

# Plan for the Education of the Gifted

## Richmond City Public Schools



2017-2022

<b>LEA#</b>	123		
<b>Superintendent</b>	Thomas Kranz, Interim Superintendent		
<b>Mailing Address</b>	301 North Ninth Street Richmond, VA 23219		
<b>Gifted Education Coordinator/ Designee</b>	Lynn Pleveich	<b>Title</b>  <b>Address</b>  <b>Telephone</b> <b>E-mail</b>	<b>Coordinator, Programs for Gifted &amp; Talented</b> 301 North Ninth Street, 12 <sup>th</sup> Floor Richmond, VA 23219 804-780-7805 <a href="mailto:lpleveic@rvaschools.net">lpleveic@rvaschools.net</a>
<b>Local School Board Chairperson</b>	Dawn Page		
<b>Date Approved by School Board</b>	<b>Initially approved:</b> <b>Revised:</b>		

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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 [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

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

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

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

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

## General Information Regarding the Gifted Education Program in Richmond Public Schools

In section §VAC20-40-40A 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.

Area of Giftedness Identified by the Division	Grades Served
<b>General Intellectual Aptitude (GIA)</b> <ul style="list-style-type: none"> <li>▪ Special Program for Academic and Creative Excellence (SPACE)*</li> <li>▪ Honors Program, Advanced Placement (AP), Dual Enrollment and Early College Academy (ECA)</li> <li>▪ International Baccalaureate Middle Years Programme (IB-MYP)*</li> <li>▪ International Baccalaureate Diploma Programme (IB-DP)*</li> <li>▪ Richmond Community High School*</li> <li>▪ Open High School*</li> <li>▪ Maggie L. Walker Governor's School for Government and International Studies*</li> </ul>	K-8
<b>Specific Academic Aptitude (SAA)</b> <ul style="list-style-type: none"> <li>▪ Accelerated Mathematics</li> </ul>	6-12
<b>Career and Technical Aptitude (CTA)</b> <ul style="list-style-type: none"> <li>▪ Appomattox Regional Governor's School for the Arts and Technology*</li> <li>▪ Governor's Summer STEM Academy, Hanover</li> </ul>	9 – 12 *
<b>Visual and/or Performing Arts Aptitude (VPA)</b> <ul style="list-style-type: none"> <li>▪ Appomattox Regional Governor's School for the Arts and Technology*</li> </ul>	9 – 12 *
<b>Extracurricular Programs</b> <ul style="list-style-type: none"> <li>▪ Summer Regional Governor's School (middle school students) *</li> <li>▪ Summer Residential Governor's School (high school students) *</li> <li>▪ Math Science Innovation Center Summer Programs</li> <li>▪ William &amp; Mary Camp Launch*</li> <li>▪ University of Virginia Summer Enrichment Program (SEP)*</li> </ul>	

\*Each of these programs requires a specific application and adjudication process.

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

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

**Mission**

Richmond Public Schools, the gateway to infinite possibilities, will lead our students to extraordinary, honorable lives as inspirational global leaders who shape the future with intellect, integrity, and compassion through challenging, engaging learning experiences guided by highly qualified, passionate educators in partnership with families and communities.

Richmond Public Schools Programs for the Gifted & Talented serves an integral part of the overall mission by providing a continuum of comprehensive services for gifted and talented students. This continuum is accessible to all students beginning in kindergarten through twelfth grade. Such services are an essential component of an urban school division's commitment to deliver quality education to students to achieve their highest potential. The Programs for the Gifted & Talented and Talented offers four levels of increasing challenge and is designed to emphasize the importance of pairing services with student needs with flexible entry points. Our goal is to provide opportunities for students to experience challenges that promote continuous academic growth.

Gifted and talented students are identified in all ethnic, geographic and social-economic populations. In order to increase access and expand the opportunity for students from historically underrepresented populations to participate in advanced academic classes, the Programs for Gifted & Talented will utilize multiple criteria to identify students in need of services.

Richmond Public Schools Programs for the Gifted & Talented believes:

- Gifted students have distinct social, emotional and educational needs which require differentiated instructional opportunities;
- Early identification and educational intervention is essential to develop the full potential of gifted students; it is particularly critical for at-risk students;
- Gifted students need to experience differentiated instructional opportunities appropriate to their level of potential and achievement; and
- Gifted students benefit immensely from the opportunity to work with each other in an environment which challenges them to attain their personal best.

The purpose of Richmond Public Schools Programs for the Gifted & Talented is to enable gifted students to become independent, self-directed learners who use their knowledge and understanding to build a rich and productive life as individuals and members of the greater community.

As part of the mission of Richmond Public Schools, Programs for the Gifted & Talented provides a continuum of comprehensive services for gifted and talented students. Such services are an essential component of an urban school division's commitment to deliver quality education to students at all levels of achievement.

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Richmond Public Schools Program for the Gifted & Talented will:

- Develop a culture of academic rigor evidenced by college ready school environments, career planning, and access to and enrollment in advanced courses across all levels and content areas;
- Provide models of blended learning to support instruction and provide 21<sup>st</sup> century skills; and
- Incorporate and target programs using culturally responsive instructional strategies to promote the acquisition of increasingly complex knowledge and skills in a social climate that fosters collaboration and positive interactions among culturally and linguistically diverse students.

### **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 Virginia Department of Education defines gifted students as those students in public elementary, middle, and secondary schools, beginning with Kindergarten through Twelfth grade, 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 aptitude and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons, through the use of multiple criteria, as having potential or demonstrated aptitudes in one or more of the following areas:

#### **General Intellectual Aptitude (GIA)**

Such 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 across a broad range of intellectual disciplines beyond their age-level peers.

#### **Specific Academic Aptitude (SAA)**

Such 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, history and social science, mathematics, or science.

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**Career and Technical Aptitude (CTA)**

Such 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.

**Visual and Performing Arts Aptitude (VPA)**

Such students 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 or performing arts.

(Virginia Administrative Code Title 8 § 20-40-20, Revised, June 2012)

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

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) English	6-12
Specific Academic Aptitude (SAA) Mathematics	6-12
Specific Academic Aptitude (SAA) History	6-12
Specific Academic Aptitude (SAA) Science	6-12

### **A. Identification**

**Goal:** Provide a means to monitor, evaluate and revise the identification and placement procedures with particular emphasis on searching for students among at-risk and underrepresented populations. Researching best practices in the latest assessment measures to identify students from underrepresented populations will be an ongoing process.

#### **Objectives:**

- Collect and analyze data from the Standards of Learning (SOL) and Measures of Academic Progress (MAP) assessments to include all subgroups of students referred to and identified for gifted program services.
- Research, identify and implement assessment measures that ensure equity in the identification of students from underrepresented populations.
- Provide alternative assessments when results from initial standardized measures show conflicting data on a student's overall profile.
- Continue to provide parent documents in Spanish when appropriate.

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

**Goal I:** Provide a flexible continuum of service options based on research, planning, development, and implementation of best practices for gifted learners, thus promoting the development of student potential.

#### **Objectives:**

- Continue to implement the embedded gifted instructional program SPACE with Project Impact, a push in gifted instruction program in grades K-1.
- Collaborate with the K-8 general education classroom teachers to enhance services for identified students.
- Provide opportunities for students in middle school to be placed in advanced core classes and to access courses for high school credit.
- Increase opportunities for high school students to complete dual enrollment coursework including the successful Reynolds Early College Academy (Reynolds ECA).

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**Goal II:** Provide a network for communication and resource among stakeholders.

**Objectives:**

- Provide the opportunity for all students to apply to the International Baccalaureate Programmes in grades 6 – 12.
- Provide a conduit between the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP).
- Increase extracurricular enrichment opportunities including after-school, STEM initiatives, webinars, and Saturday/Summer Enrichment Programs.
- Create and facilitate the Gifted Advisory Council for Richmond Public Schools with representatives from schools and community.

### **C. Curriculum Development**

**Goal:** Provide gifted students curriculum and instruction which is differentiated in respect to content, process, and product within a supportive learning environment to elevate the needs of students.

**Objectives:**

- Provide teachers of the gifted with research based gifted curriculum and resources for students.
- Emphasize developing skills in critical and creative thinking, problem solving, inquiry based and problem based learning.
- Units of study from the Center for Gifted Education, College of William and Mary, will be utilized in grades K – 8 along with Engineering is Elementary (EiE) units developed by the Boston Museum of Science, the Ricks Center for Gifted Education, University of Denver, Mentoring Mathematical Minds (M<sup>3</sup>) University of Connecticut Gifted Center of Education.
- Continue to provide technological equipment and support to all gifted resource teachers which address and promote 21<sup>st</sup> Century Skills.
- Collaborate with content instructional specialists to enhance curriculum and instruction.
- Collaborate with English Language Learner instructors and Exceptional Education specialists to meet the needs of all students.

#### **D. Professional Development**

**Goal:** Provide ongoing professional development based on research of best practices in gifted education to all personnel working with identified gifted students. Topics offered are based on *Teacher Knowledge and Skill Standards for Gifted and Talented Education* produced by the National Association for Gifted Children (NAGC), Virginia Association for the Gifted (VAG), and the Council for Exceptional Children (CEC).

##### **Objectives:**

- Continue to provide a variety of professional development opportunities for all teachers of advanced learners.
- Provide opportunities for gifted resource teachers to share instructional strategies and units of study acquired from professional development conferences and workshops with colleagues.
- Continue to provide professional development for gifted teachers using RPS partnerships with Virginia Museum of Fine Arts, Virginia Commonwealth University, The College of William and Mary, University of Richmond's Partners in the Arts, Richmond Ballet, Math Science Innovation Center, and Richmond Symphony.
- Provide professional development to support RPS talent development models such as Project Impact.

#### **E. Equitable Representation of Students:**

**Goal:** Provide alternative assessment measures using multiple criteria to assist in the identification and placement of gifted students from populations that are underrepresented across the district and to ensure equity of access.

##### **Objectives:**

- Review, revise and monitor identification procedures used to actively search and identify gifted students from underrepresented populations, including culturally diverse and economically disadvantaged students, students that are twice exceptional, and students with limited English proficiency.
- Continue employing alternative assessments when standardized assessment data are not appropriately aligned on a student's profile. This includes, but is not limited to, Project Impact.
- Collect and analyze data to determine effectiveness of assessment measures used in the identification of gifted students.

