the candidate. A majority of the members of the Appeals Committee shall not have served on the committee that rendered the original decision, but at least one member shall have served on the identification committee.

e. Decisions made by the Appeals Committee are of two types:
1. The student is eligible for placement in appropriate program options.
2. The student is not eligible for placement in program options at this time.

f. The chairperson forwards written copies of the Appeals Committee decision to the Advanced Learning Coordinator, the appropriate school principal, and the candidate's parents/guardians within ten (10) instructional days of the Appeals Committee meeting. The decision of the appeals committee is considered final. The student, however, is eligible for re-nomination in twelve months.

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6. Changes in Student Placement

a. The division does not reevaluate the identification of gifted students. A student identified for gifted services retains such identification until graduation unless the parent or guardian formally requests removal from the program.

7. Making an Exit Decision

a. Parents/guardians, at any time, may request their child not take part in the gifted services that are offered. Such requests must be in writing to the Advanced Learning Coordinator, and this letter is placed in the student's file. The request is immediately honored.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

English, Mathematics and/or General Intellectual Aptitude

Parents/guardians of students identified as eligible for services in the gifted program receive written notification of the decision. Parents are asked to notify the school division if they do not wish to have their child receive services; otherwise the student will receive gifted services.

The division does not re-evaluate the identification of gifted students. A student identified for gifted services retains such identification until graduation unless the parent or guardian formally requests removal from the program. A student not actively participating in gifted services remains eligible for instructional services and program participation and may resume such involvement at any time.

Parents/guardians, at any time, may request that their child not take part in the gifted services that are offered. The request must be in writing and submitted to the Advanced Learning Coordinator. The letter is placed in the student's file. The request is immediately honored.

Any student withdrawn by a parent may be reconsidered for gifted services at any time. Parents or the student may initiate such a request in writing. The family meets with the principal and Advanced Learning Specialist to reevaluate the status and make a decision that is acceptable to all. Participation in gifted services resumes when reasons for withdrawal change.

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

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

A. Service Options are Continuous and Sequential

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

English, mathematics, General Intellectual Aptitude

Within the framework of the SOL curriculum, classroom teachers in grades K – 12 differentiate instruction to provide appropriately challenging learning experiences for gifted students. This is accomplished through the use of flexible grouping models and other differentiation strategies such as tiered assignments, classroom teachers differentiate content, process and product based on readiness, interest, and learning style.

Collaboration efforts allow for specialized services for advanced learners that integrate with the general education program. Classroom teachers and Advanced Learning Specialists together plan and provide a variety of learning experiences geared to the particular needs of gifted learners at the elementary level. The planning and provision at the middle school occurs as requested by teachers and/or administration. Gifted students at the high school level are counseled into classes that provide the appropriate enrichment and acceleration they require.

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

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

English, mathematics and General Intellectual Aptitude

Elementary School:

Local Plan for the Education of the Gifted

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- Whole group language arts
- Whole group math
- Calendar math
- Content
- I-STEM
- Physical education, music, art, media center, guidance
- Collaboration and cluster grouping in heterogeneous classrooms

Middle School:

- Whole group language arts
- Whole group math
- Cluster grouping only in heterogeneous Social Studies and Science classrooms
- Exploratory and Elective classes
- STEM Academy

High School:

- Whole group content heterogeneous classes
- Electives
- STEM Academy
- Fine Arts Academy

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

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

English, mathematics, General Intellectual Aptitude

In heterogeneous classes, pre-assessment data is used to determine flexible grouping or pullout opportunities for accelerated and enrichment experiences and content.

Opportunities for small group work or extended projects with intellectual peers complements daily strategies of differentiating within the classroom to meet learner needs.

As students move into middle and high school, they have increasingly greater access to advanced and accelerated coursework of their choosing.

Elementary:

- Gifted learners work in cluster groups for language arts and math instruction

Harrisonburg City Public Schools

- Small group pullout and push-in instruction in math and language arts with the Advanced Learning Specialist
- Differentiated instruction in math and reading with classroom teacher supported by collaboration with Advanced Learning Specialist.
- Advanced Learning Specialist meets with teachers of gifted students to differentiate assignments
- Advanced Learning Specialist designs appropriately challenging activities that enrich content for gifted learners
- Accelerated instruction in mathematics

Middle Schools:

- Cluster grouping in at least two of the content areas at all grades (English and mathematics)
- Pullout instruction in language arts with the Advanced Learning Specialist; one day a week
- Advanced classes offered in language arts in grades 7 & 8 and mathematics in grades 6-8
- STEM Academy
- High school credit classes offered
- Accelerated mathematics pathways
- Virtual Virginia