#### **F. Parent and Community Involvement**

**Goal I:** Provide structure to increase the effectiveness of the Gifted Advisory Council.

##### **Objective**

- Uphold the By-Laws of the Gifted Advisory Council which support Council purpose and involvement.
- Provide an open forum for all Gifted Advisory Council meetings

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- **Goal II:** Provide Gifted Family Nights to be held in various locations and schools.

### **Objective:**

- Topics will cover the RPS identification process, opportunities beyond the classroom, application process for specialty schools, gifted strategies that enhance critical thinking, and a student's gifted showcase.
- To establish and maintain community partnerships to make more affordable extra-curricular activities such as W&M Camp Launch, RVA STEM, Higher Achievement, Pine Camp Arts and Humanities, Virginia Museum of Fine Arts, Richmond Technical Center, Summer Governor Residential Camps, and First Step.
- To ensure that participation in the Family Meetings represent all communities in our district.
- To advertise and communicate with stakeholders, including families of students who are not yet identified, regarding meetings and opportunities for gifted learners.

**Goal III:** Provide through the Richmond Public Schools website pertinent information about gifted education and program services.

### **Objectives:**

- Update gifted education and program services information on the Richmond Public School Programs for the Gifted & Talented website: [www.rvaschools.net](http://www.rvaschools.net).
- Continue to provide information in Spanish when appropriate.

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

#### **General Intellectual Aptitude (GIA) - Grades K – 12; Specific Academic Aptitude (SAA)-Grades 6-12**

##### **A. Screening Procedures (§VAC20-40-60A.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 General Intellectual Aptitude (GIA) and Specific Academic Aptitude (SAA) in Mathematics**

*Regulations Governing Educational Services for Gifted Students* require an identification and placement process similar to that of exceptional education. Screening, the procedure for establishing a pool of possible candidates, must be system-wide at one or more grade levels. Evaluation must use multiple criteria and not rely solely on either test scores or recommendations. Students' eligibility and placement decisions are made according to established system-wide procedures and criteria. Guidelines and timelines for screening, referral, and identification and placement of gifted students are provided to all schools and the community on an annual basis. School personnel are encouraged to actively search for at risk students from diverse cultural and socio-economic backgrounds.

The gifted resource teacher in each school is responsible for obtaining recommendations, reviewing student information, and screening. A pool of potential candidates is created by system-wide screening beginning in Kindergarten and continuing through First Grade. Additional candidates may be added to the pool by recommendations solicited from school professionals, parents/guardians, and students.

Types of data utilized by division staff for screening procedures by grade level include:

##### **Kindergarten-First Grade: General Intellectual Aptitude (GIA)**

- As a part of Project Impact, gifted resource teachers will observe and provide lessons using a push-in format for all students in the general education classroom, and will focus on critical thinking and creativity throughout the school year.
- Gifted resource teachers will monitor students using classroom and/or individual behavioral characteristics checklists such as Using Science, Talents, Abilities to Recognize Students - Teacher's Observation of Potential in Students (U-STARS TOPS) and the Having Opportunities Promotes Excellence (HOPE) Teacher Rating Scale. These checklists will be used to increase access for students from historically underrepresented populations.
- Students who demonstrate gifted characteristics will continue to be monitored by the gifted resource teacher for identification by the school's Identification/Placement Committee.

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### Grades 2- 8: General Intellectual Aptitude (GIA)

- Gifted resource teachers will provide a referral form and guidance for classroom teachers to recommend students. Students who demonstrate potential gifted characteristics and behaviors will be recommended to the school's gifted resource teacher for assessment.
- School administrators, counselors, teachers and the gifted resource teacher may review students' ability and/or achievement scores to determine eligibility for referral.
- The school counselor, registrar, administration, parent, or teacher will notify the gifted resource teacher of identified gifted transfer students.

### Grades 6-8: Specific Academic Aptitude (SAA)

- Students will be screened for single or double acceleration in mathematics using multiple criteria, including standardized testing. Students who qualify will be referred for testing.

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

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

### **Referral Procedures for General Intellectual Aptitude (GIA)**

In accordance with federal laws, the laws of the Commonwealth of Virginia and the policies of the School Board of the City of Richmond, the Richmond Public Schools does not discriminate on the basis of sex, race, color, age, religion, disabilities or national origin in the provision of employment and services. The Richmond Public Schools operates equal opportunity and affirmative action programs for students and staff. Information on Programs for the Gifted & Talented is available on the Richmond Public Schools website: [www.rvaschools.net](http://www.rvaschools.net)

Referrals are accepted on an ongoing basis from independent sources including teachers, parents/guardians, individual students, peers, other school professionals and members of the community. Forms are available in each school office or from the individual school's gifted resource teacher. Referrals are solicited from interested parties district-wide during the months of September, April and May. All referrals are to be submitted to the school's gifted resource teacher.

Gifted resource teachers are responsible for creating a list of students by grade level who are recommended during the referral procedure. Students are submitted to the Identification and Placement Committee made up of licensed educators who carefully review all data on each student. Students who exhibit advanced ability and/or potential are recommended for evaluation to determine the need for gifted program services. The process to determine gifted program eligibility is to be completed within 60 instructional days from the receipt of parent/guardian Permission to Test form.

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**C. Identification Procedures** (§VAC20-40-60A.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** (§VAC 20-40-40D.3)

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criterion.

**Multiple Criteria Listing for General Intellectual Aptitude (GIA)**

- ☐ 1. Assessment of appropriate student products
- ☐ 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
- ☐ 5b. Individual or group-administered, nationally norm-referenced achievement test
- ☐ 6. Record of previous achievements (e.g., grades)
- ☐ 7. Additional valid and reliable measures or procedures:  
Individual or group-administered, nationally norm-referenced creativity test

No single instrument, score or criterion is used to include or exclude a student for eligibility. Student placement decisions will be made using multiple criteria. Alternative assessments (i.e., normed-referenced aptitude tests, norm-referenced achievement tests, student portfolios, etc.) will be used when in the student's best interest. A student may not be tested more than once for gifted services within the same academic year.

**D. Placement Procedures** (§VAC20-40-60A.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 and Placement Committee** (§VAC 20-40-40D)

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

**General Intellectual Aptitude (GIA) and Specific Academic Aptitude (SAA)**

A minimum of four professional staff members from the following categories serves on each school's Identification and Placement Committee:

- ☒ Classroom Teacher(s)
- ☒ Gifted Education Resource Teacher(s)
- ☒ Counselor(s)
- ☒ School Psychologist(s)
- ☐ Assessment Specialist(s)
- ☒ Principal(s) or Designee(s)
- ☒ Gifted Education Coordinator
- ☒ Other professional staff member who knows the student and his/her abilities (SAA)

**2. Additional Identification and Placement Committee for VPA/Appomattox Regional Governor's School**

1. Regional Gifted Resource Teachers
2. Regional Counselors
3. Regional Principals or Designees
4. Other Professional Staff knowledgeable in the student's focus areas
5. Admissions Coordinator

Type of Identification/Placement Committee: School Level for GIA & SAA

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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.

### Eligibility for General Intellectual Aptitude (GIA)

Measure	Administered and/or completed by	Scored and/or reviewed by	Provided to the committee by
Nationally Normed Aptitude Assessments	Licensed RPS professional staff*	Licensed RPS professional staff* or norm-referenced assessment company	Gifted Resource Teacher for the student's school
Rating Scales Parent Inventory	Student's parent/guardian	Gifted Resource Teacher for the student's school	Gifted Resource Teacher for the student's school
Rating Scales Teacher/Adult Recommendation	Student's teacher(s)	Gifted Resource Teacher for the student's school	Gifted Resource Teacher for the student's school
Standardized Achievement Assessments	Licensed RPS professional staff*	Licensed RPS professional staff* or norm-referenced assessment company	Gifted Resource Teacher for the student's school
Teacher Observation Behavior Rating Scale	Gifted Resource Teacher for the student's school	Gifted Resource Teacher for the student's school	Gifted Resource Teacher for the student's school
Student Products Portfolio	Student	Gifted Resource Teacher and/or content specialists for the student's school	Student
Student Interview	Student	Gifted Resource Teachers	Student

\* Professional staff will include Richmond Public Schools teachers, psychologists, content specialists, and gifted resource teachers selected by the Gifted Coordinator.

## **Eligibility for General Intellectual Aptitude (GIA) and Specific Academic Aptitude (SAA) in Grades K-12**

Timelines specific to each grade level are provided annually to the school-level Identification and Placement Committee. Eligibility decisions are based on the division's uniform procedures utilized at each school. Gifted resource teachers administer assessments and collect qualitative and quantitative data related to the multiple criteria used to determine student eligibility for gifted program services. The process to determine eligibility for student placement in the gifted program is to be completed within 90 instructional days from the completion of the recommendation form. Twice-exceptional students' service options will be noted in the student's Individual Education Plan (IEP).

During Phase I, student data is recorded on a matrix-style profile with points assigned for each criterion. Developmentally appropriate assessment measures are selected from the following criteria: parent/guardian and teacher ratings of the student's behavioral characteristics, observation of in-class behavior, student products, and aptitude, achievement and creativity measures, and student interviews. The data compiled on the student profile is carefully analyzed and evaluated by the school's Identification and Placement Committee. Students who meet the requirements for gifted program services on the basis of Phase I data are accepted into the program. Students who fall below the requirements for gifted program services do not qualify for placement in the program.

Phase II is utilized when appeals are made or more information is required. Further student information is collected by the school's gifted resource teacher. Student data may include an additional aptitude assessment and a portfolio of student work samples in the areas of reading, writing, mathematics, social studies and creativity.

Following the Phase II evaluation, the school's Identification and Placement Committee conducts a thorough analysis of the data submitted to determine the student's need for gifted program services. A student's eligibility decision is based on the information gathered by the Identification and Placement Committee members.

### **Determination of Services (§VAC20-40-60A.3)**

#### **Determination of Services for General Intellectual Aptitude (GIA)**

Based on the multiple criteria used in the assessment process, the school's Identification and Placement Committee determines the appropriate placement of students eligible for gifted program services. Placement of students is subject to continuous review by the licensed professional staff in regard to its appropriateness for the student. Evaluation of appropriate placement is made on a yearly basis, or more frequently if requested by the student, parent(s)/guardian(s) or gifted resource teacher.

#### **Programs for the Gifted & Talented Service Options:**

- Special Program for Academic and Creative Excellence (SPACE) Project Impact K-1
- Special Program for Academic and Creative Excellence (SPACE) Grades 2 – 8
- Honors Program Grades 6-12
- Advanced Placement (AP) and Dual Enrollment Grades 9 – 12

### **Additional Placement Options Provided by Programs for the Gifted & Talented:**

Each of these programs requires an application process specific to the program's mission and student interest.

- The International Baccalaureate Middle Years Programme (IB-MYP) Grades 6 – 10 Global Intercultural Studies
- The International Baccalaureate Diploma Programme (IB-DP) Grades 11 – 12 Global Intercultural Studies
- Early College Academy (ECA) Grades 11-12
- Richmond Community High School Grades 9 – 12 (Services culturally diverse gifted and highly able students)
- Appomattox Regional Governor's School for the Arts and Technology Grades 9 – 12
- Maggie L. Walker Governor's School for Government and International Studies Grades 9 – 12
- Summer Regional Governor's School (middle school students) for interdisciplinary studies Grades 6-8
- Summer Residential Governor's School (high school students) for interdisciplinary studies Grades 9-12
- Camp Launch, William and Mary Middle School Summer Residential Program Grades 7-8

The Richmond Public Schools website, [www.rvaschools.net](http://www.rvaschools.net) provides information on each of the additional placement options and the student application process.

### **Levels of Services**

#### **Level 1: Special Program for Academic and Creative Excellence (General Education Classroom Push-in Services)**

Level 1 service is provided to all students in K-5 through the collaboration between SPACE teacher and classroom teachers. Critical and creative thinking skills will be embedded within lessons modeled by SPACE teachers using the gifted push-in model in grades K-1. The Programs for the Gifted & Talented will provide ongoing professional development and resources to equip classroom teachers to foster and maintain growth in problem solving, critical thinking, and creativity. In addition, SPACE teachers and classroom teachers will identify students who demonstrate the aptitude for high achievement to be referred for Level 2 pull-out services. The U-STARS-PLUS/HOPE Checklist classroom and individual observational tools will be used in grades K-1 to increase access of students from historically underrepresented populations.

#### **Level 2: Special Program for Academic and Creative Excellence (GIA Pull-out Services)**

The SPACE teachers will service students with high achievement and consistent outstanding general intellectual ability in SPACE, a pull out program. The SPACE program serves students with high ability in grades 2-5. Elementary school (ES) gifted resource teachers will collaborate with classroom teachers to enhance and employ critical and creative thinking strategies in their instruction. The ES gifted resource teachers use units of study which deepen and enhance the curriculum for gifted learners. They will use sophisticated and complex content in authentic learning. These units, emphasize high-end learning, build student's critical and creative thinking skills by challenging them beyond grade level.

The middle school SPACE program serves students with high ability in grades 6 – 8. At the middle school level, elective classes with instruction provided by SPACE teachers emphasize the components of a differentiated curriculum, including advanced content, process, and product development. The MS SPACE teacher will advise and assist core teachers with differentiation for advanced and gifted learners.

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### **Level 3: Specific Academic Ability (SAA)**

#### **Honors Program- Grades 6-12**

Advanced and gifted students at the middle and high school levels are provided courses emphasizing challenging and meaningful learning experiences. Single and double advanced mathematics and dual enrollment opportunities provide students with accelerated content and in-depth study. Middle school students who qualify or meet certain criteria have access to gain high school credit in the following, Algebra I, Algebra II, Geometry, English 9, Earth Science, Foreign Language.

### **Level 4: Application based programs servicing advanced and gifted students full time (GIA)**

#### **International Baccalaureate Middle Years Programme (IB-MYP): Grades 6-10**

The IB Middle Years Programme provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

#### **International Baccalaureate Diploma Programme (IB-DP): Grades 11-12**

The IB Diploma Programme is designed as an academically rigorous and balanced program of education that prepares students for success at the university level and in life.

#### **Richmond Community High School: Grades 9-12**

Richmond Community High School is a college preparatory high school which provides an outstanding educational opportunity for gifted students whose socio-economic circumstances may limit their ability to succeed.

#### **Open High School: Grades 9-12**

Open High School develops responsible, creative, independent, college/career ready students who value intellectual inquiry, compassion, and social responsibility in a global society by leading students to pursue challenging academic goals, participate in shared decision-making, and form partnerships with the community.

#### **Maggie L. Walker Governor's School for Government and International Studies: Grades 9-12**

Maggie L. Walker Governor's School provides broad-based educational opportunities that develop gifted students' understanding of world cultures and languages as well as the ability to lead, participate in and contribute to a rapidly changing global society.

#### **Appomattox Regional Governor's School for the Arts and Technology VPA and CTA: Grades 9-12**

Appomattox Regional Governor's School nurtures gifted and talented creative thinkers, leaders, artists, innovators, and pioneers in the fine, performing and technological arts.

## **Part IV: Notification Procedures** (§VAC20-40-60A.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.

### **Notification Procedures for Identification and Placement – General Intellectual Aptitude (GIA)**

Parents/Guardians receive written notification for the following:

- Information regarding Project Impact and SPACE will be made available to parents and guardians.
- Initiation of the identification process through a request for permission to test, including individual or group nationally standardized norm-referenced testing and/or collection of additional data for the student profile.
- Decision by the Identification and Placement Committee regarding student eligibility for gifted program services.
- Request for permission regarding student placement in Programs for the Gifted & Talented.
- Information on the Appeals Process.

### **Appeals Process**

A parent or guardian of a student may appeal the eligibility decision of the Identification and Placement Committee, the nature of gifted program services provided or exit decision.

### **School Level Review:**

Prior to a formal appeal, a parent(s) or guardian(s) who disagrees with the decision regarding eligibility must request to meet with the school's principal/designee and/or gifted resource teacher to discuss the eligibility decision. The meeting request must be initiated within 10 instructional days following notification.

### **Division Level Formal Appeal:**

To initiate the formal Appeals Process, a parent(s) or guardian(s) must submit a written request to the Coordinator, Programs for the Gifted & Talented, within 10 instructional days following the school level review. The written request of appeal should include specific concerns related to the eligibility decision that the parent(s) or guardian(s) would like to have considered in the review. The parent(s) or guardian(s) who submits a formal appeal will be notified in writing within 10 instructional days of the receipt of appeals and a copy of the school division's Appeals Process.

If the parent or guardian submits previous student assessment data, the assessments must have been administered by a public or private school, a licensed psychologist or an accredited assessment agency. Assessment data submitted by the parent or guardian must meet accepted criteria by Programs for the Gifted & Talented. During the review, the Coordinator, Programs for the Gifted & Talented, may recommend additional student assessment(s) to be administered by the school's gifted resource teacher or psychologist. The school's Identification and Placement Committee will review all relevant information and make a decision regarding

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student eligibility within 60 days of receiving written notification from parents. The Committee will provide written notification of their decision to the parent(s) or guardian(s).

A parent(s) or guardian(s) appeal is referred to a division-wide Appeals Committee comprised of at least five members, a majority who were not involved in the student's eligibility decision. Members of the Appeals Committee may include the following licensed professionals:

- Principals
- Assistant Principals
- School Counselors
- Psychologists
- Classroom teachers
- Instructional specialists
- Gifted resource teachers
- Coordinator, Programs for the Gifted & Talented

The Appeals Committee will review all relevant information and make a decision regarding student eligibility. Specific alternative assessments may be recommended by the Appeals Committee for administration and additional review. If the parent(s) or guardian(s) submits additional assessment data, certain nationally standardized norm-referenced test data may be considered. Assessment data submitted by the parent or guardian must meet accepted criteria by Programs for the Gifted & Talented. The parent(s)/ guardian(s) and school personnel will be notified in writing of the Appeals Committee decision. The decision of the Appeals Committee will be final. A student may not be tested more than once for gifted services within the same academic year.

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

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

**Change in Instructional Services for General Intellectual Aptitude (GIA)**

Placement of all students in Programs for the Gifted & Talented is subject to annual review and reevaluation. Reevaluation procedures may be initiated by the student, parent(s) or guardian(s), classroom teacher(s) or gifted resource teacher. Data assembled for review may include student aptitude and achievement scores, behavioral characteristics rating scales, and current level of performance in the Programs for Gifted & Talented and the general education classroom. The school's Identification and Placement Committee will review available data and pertinent information.

The Committee may recommend continued placement, change in current placement, or initiation of exit procedures. Although student retention is a goal and specific intervention strategies are utilized, it is sometimes necessary to examine if program placement is currently meeting the student's educational needs. If a student's overall performance is not commensurate with ability indicators, a change in placement may be necessary.

A change in instructional services is recommended when the placement is clearly an inappropriate learning environment for the student. This may be demonstrated by the student's lack of interest and task commitment, inability to perform commensurate with peers, or following student reassessment, which determines that the student is no longer in need of gifted program services. Provisionally placed students are reviewed annually. In all instances written notification will be sent to the parent within 10 days of the decision.

The reevaluation process is utilized unless the parent(s) or guardian(s) requests student withdrawal from gifted program services. Parent(s) or guardian(s) receive written notification of the Identification and Placement Committee's decision and the school division's Appeals Process.

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

**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.

Richmond Public Schools, Programs for the Gifted & Talented provides continuous and sequential service options through the program model as demonstrated below:

<b>Programs for the Gifted &amp; Talented Service Options General Intellectual Aptitude</b>	
<b>Program</b>	<b>Grade Levels</b>
<b>SPACE Project Impact</b> The purpose of Project Impact is to provide lessons and foundational experiences in critical thinking for students in grades K-1 in the general education environment. In addition, we seek to increase the pool of candidates for gifted identification. Class and individual checklists is used to document gifted characteristics and behaviors. A gifted resource teacher in each elementary school provides lessons and foundational experiences in critical and creative thinking to differentiate, extend, and enhance the K – 1 curriculum. Through collaboration with classroom teachers, students experience learning opportunities which develop students' critical and creative thinking skills.	K – 1
<b>Special Program for Academic and Creative Excellence (SPACE)</b> The SPACE program serves students with consistently outstanding intellectual ability or potential in grades 2 – 5. At the elementary level, gifted resource teachers employ units of study which extend and enhance the curriculum for gifted learners. These units, emphasizing best practices in gifted education, build on the student's repertoire of critical and creative thinking skills and extend their learning beyond grade level curriculum.	2 – 5
<b>Special Program for Academic and Creative Excellence (SPACE)</b> The SPACE program serves students with consistently outstanding intellectual ability or potential in grades 6 – 8. At the middle school level, elective classes with instruction provided by gifted resource teachers emphasize the components of a differentiated curriculum, including advanced content, process, and product development.	6 – 8
<b>Honors Program</b> Gifted students at the middle and high school level are provided courses emphasizing challenging and meaningful learning experiences. Middle school students have access to Honors and Advanced Classes in core academic areas, as well as courses for high school credit, including Algebra I, Algebra II, Geometry, English 9, Foreign Languages and Earth Science. High school students have access to Advanced Placement (AP) courses and	6 – 12