High School:

- Advanced Placement classes
- Dual Enrollment
- Virtual Learning
- Honors classes
- STEM Academy
- Fine Arts Academy
- Regional Academic Governor's School, ½ day
- Single subject acceleration

D. Service Options Provide Instructional Time to Work Independently

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

English, mathematics, General Intellectual Aptitude

Elementary:

- Reflex, Khan Academy
- Independent research projects
- Independent reading, independent writing
- Writer's Workshop

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Middle Schools:

- Research projects/assignments
- Writer's Workshop
- Stations
- Learning Contracts
- Choice Menus

High Schools:

- Research projects/assignments
- Mentorships
- Choice Menus
- Learning Contracts

E. Service Options Foster Intellectual and Academic Growth

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

English, mathematics, General Intellectual Aptitude

Elementary school:

- Cooperative learning
- Creative problem solving
- Higher order thinking questions
- Formative assessments
- Shared Inquiry process
- Student led discussion of text
- Think/Pair/Share
- Talk moves: re-voicing, clarifying, wait time
- I-STEM units
- Performance Based Assessments

Middle Schools:

- Problem-Based Learning
- Performance Based Assessments
- Creative problem solving
- Higher order thinking questions
- Formative assessments
- Mini DBQs: Document Based Questions

Harrisonburg City Public Schools

- Analysis of text
- Shared Inquiry process
- Student led discussion of text
- Think/Pair/Share
- Interactive Notebooks
- Role playing
- Career counseling/planning

High School:

- Problem-Based Learning
- Higher order thinking questions
- Student led discussions
- Socratic Seminar/Philosophical Chairs
- Interactive Notebooks
- DBQs: Document Based Questions
- Simulations/role playing
- Career/College counseling

F. Procedures for Assessing Academic Growth in Gifted Students

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

English, mathematics, General Intellectual Aptitude

Assessment practices are an integral part of the learning process and include both formative and summative procedures. Formative assessments help teachers plan future lessons with appropriate challenge. In addition, the assessments help learners reflect on their work and make improvements. Throughout the year, students have opportunities to assess their own performance. Summative assessment is used to record student growth. State standards, project criteria, and product goals are the basis for evaluation by teacher, students, and others. The purpose of this evaluation is to allow students to demonstrate their skills and understandings and can be utilized in setting new goals for further learning and growth.

By 2019, a division Growth Assessment for each identified student in grades 3 – 8 will be created and implemented. The assessment will be provided to parents twice a year. The assessment may include SOL scores, observations from inquiry seminars, student assessments, benchmark scores, writing assessments and any standardized math assessments. The purpose will be to assess academic growth each year for each identified gifted student.

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

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

English, Mathematics or General Intellectual Aptitude

Harrisonburg City Public Schools desires to create a community of learners and learning through relationships, relevance, and rigor, one student at a time. The instructional philosophy is articulated through the content curriculum frameworks setting high expectations. Students analyze information and communicate such leading to increased student engagement, content mastery and higher-order thinking. Despite these high expectations in HCPS for all students, in order to meet the need of learners identified as gifted, the curriculum is to be adapted and modified to emphasize differentiated and conceptually challenging content.

Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction

Math:

- Pacing is modified and adapted based upon learners' needs/pre assessments and during instruction
- Groundworks: organized by grade level and topic with emphasis on critical thinking
- Math in Focus Enrichment
- Formative assessments

English:

- Reading above grade level texts used by classroom teacher/specialists
- Leveled reading texts in I-STEM
- Leveled readers

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Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction, original research or production

Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (ii) original research or production

Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (iii) problem finding and solving.

Math:

- Real world application of math content

English:

- Philosophical Chairs
- Socratic Seminars

Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (iv) higher level thinking that leads to the generation of products; and

Math:

- Project Based Learning
- Performance Assessments
- I-STEM design process and product

English:

- Technology
- I-STEM design process and product
- Shared Inquiry
- Performance Assessments

Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (v) a focus on issues, themes, and ideas within and across areas of study.

Math:

- Content integration with math to produce products

English:

- Specialists use projects that are interdisciplinary
- Reading and writing across the curriculum is provided in content areas

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

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

English, Mathematics or General Intellectual Aptitude

To provide acceptable programs for gifted students, the Harrisonburg City School Board must provide educational opportunities appropriate for students with exceptional abilities. The School Board recognizes its responsibility to provide each student with the opportunity to realize his/her potential.

Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Virginia Board of Education. Content acceleration will be considered at the school level by the school administrator upon written request by the parent to the school administrator. Grade acceleration will be considered by the school administrator upon written request by the parent to the school administrator.

The School Board seeks to actively promote and develop an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. Advanced Learning Specialists will be staffed at each elementary and middle school.

Harrisonburg City Public School students and their parents shall be notified of the availability of advanced placement classes, the half-day Academic Year Governor's School Program, summer Governor's School programs, the qualifications for enrolling in such classes and programs, and availability of financial assistance to low income and needy students to take the advanced placement examinations.

The division superintendent may promulgate regulations to implement this policy, which shall ensure the provisions of timely and adequate notice to students and their parents.

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

Each elementary school employs a half-time gifted resource teacher (Advanced Learning Specialist) who serves gifted students weekly. The Advanced Learning Coordinator and/or the Advanced Learning Specialists will annually provide staff development to the faculty of each school on the identification and screening process for gifted education. This will include providing information on the characteristics of gifted students, with an emphasis on underserved populations.

The Advanced Learning Coordinator, the building administrator, and the human resources department collaborate on the selection of the most qualified candidates for Advanced Learning Specialists striving to employ the most qualified candidates for teachers of gifted. Harrisonburg City Schools bases the selection on demonstrated ability to create and implement differentiated experiences that are appropriate for the needs of gifted students. In addition, the most qualified candidates will demonstrate an ability to establish and maintain effective working relationships with others and be able to work with teachers to improve their differentiated instructional strategies.

Through resource consultation and collaboration, the Advanced Learning Specialist co-plans with the classroom teacher, co-teaches, and models, for effective differentiated education in the regular classroom.

- 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.
 - c.

Four parent advisory committee meetings are held annually. During the meetings, the Advanced Learning Coordinator shares program notes, including identification procedures, service options, and current staff development initiatives. The public is invited to attend these meetings.

A parent “Meet and Greet” is held each May for parents of newly identified students. The purpose of this meeting is to provide detailed information for parents of gifted students regarding identification and services provided for the following school year and program options.

Parents are encouraged to be community volunteers for extension and enrichment activities.

2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;

Harrisonburg City Public Schools

- 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).

The Advanced Learning Specialists and Coordinator regularly attend local, state, and national conferences on the topic of gifted and gifted behaviors in special populations.

Yearly, each Advanced Learning Specialists at the elementary and middle schools presents to their staffs on the characteristics of gifted students including gifted behaviors in special populations.

- 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.

The Advanced Learning Specialists and Coordinator regularly review the testing instruments implemented in the gifted identification process. Parent checklists are reviewed for cultural bias. The Advanced Learning Coordinator will meet with the Advanced Learning Specialists four times a year to disseminate district information and to evaluate program effectiveness.

- 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.

Harrisonburg City Public Schools

Advanced Learning Specialists are encouraged to serve on curriculum writing in the Specific Academic Areas. The specialists provide staff development on best practices related to differentiation.

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.

In our elementary schools, the Advanced Learning Specialists serve as Integrated STEM specialists as well as serving gifted students. This combination allows for the specialist to integrate multiple disciplines and evaluate student learning through various means.

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 Advanced Learning Coordinator attends the District Team Leadership monthly meetings and provides up-to-date information in the field of gifted education to others in the division and community. An analysis of gifted referral and identification is provided at the annual Leadership Retreat and to the Local Gifted Education Advisory Committee in the fall.

The Advanced Learning Specialists are encouraged to attend workshops, training and conferences from various professional organizations and universities. Specialists are encouraged to serve on committees within the school particularly ones where data is presented and analyzed.

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 Education Advisory Committee, the team of Advanced Learning Specialists and Advanced Learning Coordinator, and the Assistant Superintendent shall review each spring the effectiveness of the gifted education program. Each may do so independently of the others.

A report from each (The Gifted Education Advisory Committee, the team of Advanced Learning Specialists and Advanced Learning Coordinator, and the Assistant Superintendent) outlining areas of successful effectiveness and areas of improvement shall be provided to the Superintendent no later than July 1. The Gifted Education Advisory Committee shall report to the School Board the results of their review. The timeline for review and reporting may be changed to accommodate a more effective timeline if changes need to be made in the Local Plan.

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.

The Gifted Education Advisory Committee (GEAC) is composed of parents, teachers and community members and strives to reflect the geography and ethnic composition of the division. The committee shall meet at least four times a year. Committee member nominations are submitted to the Advanced Learning Coordinator by the school principal who forwards the nomination to the superintendent for his recommendation. The local school board must appoint and approve all committee members. Parents and community members may submit their name for consideration to anyone on the committee or to the Advanced Learning Coordinator.