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Dual Enrollment opportunities which provide students with accelerated content and in-depth study. Early College Academy provides high school juniors and seniors the opportunity to graduate high school with a high school diploma and an Associate's Degree.	
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### Programs for the Gifted & Talented Richmond Public Schools Additional Service Options

#### General Intellectual Aptitude

<b>International Baccalaureate Middle Years Programme (IB-MYP)</b> The IB Middle Years Programme provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.	6 – 10
<b>International Baccalaureate Diploma Programme (IB-DP)</b> The IB Diploma Programme is designed as an academically rigorous and balanced program of education that prepares students for success at the university level and in life.	11 – 12
<b>Richmond Community High School</b> Richmond Community High School is a college preparatory high school which provides an outstanding educational opportunity for gifted students whose socio-economic circumstances may limit their ability to succeed.	9 – 12
<b>Open High School</b> Open High School develops responsible, creative, independent, college/career ready students who value intellectual inquiry, compassion, and social responsibility in a global society by leading students to pursue challenging academic goals, participate in shared decision-making, and form partnerships with the community.	9-12
<b>Maggie L. Walker Governor's School for Government and International Studies</b> Maggie L. Walker Governor's School provides broad-based educational opportunities that develop gifted students' understanding of world cultures and languages as well as the ability to lead, participate in and contribute to a rapidly changing global society.	9 – 12

### Programs for Gifted & Talented Additional Service Options

#### Career and Technical Aptitude (CTA) Visual and/or Performing Arts Aptitude (VPA)

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<b>Appomattox Regional Governor's School for the Arts and Technology</b> Appomattox Regional Governor's School nurtures gifted and talented creative thinkers, leaders, artists, innovators, and pioneers in the fine, performing and technological arts.	9 – 12
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### B. Service Options Provide Instructional Time with Age-Level Peers

Richmond Public Schools, Programs for the Gifted & Talented provides opportunities for gifted students to interact with their age-level peers during the school day and week as shown in the program model below:

Grade Level	General Intellectual Aptitude (GIA)
Grades K – 1	<ul style="list-style-type: none"> <li>▪ In-class differentiated instruction</li> <li>▪ Flexible grouping</li> <li>▪ Differentiated curricula with instruction provided by gifted resource teachers</li> </ul>
Grades 2 – 5	<ul style="list-style-type: none"> <li>▪ In-class differentiated instruction</li> <li>▪ Flexible grouping</li> <li>▪ Differentiated curricula with instruction provided by gifted resource teachers</li> <li>▪ Math Masters (Grades 4-5)</li> <li>▪ Summer Enrichment Programs (Grades 4-5)</li> </ul>
Grades 6 – 8	<ul style="list-style-type: none"> <li>▪ Honors Program employing in-class differentiated instruction</li> <li>▪ Advanced content in core academic areas</li> <li>▪ Differentiated curricula with instruction provided by gifted resource teachers through elective course offerings</li> <li>▪ Acceleration for high school credit - Algebra I, Geometry, Algebra II, Earth Science</li> <li>▪ International Baccalaureate Middle Years Programme</li> <li>▪ Summer Regional Governors' School</li> </ul>
Grades 9 – 12	<ul style="list-style-type: none"> <li>▪ Honors Program employing in-class differentiated instruction</li> <li>▪ Advanced Placement</li> <li>▪ Dual Enrollment Courses</li> <li>▪ Early College Academy (ECA, Grades 11-12)</li> <li>▪ International Baccalaureate Middle Years Programme (Grades 9 – 10)</li> <li>▪ International Baccalaureate Diploma Programme (Grades 11 – 12)</li> <li>▪ Maggie Walker Governor's School</li> <li>▪ Appomattox Regional Governor's School</li> <li>▪ Summer Residential Governor's Schools</li> <li>▪ Specialty High Schools</li> </ul>

### 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.

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Richmond Public Schools, Programs for the Gifted & Talented employs instructional strategies that allow gifted students various opportunities for content acceleration and enrichment beyond their grade-level peers.

Curricula emphasize the acquisition of a conceptual understanding of subject matter, organization of learning, and the integration of new and previously learned knowledge. Content modification includes the elimination of previously learned materials by extending the prescribed curriculum through advanced concepts and skills. Through the integration of multiple disciplines in the study of problems, issues or themes, and organization of content accentuating in-depth exploration and open-endedness, students will become empowered learners.

Opportunities for gifted students to experience accelerated and enriched content during the school day and week are indicated in the program model below:

Grade Level	General Intellectual Aptitude (GIA), Specific Academic Aptitude (SAA), Age Peers (AP), Intellectual Peers (IP)
Grades K – 1	<ul style="list-style-type: none"> <li>▪ In-class differentiated instruction</li> <li>▪ Flexible grouping</li> <li>▪ Differentiated curricula with classroom support and small group instruction provided by gifted resource teachers</li> <li>▪ Academic Enrichment</li> <li>▪ Push-In services</li> </ul>
Grades 2 – 5	<ul style="list-style-type: none"> <li>▪ Differentiated instruction</li> <li>▪ Flexible grouping</li> <li>▪ Differentiated curricula with classroom support and small group instruction provided by gifted resource teachers</li> <li>▪ Academic Enrichment</li> <li>▪ Pull-Out services</li> <li>▪ Math Science Innovation Center Saturday Enrichment (4-5)</li> </ul>
Grades 6 – 8	<ul style="list-style-type: none"> <li>▪ Differentiated curricula with instruction provided by gifted resource teachers through elective course offerings</li> <li>▪ Acceleration for high school credit - Algebra I, Geometry, Algebra II, Earth Science</li> <li>▪ International Baccalaureate Middle Years Programme</li> <li>▪ Single and Double Grade Acceleration</li> <li>▪ Enrichment Class Seminars</li> <li>▪ Summer Regional Governor's School</li> <li>▪ William and Mary Camp Launch</li> </ul>
Grades 9 – 12	<ul style="list-style-type: none"> <li>▪ Honors Classes</li> <li>▪ Advanced Placement</li> <li>▪ Dual Enrollment</li> <li>▪ International Baccalaureate Middle Years Programme (Grades 9 – 10)</li> <li>▪ International Baccalaureate Diploma Programme (Grades 11 – 12)</li> <li>▪ Grade Acceleration</li> <li>▪ Maggie Walker Governor's School</li> <li>▪ Appomattox Regional Governor's School</li> <li>▪ Summer Residential Governor's School</li> <li>▪ Early College Academy (ECA)</li> </ul>

## 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.

Richmond Public Schools, Programs for the Gifted & Talented affords learning opportunities for gifted learners to work independently with content matched to student needs by readiness, interest, learning styles, ability, and/or rigor. RPS utilizes strategies that reflect the 21<sup>st</sup> Century Skills including independent research projects, curriculum compacting, learning centers, product choice menus, problem and project based learning, pull out programs, independent contracts and tiered activities within the program model as specified below in section E.

## E. Service Options that Foster Intellectual and Academic Growth

### General Intellectual Aptitude (GIA)

Richmond Public Schools Programs for the Gifted & Talented provides opportunities for gifted learners to participate in challenging and meaningful educational experiences which promote intellectual and academic growth and nurture 21<sup>st</sup> Century learning skills. Teachers select, adapt and employ a repertoire of instructional strategies which address the distinctive needs of the gifted. A sampling of instructional strategies utilized includes:

<b>Authentic assessment</b> Using approaches such as product or performance-based activities that allow students to demonstrate what they have learned as a result of meaningful instruction	<b>Interdisciplinary connections</b> Guiding students in making connections among and between content areas and disciplines through the use of overarching concepts, issues and themes
<b>Curriculum compacting</b> The elimination of material that students already know to allow for instruction of new material or extension activities	<b>Metacognition</b> Students develop the skill of thinking about their own thinking and reflection on learning processes
<b>Decision-making</b> Student choice supported and valued while guidance is given to build decision-making skills	<b>Problem-based learning</b> Providing students with unstructured problems or situations where they must discover answers, solutions, concepts or draw conclusions and generalizations
<b>Diagnostic-prescriptive instruction</b> Continuous informal and formal assessments used to plan instruction to meet objectives	<b>Problem solving</b> Providing students with problem-solving strategies matched to differing problem types
<b>Discussion</b> Providing both teacher and student directed discussion to probe student thinking and in-depth exploration	<b>Questioning techniques</b> Questions used in discussion or activities that draw on advanced levels of information and require challenging thinking
<b>Goal setting and planning</b> Students involved in personal goal setting and involvement in planning, monitoring and	<b>Self-directed projects/Project-based learning</b> Structured projects agreed upon by student and teacher that allow a student to investigate an area of high interest

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assessing their own learning for efficient and effective use of time and resources	or to advance knowledge
<b>Higher-order thinking</b> Analytical skills developed to allow students to explore and grasp complex concepts	<b>Student competitions</b> Various opportunities provided through the classroom, school and community
<b>In-depth topic development</b> Extended instruction to provide opportunities for greater exploration and knowledge acquisition	<b>Technology/Blended learning</b> Technology used to deliver instruction and as a tool for student learning and product development

### 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 (GIA)

Gifted students are assessed using both formative and summative measurements. Assessments are embedded in learning activities and serve as an integral component of the teaching-learning process. Students and parents are kept abreast of progress through pre and post unit assessments, as well as ongoing teacher, peer, and self-evaluations and progress reports.

A sampling of assessment strategies includes the following:

- authentic assessments (e.g., student portfolios, products, projects, presentations, exhibitions, self-evaluations, rubrics, journals, writing samples, and gifted progress reports)
- standards-based assessments (e.g., Virginia Standards of Learning, Measures of Academic Progress, etc.)
- Pre and Post assessments are incorporated within each of the W&M and EiE units.
- the W&M and EiE units are aligned with the Virginia Standards of Learning
- locally developed assessments (e.g., grade level and department quizzes, tests, exams)

Feedback is used to:

- assist students in understanding learning goals and criteria applied to evaluate the quality of high-level achievement
- provide information about strengths and weaknesses concerning student learning
- link opportunities for student improvement
- guide instruction and future learning activities
- provide data on student growth

## **Part VII: Program of Differentiated Curriculum and Instruction (§VAC20-40-60A.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.

### **Differentiated Curriculum and Instruction for General Intellectual Aptitude (GIA)**

Richmond Public Schools Programs for the Gifted & Talented enhances student learning through appropriately differentiated curriculum and instruction. Strategies based on the tenets of differentiation – advanced content, process, open ended tasks, self-directed learning opportunities based on interest and the variation of products – combined within a supportive environment actively engage students in meaningful learning experiences and promotes continual growth.

Tenets of differentiation include:

Content:

- Presents content that is related to broad-based issues, themes, or problems
- Integrates multiple disciplines into an area of study
- Presents comprehensive, related, and mutually reinforcing experiences within an area of study
- Organizes content to accentuate challenge, abstraction, complexity, depth, ambiguity and open-endedness
- Allows for in-depth learning of a self-selected topic within the area of study

Process:

- Integrates basic skills and higher-level thinking skills including critical thinking, problem solving, creative thinking and decision making into the curriculum
- Provides opportunities to seek, define and solve complex real-world problems
- Promotes in-depth investigation of teacher-selected and student-selected topics to accentuate development and application of research skills and methods
- Develops productive, complex, abstract and/or higher-level thinking skills
- Fosters independent or self-directed study skills including organization, time management and perseverance

Product:

- Encourages the development of products that challenge existing ideas and produce new ideas and solutions
- Enables students to demonstrate knowledge, skills and understanding using varied modes of expression
- Establishes specific criteria for a quality product and provides ongoing assessment and feedback during product development

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Richmond Public Schools, Programs for the Gifted & Talented recognizes that students are individuals with different levels of readiness, learning profiles and interests. Students are presented different avenues to acquire content (knowledge, understandings and skills that students need to know and be able to do) to process learning (make sense of information and ideas) and to develop products (various means in which students demonstrate what they have learned). Teachers trained in gifted education provide a supportive learning environment which guides students to become self-directed and independent learners.

Pre-assessments provide information on a student's prior knowledge, preferred modes of learning and degrees of challenge needed. Through pre-assessment students may opt out of material they already know and proceed at their own pace through learning new material.

With teacher guidance, students are allowed to explore topics in which they have strong interest and find personal meaning. Teachers continually assess, reflect and adjust content, process and product to meet student needs. Instruction is centered on maximizing student growth and promoting individual student success.

Gifted resource teachers use both teacher developed and commercially created units of instruction that incorporate advanced, in-depth and conceptually challenging content. Instructional planning emphasizes educators' use of critical-thinking and creative-thinking strategies as well as problem-solving and inquiry models to meet the intellectual needs of gifted learners. High quality resources and materials are provided to expand curriculum and instructional plans which enhance the teaching-learning process.

A sampling of differentiated curricula employed includes the following units developed by the Center for Gifted Education, The College of William and Mary.

### K-12 Advanced and Accelerated Instructional Options for GIA and SAA

Grades K-5	GIA- SAA (English-Mathematics)
	Mini Economy (VCU)
	The College of William & Mary Curriculum Units
	Boston Museum of Science Engineering is Elementary Curriculum Units
	University of Denver Ricks' Center for Gifted Education Units
	Children's Engineering
	Project M <sup>3</sup> – Mentoring Mathematical Minds
	Project M <sup>2</sup> - Mentoring Young Mathematicians
	Code.Org
	Philosophical Chairs
	Thinker Math
	Hands on Equations
	Literature Circles
	Words Their Way
	Socratic Seminar
	Debates
	Independent Studies
	Mock Trials

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	Stories with Holes
	Perplexors
	Analogies
	Sequences
	Spatial Reasoning
	Lego Robotics
	Snap Circuits
	Yale National Initiative Civil Rights Unit
	Singapore Math
	Stock Market Game (VCU)
	Scholastic Chess
	Multiage Differentiated Curriculum
	Independent Study
<b>Grades 6-8</b>	W&M Units
	Boston Museum of Science Engineering Everywhere Units (EE units)
	Novel Studies
	Comparative Literature
	Historical Connections
	Bridge Building
	Stock Market
	Independent Study
	Psychology for Teens
	Philosophy for Teens
	Crime Scene Investigations
	Writer's Workshop
	Socratic Seminar
<b>Grades 9-12</b>	Independent Study
	Inquiry Based Learning
	Problem Based Learning
	Research and Production
	Mentoring with Community Professionals
	Accelerated Content

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

**POLICY 5-1.1 EDUCATIONAL PHILOSOPHY**

The chief responsibility of the School Board of the City of Richmond is to provide high quality education for its pupils such that they develop attitudes and acquire skills necessary for lifelong learning, responsible citizenship and participation in a democratic society. Sound educational goals also must provide opportunities for children of all races to associate on equal terms in the public schools, as do children of various religions and national origins.

The purpose of schooling must be to transmit knowledge and to transmit that knowledge into desirable action. This concept emphasizes the fact that the development of rational powers is essential to important educational outcomes, which include vocational competence, strong moral character, deep spiritual values, love of home and country, respect for duly constituted authority, general concern and thoughtful consideration for the welfare and rights of others, willingness to act in the interest of the general welfare, a disciplined approach to the varied responsibilities of life, and a desire to improve in those competencies essential to effective personal and community life.

Therefore, the School Board has adopted a Pupil Progress Policy that addresses, but is not limited to, the following core areas: (1) curricular offerings; (2) early needs assessment; (3) special needs populations; (4) accelerated instructional programs; (5) summer school; (6) adult education; (7) standards for promotion; (8) intensive educational assessment; (9) grading policies; (10) learning environment; (11) pupil learning; (12) graduation criteria; (13) attendance policy; (14) homework policy; (15) evaluation of instruction; and (16) increased school involvement.

This policy incorporates standards for accrediting public schools in Virginia, which apply to common division and state expectations for pupil's achievement and progress.

**LEGAL REFERENCE:** Virginia Administrative Code, 8 VAC 20-130-10, et seq. Adopted September 7, 2010

**POLICY 5-1.2 INSTRUCTIONAL GOALS AND OBJECTIVES**

The School Board of the City of Richmond shall develop and implement a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related 4 technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to,

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music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

The School Board shall also implement:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success;
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research based;
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula;
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03;
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law;
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs;
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning;
8. adult education programs for individuals functioning below the high school completion level;
9. plan to make achievements for students who are educationally at risk a division wide priority that shall include procedures for measuring the progress of such students;
10. an agreement for postsecondary degree attainment with a community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement shall specify the credit 5 available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher;
11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, career and technical education programs, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to

## **Richmond City Public Schools**

complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma;

12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs;
13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students;
14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level;
15. a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the School Board;
16. a program of student services for grades kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development;
17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program; and a program of instruction in each government course in the school division on all information and concepts in the civics portion of the U.S. Naturalization test.

### **Reporting**

The School Board, through the school principals and the division superintendent, will make such annual reports to the Virginia Board of Education as are required for accreditation.

### **Accreditation**

The School Board will review the accreditation status of each school in the school division annually in a public session of a School Board meeting.

### **Annual Notices**

At the beginning of each school year, RPS will provide to its pupils' parents or guardians:

1. the learning objectives developed in accordance with the Standards of Accreditation to be achieved at their child's grade level, or, in high school, a copy of the syllabus for each of their child's courses;
2. the Standards of Learning applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing;
3. an annual notice to pupils in all grade levels of all requirements for Board of Education approved diplomas; and

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4. the School Board's policies on promotion, retention, and remediation. The superintendent will certify to the Department of Education that the notice required by this policy has been given.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-253.13:1(C), 22.1- 253.13:3; 22.1-253.13:4; Virginia Administrative Code, 8 VAC 20-131-280, 8 VAC 20-131-290.

Adopted September 7, 2010 Revised/Adopted August 15, 2016 Revised/Adopted August 21, 2017

### **Policy 5-3.9 Program for Gifted Pupils, Advanced Placement Classes and Special Programs**

#### **Generally**

Educational opportunities appropriate to the exceptional abilities of gifted pupils will be provided. Every pupil in RPS shall be given the opportunity to realize his/her potential through an array of appropriately engaging and challenging educational experiences. Gifted pupils require a differentiated educational program in order to maximize the development of their special abilities.

#### **Screening and Identification**

Richmond Public Schools shall use a uniform procedure with multiple criteria for early screening and identification of gifted and accelerated-learning pupils in all populations, as prescribed by the Virginia Board of Education. Richmond Public Schools shall use four or more of the following criteria for determining giftedness:

- assessment of appropriate pupil products, performance, or portfolio;
- record of observation of in-class behavior;
- appropriate rating scales, checklists, or questionnaires;
- individual interview;
- individual or group achievement tests;
- record of previous accomplishments (such as awards, honors, grades, etc.); and
- additional valid and reliable measures or procedures.

Procedures for the early and ongoing identification of gifted and accelerated-learning pupils beginning with kindergarten and placement at grades two through secondary graduation in at least one of the four defined areas of giftedness:

1. general intellectual ability;
2. specific academic aptitudes;
3. visual and performing arts; and
4. technical and practical arts.

Referrals for giftedness screening may be submitted by school personnel, parents or legal guardians, other persons of related expertise, peer referral and self-referral of those pupils believed to be gifted. Pertinent information, records, and other performance evidence of referred pupils will be examined by a building level or division level Identification/Placement Committee.

#### **Appeals**

Richmond Public Schools shall maintain a division review procedure for pupils whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee.

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### **Reporting**

The School Board shall submit a plan for approval and an annual report of the RPS Program of Gifted Education to the Virginia Department of Education as prescribed by the Virginia Board of Education.

### **Local Advisory Committee: Gifted Advisory Council (GAC)**

The School Board supports the development of an appropriately differentiated educational program for gifted pupils in order to facilitate the fullest development of their potential. The School Board shall establish a local advisory committee (GAC) for the gifted education program. Annually, the committee shall review the gifted education program, including any revisions to the program. The committee shall also determine the extent to which the program for the previous year was implemented by the division. The comments and recommendations of the committee shall be provided in writing through the division superintendent or his/her designee to the School Board.

### **Programming**

#### **Elementary**

Special provisions shall be made for developing the talents of gifted and accelerated learning for children in collaboration with the regular program in the elementary schools.

#### **Secondary**

Secondary schools shall provide advanced placement programs and other special courses for gifted and accelerated-learning pupils wherever possible. Richmond Public School pupils and their parents shall be notified of the availability of dual enrollment and advanced placement classes, Early College Academy and the Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low income pupils 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 pupils and their parents.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1; Virginia Administrative Code, 8 VAC 20-40-10 through 8 VAC 20-40-60.