When a vacancy becomes available on the Gifted Education Advisory Committee, the Advanced Learning Coordinator will ask for nominations for prospective members via the GEAC committee and via the division website. The name(s) will be forwarded to the superintendent for his recommendation.

Harrisonburg City Public Schools

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

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

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

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

Division Superintendent’s Signature Printed Name Date

APPENDIX A (in English, Spanish, Arabic, Kurdish, & Russian)



One Court Square • Harrisonburg, VA 22801
Phone: 540.434.9916 • Fax: 540.434.5196

"A place where learning has no limits and together we work for the success of all."

Referral Form for Gifted Testing

Name of Student: _____ Grade _____

Testing for identification occurs in both English and mathematics. Please indicate which area(s) of testing is being requested.

- English
- Mathematics

Date of birth _____ (month/day/year)

School _____

Person Referring the Student _____

Reason for referral:

Signature

Date

Please return to your school's Advanced Learning Specialist by Friday, December 8, 2017

APPENDIX B

Name:

Meeting Date:

Specific Academic Aptitude: English – K-12

Measure	Target Score	Student Score
Parent/Guardian Checklist	Score \geq 26	
Teacher Checklist Scales for Identifying Gifted Students (SIGS)	Score \geq 89 th percentile	
English Achievement Test IOWA Assessment: Reading Total (Reading Comprehension and Vocabulary)	Score: \geq 89 th percentile	
Naglieri Nonverbal Ability Test (NNAT2)	Score \geq 89 th percentile	

Other data reviewed may include but not limited to: SOLs, Benchmark scores, work samples, PALS, Independent Reading Level, ACCESS testing, grades, and classroom observations and performance.

Determination:

- Based on information presented the student is eligible for services.
- Based on information presented additional information was considered and student found eligible.
- Based on information presented the student is not eligible for services.

Comments: _____

Delivery of Services Recommendation:

- In-class differentiation
- Specialized small group instruction
- Cluster Class
- Other: _____

Identification/Placement Committee Members	
School Administrator:	
Executive Director of Elementary Education:	
Advanced Learning Coordinator:	
Advanced Learning Specialist:	
Classroom Teacher(s):	
Coordinator of Language Support Programs:	

APPENDIX B

Name:

Meeting Date:

General Intellectual Aptitude: K-12

Measure	Target Score	Student Score
Parent/Guardian Checklist	Score \geq 26	
Teacher Checklist Scales for Identifying Gifted Students (SIGS)	Score \geq 89 th percentile	
Naglieri Nonverbal Ability Test	Score \geq 89 th percentile	
Standards of Learning Scores: any content area	Passed Advanced	
Other data reviewed may include but not limited to: Benchmark scores, work samples, PALS, Independent Reading Level, ACCESS testing, grades, and classroom observations and performance.		

Determination:

- Based on information presented the student is eligible for services.
- Based on information presented additional information was considered and student found eligible.
- Based on information presented the student is not eligible for services.

Comments:

Delivery of Services Recommendation:

- In-class differentiation
- Specialized small group instruction
- Cluster Class
- Other: _____

Identification/Placement Committee Members	
Advanced Learning Coordinator:	
Executive Director of Elementary Education:	
School Administrator:	
Advanced Learning Specialist:	
School Psychologist:	
Classroom Teacher:	

APPENDIX B

Name:

Meeting Date:

Specific Academic Aptitude: Mathematics: K-12

Measure	Target Score	Student Score
Parent/Guardian Checklist	Score \geq 26	
Teacher Checklist Scales for Identifying Gifted Students (SIGS)	Score \geq 89 th percentile	
Mathematics Achievement Test IOWA Assessment: Math Total (<i>Mathematics and Computation</i>)	Score: \geq 89 th percentile	
Naglieri Nonverbal Ability Test	Score \geq 89 th percentile	

Other data reviewed may include but not limited to: SOLs, Benchmark scores, work samples, PALS, Independent Reading Level, ACCESS testing, grades, and classroom observations and performance.

Determination:

- Based on information presented the student is eligible for services.
- Based on information presented additional information was considered and student found eligible.
- Based on information presented the student is not eligible for services.

Comments:

Delivery of Services Recommendation:

- In-class differentiation
- Specialized small group instruction
- Cluster Class
- Other: _____

Identification/Placement Committee Members	
Executive Director of Elementary Education:	
Advanced Learning Coordinator:	
School Administrator:	
Advanced Learning Specialist:	
School Psychologist:	
Classroom Teacher:	