Adopted September 7, 2010

Revised/Adopted June 18, 2012

### **POLICY 5-3.16 ACCOUNTABILITY FOR INSTRUCTIONAL PROGRAMS**

The School Board directs that the division superintendent or his/her designee develop and implement a program accountability, review, monitoring and evaluation system to assess the effectiveness of educational programs. This system shall include a plan and schedule for evaluating the division's instructional programs. To that end, all new and existing programs shall include a program evaluation component that focuses on pupil outcomes. Accountability results shall be reviewed and programs will be continued, modified or eliminated based on the results.

Ad hoc evaluations of programs shall be approved and separately funded by the School Board.

**LEGAL REFERENCE:** None Adopted September 7, 2010

## **POLICY 5-4.3 GRADUATION AND SOL REQUIREMENTS**

### **Standards of Learning (SOL), End-of-Course Tests, and Verified Credits**

#### **Generally**

The Commonwealth of Virginia has established a set of K-12 subject-area SOLs with corresponding end-of-course SOL tests. All pupils enrolled in a grade eight course are required to take a corresponding SOL test in the spring. In addition, all middle and high school pupils enrolled in applicable high school credit-bearing courses are required to take corresponding end-of-course tests.

#### **Remediation**

Remediation opportunities (during and after school and summer school) will be provided for pupils failing one or more of the SOL tests. Pupils and parents should check with principals in selecting appropriate programs.

#### *Earning a Verified Credit*

Pupils who pass a course and achieve a passing score on an end-of-course test are awarded a verified unit of credit in that course. A verified credit is defined as 140 clock hours of instruction, successful completion of the course requirements, and the achievement of a passing score on the SOL test for that course or on a substitute assessment. The Virginia Board of Education has established the number of standard credits and verified credits required for the Standard Diploma and for the Advanced Studies Diploma.

#### **Sequential Electives**

Beginning with the graduating class of 2003, at least two sequential electives are required for the Standard and Modified Standard Diplomas. Guidelines are as follows:

1. Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
2. Courses used to satisfy the one unit of credit in a fine or practical art may be used to partially satisfy this requirement.
3. An exploratory course followed by an introductory course may not be used to satisfy the requirement.
4. An introductory course followed by another level of the same course of study may be used.
5. Sequential electives do not have to be taken in consecutive years.

#### **Limited English Proficiency**

Participation in SOL testing by pupils identified as Limited English Proficiency (LEP) will be guided by a school-based committee convened to make such determinations. In kindergarten through eighth grade, LEP pupils may be granted a one-time exemption from SOL testing in each of the four core areas. Pupils with disabilities for whom participation in the SOL testing program is deemed inappropriate according to their IEP or 504 Plan will be expected to demonstrate proficiency on an alternative assessment prescribed by the Virginia Board of Education in accordance with federal laws and regulations.

#### **Retaking SOL Assessments**

Eligible pupils may qualify for an expedited retake of an end-of-course SOL assessment to earn a verified credit where the pupil meets the criteria established by the Virginia Board of Education.

Under the criteria established by the Virginia Board of Education, the pupil must:

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1. need the SOL test for verified credit; and
2. have passed the course associated with the test, and one of the following:
  - a. failed the SOL test by a narrow margin;
  - b. failed the SOL test by any margin and have extenuating circumstances that would warrant re-testing; or
  - c. did not sit for the regularly scheduled SOL test for legitimate reasons.

For purposes of these criteria, a "narrow margin" is defined as a scaled score of 375-399. The division superintendent or his/her designee shall be responsible for making the determination of what constitutes "extenuating circumstances" and "legitimate reasons" for purposes of an expedited re-test of an end-of-course SOL assessment.

### **Transfer Pupils**

A secondary school shall accept credits received from other accredited secondary schools, including summer schools, special sessions, schools accredited through the Virginia Council for Private Education, and educational programs operated by the Commonwealth of Virginia. Credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted. Course credits earned for online courses taken in the Department of Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of the standards for accreditation.

Records of transferred pupils shall be sent directly to the school receiving the pupil upon request of the receiving school in accordance with the provisions of the "Management of the Pupil's Scholastic Records in Virginia."

### **Notice of Credits Needed for Graduation and of the Right to a Free Public Education**

The School Board will notify the parent(s) or guardian(s) of rising eleventh and twelfth grade pupils of:

1. The number and subject area requirements of standard and verified units of credit required for graduation pursuant to the Standards of Accreditation; and
2. The remaining number and subject area requirements of such units of credit the individual pupil requires for graduation.

The School Board will notify the parent(s) or guardian(s) of pupils who fail to graduate or who fail to achieve the number of verified units of credit required for graduation as provided in the Standards of Accreditation and who have not reached 20 years of age on or before August 1 of the school year of the right to a free public education. If the pupil who does not graduate or achieve such verified units of credit is a pupil for whom English is a second language, the School Board will notify the parent(s) or guardian(s) of the pupil's opportunity for a free public education in accordance with Virginia Code § 22.1-5.

The School Board will notify the parent(s) or guardian(s) of pupils with disabilities who have an IEP and who fail to meet the requirements for a standard or advanced studies diploma of the pupil's right to a free and appropriate education to age 21, inclusive, pursuant to Virginia Code § 22.1-213, et seq., and the Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1400, et seq.

### **Graduation Requirements**

In order to graduate from RPS with a diploma or other certificate, a pupil must meet all applicable requirements set forth in the Standards of Accreditation (SOA), Standards of Quality (SOQ), and RPS policies and procedures.

### **Diploma Options**

The requirements for a pupil to earn a diploma are those in effect when he/she enters ninth grade for the first time. The available diploma options are as follows:

1. Standard Diploma;
2. Advanced Studies Diploma and
3. Applied Studies Diploma

### **Other Certificates**

The available certificate options are as follows:

1. General Educational Development Certificate; and
2. Certificate of Program Completion.

A definition of each type of available diploma and certificate option are listed below from the RPS' Program of Studies Guide.

### **Diploma Seals**

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. VDOE makes available to local school divisions the following seals:

#### **Governor's Seal**

Awarded to students with an Advanced Studies Diploma with an average grade of "B" or better who successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB) Cambridge, or Dual Enrollment courses.

#### **Board of Education Seal**

Awarded to students who complete requirements for a Standard or Advanced studies diploma beginning with the 9<sup>th</sup> grade class of 2006-2007 and beyond with an average grade of "A".

#### **Board of Education's Career and Technical Education Seal**

Awarded to students who earns a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" average in those courses; or (i) pass an examination or occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

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### **Board of Education's Advanced Mathematics and Technology Seal**

Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a “B” average or better; and either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; or (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

### **Board of Education's Excellence in Civics Education Seal**

Awarded to students who meet each of the following criteria: Satisfy the requirement to earn a Modified Standard Diploma, a Standard Diploma or an Advanced Studies Diploma; Complete Virginia & United States History and Virginia & United States Government courses with a grade of “B” or higher; Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General assembly; participating in school-sponsored extracurricular activities that have civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement; and have good attendance and no disciplinary infractions as determined by local school board policies.

### **Board of Education's Seal of Biliteracy**

Awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course
- Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.
- Local school divisions may award other diploma seals or awards for exceptional academic, CTE, citizenship or other exemplary performance in accordance with criteria defined by the local school board. The design, production and use of those seals are the responsibility of the local school boards awarding the seal.

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### Virginia Board of Education Diplomas:

1. **Standard Diploma:** The Virginia Board of Education Seal on a 22-credit diploma requires an “A” average.
2. **Advanced Studies Diploma:** Pupils with an average of “B” or better who successfully complete college-level coursework that will earn the pupil at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or Dual Enrollment courses shall receive the Governor’s Seal on his/her diploma.
3. **Standard or Advanced Studies Diploma:** The Virginia Board of Education’s Career and Technical Education Seal will be awarded to pupils who complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a “B” average in those courses; or (i) pass an examination in a career and technical education concentration or specialization that confers certification from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.
4. **Standard or Advanced Studies Diploma:** The Virginia Board of Education’s Seal of Advanced Mathematics and Technology will be awarded to pupils who (i) satisfy all of the Mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II, two verified units of credit) with a “B” average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Virginia Board of Education that confers college-level credit in a technology science area.
5. **Standard or Advanced Studies Diploma:** The Virginia Board of Education’s Seal for Excellence in Civics Education will be awarded to pupils who earn either a Standard or Advanced Studies Diploma and: (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of “B” or higher; and (ii) have good attendance and no disciplinary infractions as determined by School Board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or a similar youth organization; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State or Model General Assembly; or (e) participating in school-sponsored extracurricular activities.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-213, et seq., 22.1-253.13:1, 22.1-253.13:4, 22.1-254, 22.1-254.2, 22.1-254.02; Virginia Administrative Code, 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-60, 8 VAC 20-131-70, 8 VAC 20-131-110, 8 VAC 20-680-10, 8 VAC 20-680-20; Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1400, et seq.

The 2016-2017 Richmond Public Schools Programs of Studies

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## Advanced Studies Diploma

**Course and Assessment Requirements** - To graduate with an Advanced Studies Diploma, a student must earn at least **26 standard units of credit**, depending on when he or she entered ninth grade, and at least **nine verified units of credits** by passing end-of-course SOL tests or other assessments approved by the Board of Education.

**Additional Requirements - Beginning with students entering ninth grade for the first time in 2013-2014**, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

**Beginning with first-time ninth-grade students in 2016-2017**, students shall be trained in emergency first aid, CPR, and the use of AEDs, including hands-on practice of the skills necessary to perform CPR.

Discipline Area	Standard Credits: effective with first- time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first- time ninth graders in 2011-2012 and beyond	Verified Credits: effective with ninth graders in 2000-2001 and beyond
English	4	4	2
Mathematics <sup>1</sup>	4	4	2
Laboratory Science <sup>2</sup>	4	4	2
History & Social Sciences <sup>3</sup>	4	4	2
Foreign Languages	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
Electives	2	3	
Student Selected Test <sup>5</sup>			1
Total <sup>6</sup>	24	26	9

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- <sup>1.</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board may approve additional courses to satisfy this requirement. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least three different course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.
- <sup>2.</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve courses to satisfy this requirement. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.
- <sup>3.</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either World History or Geography or both. The Board may approve additional courses to satisfy this requirement. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U. S. and Virginia History, U. S. and Virginia Government, and two courses in either World History or Geography or both. The Board shall approve courses to satisfy this requirement.
- <sup>4.</sup> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
- <sup>5.</sup> **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, or other areas as prescribed by the Board in 8 VAC 20-131-110. **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.
- <sup>6.</sup> Students shall successfully complete one virtual course, which may be noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

## **Electives**

### **Fine Arts and Career and Technical Education**

The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

### **World Language**

The Advanced Studies Diploma contains a requirement for either three years of one world language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for world language credit toward an Advanced Studies Diploma; other world languages will satisfy this requirement as well. Details of this action are available in: [Superintendent's Memo](#), Interpretive, #1, June 12, 1998.

Information regarding Graduation Requirements can be found at

<http://www.doe.virginia.gov/instruction/graduation/index.shtml>

Adopted September 7, 2010

**POLICY 5-6.2**

**PUPIL EVALUATION AND GRADING**

**Generally**

The purpose of this policy is to establish a uniform grading system for report cards and permanent records.

**Grading and Class Rank**

A student's grade point average (GPA) and class rank shall be computed for the following purposes: (1) to determine honor graduates; (2) to determine if a student is eligible for the diploma seal awarded by the Virginia Board of Education; (3) to communicate to college admissions offices and other agencies designed by the student and/or parent; and (4) to determine the valedictorians and salutatorian(s) for the graduating class.

Class rank will be determined by assigning the student with the highest GPA the rank of number one (1); the second highest, the rank of number two (2), etc. In cases where more than one student has the same numerical average, all students with the average will be given the same rank. The next highest average will assure the next rank position.

Example:

**Student No. 1 – 3.9880 Rank 1**

**Student No. 2 – 3.9880 Rank 1**

**Student No. 3 – 3.8972 Rank 2**

**Student No. 4 – 3.8972 Rank 2**

The student with the next highest average will have the rank of three (3) in the class. Students are ranked numerically, in descending order, according to GPA at the end of each high school year in grades 9 through 11 and at the end of the first semester of the senior year. All credit bearing courses will be used to compute the GPA and class rank. High school classes taken in middle school shall also be included in the computation. Courses with the letter grade of "I" or "P" and courses specifically flagged for exclusion (i.e., "pseudo" courses used for scheduling such as "Leave Early", "Media Assistant," etc.) are excluded from GPA calculation. GPA and class rank are reported to colleges and universities on a 4.0 scale at the end of grade 11 and at the end of the first semester of grade 12.

Students transferring during the junior or senior year shall receive a GPA and a standing as to percentage (i.e., top 5%, top 10%, etc.) but shall not be included in the numerical ranking. The GPA is determined as follows:

$\text{Points} \times \text{Credits} = \text{Calculated Points}$

$\text{Total Calculated Points} / \text{Total Credits Attempted} = \text{GPA}$

Refer to the chart below for grading scale and grade values. Note that Honors/Dual Enrollment and Advanced Placement courses are assigned weighted values.

## **Acceleration and Honors Guidelines**

### **Acceleration**

Efforts have been made to ensure that students may access an accelerated pathway toward high school credit while in middle school without skipping *Standards of Learning*. There are multiple ways in which students may earn high school credits in middle school and points for applications submitted to specialty and Governor's schools. The criteria for placement in accelerated courses are described in this catalog.

### **Honors**

Efforts have also been made to ensure that students have access to honors course in middle and high school. These courses are for students who want to extend their thinking and challenge their abilities. The criteria for placement in honors courses are described in this catalog.

### **Identification/Placement**

Each school is responsible for establishing an Identification/Placement Committee, which will be responsible for reviewing referrals and pertinent documentation for placement into honors courses. The Identification/Placement Committee will consist of teachers, school counselors, assessment analysts, gifted program staff, school administrators, and/or others with credentials or experience in gifted education as deemed appropriate by the school principal.

### **Accelerated Courses**

Accelerated courses are designed to allow students an opportunity to accelerate through the typical core curriculum while ensuring that all standards are taught or essential knowledge and skills are met in each grade level. This occurs most commonly in Mathematics.

Students may demonstrate ability that requires them to skip content and accelerate to a higher grade level course to meet their academic needs. These students will be permitted to take a class in the next grade level based on meeting a majority of the criteria listed below for their current grade level and course sought.

### **Screening and Identification**

Richmond Public Schools shall use a uniform procedure with **multiple criteria** for screening and identification of accelerated-learning pupils in all populations, as prescribed by the Virginia Board of Education. Richmond Public Schools shall use the following criteria for determining the appropriate level of acceleration:

- Assessment of appropriate pupil evidence of learning, performance, or portfolio;
- Record of observation of in-class behavior (teacher recommendation);
- Appropriate rating scaled, checklists, or questionnaires;
- Individual interview;
- Record of previous accomplishments such as awards, honors, grades; and
- Additional valid and reliable measures or procedures.

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### Assessments

Assessments used to determine placement in honors or accelerated courses may include:

- Measures of Academic Progress (MAP)
- Standards of Learning Assessments (SOL)
- Stanford 10 Math Subtest for single or double acceleration\*

### Middle School Suggested Course Sequences\*\*

Middle School Course Sequences			
	Grade 6	Grade 7	Grade 8
English	English - Grade 6	English - Grade 7	English - Grade 8
	Honors English – Grade 6	Honors English – Grade 7	Honors English – Grade 8
Mathematics	Mathematics – Grade 6	Mathematics – Grade 7	Mathematics – Grade 8
	Honors Mathematics – Grades 6/7	Honors Mathematics – Grade 7/8	Algebra I (high school course)
	Honors Mathematics – Grade 7	Grade 7	Algebra I
		Grade 8	Algebra I
		Algebra I (high school course)	Geometry I (high school course)
Science	Grade 6 Science	Life Science	Physical Science
	Honors Grade 6 Science	Honors Life Science	Honors Physical Science
	Grade 6/Life Science	Life Science/Physical Science	Earth Science (high school course)
History and Social Science	United States History to 1865	United States 1865 to Present	Civics and Economics
	Honors United States History to 1865	Honors United States 1865 to Present	Honors Civics and Economics
Elective Options	A range of elective options including Art, Music, Career and Technical Education are offered in the middle grades.		

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High School Suggested Course Sequences by Subject\*\*

English

Diploma	Year 1	Year 2	Year 3	Year 4
<b>Standard Diploma</b>	English – Grade 9 Honors English – Grade 9	English – Grade 10 Honors English – Grade 10	English – Grade 11 Honors English – Grade 11 AP Language and Composition Dual Enrollment English	English – Grade 12 Honors English – Grade 12 AP Literature and Composition Dual Enrollment English
<b>Advanced Diploma</b>	English – Grade 9 Honors English – Grade 9 Pre-IB English – Grade 9	English – Grade 10 Honors English – Grade 10 Pre-IB English – Grade 10	English – Grade 11 Honors English – Grade 11 IB English – Grade 11 01005/AP Language and Composition Dual Enrollment English	English – Grade 12 Honors English – Grade 12 IB English – Grade 12 AP Literature and Composition Dual Enrollment English

\*\* Course sequences taken from the 2015-2016 Richmond Public Schools Programs of Studies

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## English Electives

(Note: These courses will earn students a standard elective credit but may not be used as a standard credit to satisfy an English graduation requirement.)

Course				
Writing	01102/English Composition	01103 or 01149/Advanced Composition	01104/Creative Writing	
Speaking	01151/Public Speaking	01152/Advanced Speech	01153/Debate	
Publication	11104/Publication Production/ Yearbook			
College and Career Readiness	01902/Grade 12 English Capstone	22001/College Assessments: Standardized Test Preparation		
Journalism	1101/Journalism I	1101/Journalism II	1101/Journalism III	1101/Journalism IV

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## Mathematics

(Note: The following chart offers some potential mathematics course sequences. High School Counselors and the Mathematics Instructional Specialist will provide other options a student may be interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the Mathematics Instructional Specialist.\*

Diploma	Grade 9	Grade 10	Grade 11	Grade 12
<b>Standard Diploma</b>	Algebra 1	Geometry	3135/Algebra 2	Computer Mathematics
	Algebra 1 –	Geometry	Algebra, Functions, and Data Analysis (AFDA)	Computer Mathematics
	Algebra 1	Geometry	Computer Mathematics	Algebra, Functions, and Data Analysis (AFDA)
	Algebra 1	Geometry	Algebra, Functions, and Data Analysis (AFDA)	Computer Mathematics
	Algebra I, Part 1	Algebra I, Part 2	Geometry	Algebra II
	Algebra I, Part 1	Algebra I, Part 2	Geometry	Algebra, Functions, and Data Analysis (AFDA)
	Algebra I, Part 1	Algebra I, Part 2	Geometry, Part 1*	Geometry, Part 2*
	Algebra I	Geometry, Part 1*	Geometry, Part 2*	Computer Mathematics
	Algebra I	Geometry, Part 1	Geometry, Part 2	Algebra II
<b>Advanced Diploma</b>	Algebra I	Geometry	Algebra II	AP Computer Science A
	Algebra I	Geometry	Algebra II	Algebra II and Trig (or) Mathematical Analysis (or) IB Mathematics
	Geometry	Algebra II	Mathematical Analysis (or) IB Math Studies SL 1	AP Calculus AB (or) AP Statistics (or) Dual Enrollment (or) IB Mathematics

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	3135/Algebra 2	3162/Mathematical Analysis	AP Computer Science A (or) AP Calculus AB (or) Dual Enrollment (or) IB Mathematics	AP Computer Science A (or) AP Calculus AB (or) Dual Enrollment (or) IB Mathematics
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\*This pathway is only available to students eligible for credit accommodations in mathematics. Students must complete both parts of both courses to meet minimum course requirements.

### Guidelines for High School Mathematics Placement

#### Placement in Algebra I

- Mathematics 8 grade A - D **and** Grade 8 Mathematics SOL test score greater than 400
- Mathematics 8 grade A - C **and** Grade 8 Mathematics SOL test score below 400 **and** Algebra Readiness Diagnostic Test (ARDT) score greater than 1750

#### Placement in Algebra I, Part I

- Mathematics 8 grade D or F and Grade 8 Mathematics SOL test score below 400
- Mathematics 8 grade A - C and Grade 8 Mathematics SOL below 400 and ARDT below 1750 (Other data and teacher recommendation should be considered for possible placement in Algebra I)

#### Placement in Geometry I, Part I

- Algebra 1 grade D or F and EOC Algebra 1 SOL test score below 400

Note 1 If a student is using Computer Mathematics to fulfill graduation requirements, then the student must also complete a CTE concentration which consists of two 36 week classes (or equivalent) in an approved sequence.

Note 2 Courses (one-credit) at or above the level of Algebra 2 include Algebra 2, AP Computer Science, Probability and Statistics, AP Statistics, Mathematical Analysis, AP Calculus, and the Mathematics Capstone course (currently in development).

Note 3 After Algebra 2, students in this pathway should be enrolled in Mathematical Analysis and subsequently in AP Calculus.

#### **Mathematics Electives**

(Note: These courses will earn students a standard elective credit but may not be used as a standard credit to satisfy a Mathematics graduation requirement.)

Foundations of Algebra	SAT Prep
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## Science

(Note: The following chart offers some potential Science course sequences. High School Counselors and the Science Instructional Specialist will provide other options a student may be interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the Science Instructional Specialist.\*

Diploma	Year 1	Year 2	Year 3	Year 4
<b>Standard Diploma</b> (Note: The Standard Diploma requires three (3) standard credits from two (2) science disciplines.)	Earth Science I	Biology I	Chemistry I	Physics I
	Earth Science I, Part I*	Earth Science I, Part II*	Biology I	Biology II: Ecology 4340 or Earth Science II: Astronomy
	Biology I	Biology II: Anatomy/Physiology or Biology II: Genetics	Chemistry I	Physics I
	Biology I, Part I*	Biology I, Part II*	Earth Science I	Chemistry I
	Earth Science I	Biology I	Earth Science II: Astronomy	Physics I
	Biology I	Biology II: Ecology	Earth Science I	AP Environmental Science
<b>Advanced Studies Diploma</b> (Note: The Advanced Studied Diploma requires four (4) standard credits from three (3)	Earth Science I	Biology I	Chemistry I	Physics I
	Biology I	Chemistry I	Physics I or AP Physics 1	AP Biology or AP Chemistry or Dual Enrollment (DE) Biology or DE Chemistry
	Biology I	Biology II: Anatomy/Physiology or Biology II: Genetics	Chemistry I	Physics I

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<b>science disciplines.)</b>	Biology I	Chemistry I	AP Physics 1 or DE Biology or DE Physics or IB Biology SL/HL 1 or IB Physics SL 1 or IB Environmental Systems and Societies SL 1	AP Biology <b>or</b> AP Chemistry <b>or</b> Biology II: Anatomy/Physiology 4330 <b>or</b> Biology II: Genetics 4350 <b>or</b> IB Biology SL/HL 2 <b>or</b> IB Physics SL 2 <b>or</b> IB Environmental Systems and Societies SL 2
	Physics I	Biology I	Chemistry I	AP Biology <b>or</b> AP Chemistry <b>or</b> Biology II: Anatomy/Physiology <b>OBiology II: Genetics</b>

\*This pathway is only available to students eligible for credit accommodations in science. Students must complete both parts of both courses to meet minimum course requirements.

## History and Social Science

(Note: The following chart offers some potential History/Social Science course sequences. High School Counselors and the History/Social Science Instructional Specialist will provide other options a student may be interested in pursuing that are not on the chart below. All sequences not listed on this chart must be authorized by the History/Social Science Instructional Specialist.\*

\* The honors level course is an option for this course.

Diploma	Grade 9	Grade 10	Grade 11	Grade 12
<b>Standard Diploma</b>	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
	World History and Geography to 1500 AD (CE)*	United States and Virginia History, Part I*	United States and Virginia History, Part II*	Government*
	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
	World Geography*	World History and Geography to 1500 AD (CE)*	United States and Virginia History*	Government*
	World Geography*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History*	Government*
<b>Advanced Studies Diploma</b>	World History and Geography to 1500 AD (CE)*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History 2360* or AP United States History	Government 2440* or AP Government & Politics: United States
	World History and Geography to 1500 AD (CE)*	World Geography*	United States and Virginia History 2360* or AP United States History	Government 2440* or AP Government & Politics: United States

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	World Geography*	World History and Geography to 1500 AD (CE)*	United States and Virginia History* or AP United States History	Government* or AP Government & Politics: United States
	World Geography*	World History and Geography: 1500 AD (CE) to the Present*	United States and Virginia History* or AP United States History	Government* or AP Government & Politics: United States
	World History and Geography: 1500 AD (CE) to the Present*	Government*	IB History HL 1	IB History HL 2

\* The honors level course is an option for this course.

## **College and Career Ready Programs**

### **RVA Future Centers**

The Centers are located in each comprehensive high school in collaboration with the school counseling department. The RVA Future Centers offer meaningful nonfinancial and financial support to RPS students, before, during, and after graduation to enhance educational and economic success. Future Centers help students identify college and career opportunities that fit their interests and abilities while focusing on the needs of the market. The RVA Future center is collaboration between Richmond Public Schools, City of Richmond, and RPS Education Foundation.

### **Advanced Placement<sup>®</sup> Program**

The Advanced Placement (AP) Program, sponsored by the College Board, gives students the opportunity to pursue college-level studies while still in high school and to possibly receive college credit. Courses offered are designated “AP” in the course descriptions. The curriculum of an AP course is challenging and requires more effort and homework on the part of the student than a standard or honors course. Students develop critical thinking skills, fluent writing abilities, problem-solving skills, and expertise in absorbing masses of material. They learn to deal with strenuous traditional academic settings and ultimately achieve at levels they never imagined possible. Students are required to take the Advanced Placement Exam.

### **Early College Academy (ECA)**

The Reynolds Early College Academy (ECA) provides high school students the opportunity to earn an associate degree while completing the requirements for their high school diploma. A sample student course sequence is included below. Students will apply to ECA in 10th grade and take the required college coursework for the associate degree during the 11th and 12th grade at the Downtown Campus for J. Sargeant Reynolds.

### **Dual Enrollment**

Richmond Public Schools has an agreement to offer college-level courses on campus at J. Sargeant Reynolds or at the high school location. All high school students who have been approved to participate may receive both high school and college credit for any courses needed to fulfill requirements for the high school diploma. Tuition for these courses will be paid by Richmond Public Schools. These students may not register for developmental courses or for health and physical education courses. Students must complete the [JSR Dual Enrollment course form](#) to participate.

### **Concurrent Enrollment**

High school juniors and seniors may be permitted to enroll in college level courses prior to graduating from high school. In addition, students at the freshman and sophomore level must have permission from the Reynolds college president prior to enrolling. The [Concurrent Enrollment Form](#) must be signed by the parent or legal guardian and the principal or designee for each requested semester or term. Individual families are responsible for all tuition, books, and fees associated with concurrent enrollment courses.

### **ECA Requirements**

In keeping with the VA Plan for Dual Enrollment and JSRCC Admission Standards all students, regardless of course request, must minimally score at the Ability-to-Benefit level on the [J. Sargeant Reynolds Placement Test](#) in order to be eligible to participate in dual enrollment offerings. Students must also complete a [Dual and Concurrent Enrollment In-state tuition request](#).

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### EARLY COLLEGE ACADEMY COURSEWORK

	Grade 9	Grade 10	Grade 11			Grade 12	
	Yearlong	Yearlong	Fall	Spring	Maymester	Fall	Spring
English	English 9	English 10	English 111*	English 112*	n/a	English 242*	English 244*
Science	Honors Biology or Honors Earth Science	Honors Biology or Honors Chemistry	Biology II, Chemistry II, Earth Science II, Physics, or AP Science			Bio 101*	Bio 102*
History	World History I; World History II; World Geography	World History I; World History II; World Geography	HIS 121*	HIS 122*	n/a	PLS 211*	PLS 212*
World Language	WL Level I or Higher	WL Level II or Higher	SPA 101*	SPA 102*	SPA 102*	n/a	n/a
Health & PE	9 Health & PE	10 Health & PE	Elective/Study Hall		HLT 115*	Elective/Study Hall	
Arts	Sequential Elective I	Sequential Elective II	Elective/Study Hall		ITE 115*	Elective*	Elective*
Mathematics	Algebra I	Geometry or Algebra II	Math Lab*	MTH 163* or MTH 170*	n/a	Math 270* or Math 240*	n/a

\*Denotes courses taken at JSR Downtown Campus. All other courses taken through serving high school

Note - Honors courses in 9th and 10th grade are recommended, not required

## Thomas Jefferson High School IB Programme

### Enrollment requirements:

Thomas Jefferson students living in-zone or attending TJHS through open enrollment: Zoned or open enrollment students who wish to qualify to participate in the full IB Diploma Programme in 11<sup>th</sup> grade are encouraged to apply to the IB Middle Years Programme in 9<sup>th</sup> grade for early identification and attention to the selection of coursework that will fill all prerequisites. All 9th and 10th grade courses at Thomas Jefferson are IB Middle Years courses taught using IB methodology and assessment measures. Students in good standing attending Thomas Jefferson High School through the IB application process matriculate to the IB Diploma Programme in the 11<sup>th</sup> grade. Zoned and open enrollment students in the 11<sup>th</sup> and 12<sup>th</sup> grades at Thomas Jefferson may elect to take DP coursework for one or more courses depending upon their strengths and fulfillment of the prerequisites. Out-of-zone students who have applied to the IB programme work toward maintaining a full diploma schedule. Students must maintain good standing in their DP courses to matriculate from the first to the second year of the program.

### Information for Students Applying to the IB Diploma Programmes

#### Entry for 9th Grade

(Middle Years Programme)

*Preferred prerequisite coursework:* To enter the IB Middle Years Programme at 9<sup>th</sup> grade and be on track for the full IB Diploma, it is helpful for students to have coursework completed in **Algebra I, Earth Science, and Spanish**. However, IB options are available if students have not had this coursework.

## 9<sup>th</sup> Grade Coursework and Additional Requirements

8 required subject groups; preliminary coursework to enter 11<sup>th</sup> grade as a Full Diploma student

Honors English 9

Biology

World History II

Mathematics (Geometry or Algebra II)

Arts (Music or Visual Arts)

Spanish (I, II, III, or IV)

Health and PE 9

CTE elective (Students may take any CTE elective offered that fits their schedule)

### Additional IB Requirement for 9<sup>th</sup> Grade

Community Service requirement = 30 hours of documented service / due May 1

- If students have not had Algebra I before entering 9th grade, they may still enroll and take Algebra I. However, if the student wishes to qualify to be a full diploma candidate taking DP math by 11th grade, then he or she will need to take summer school for Geometry between 9th and 10th grades. Then the student must take and pass Algebra II in 10th grade. Otherwise, the student will become a Diploma Programme courses student at 11th grade.
- If additional science credits are needed, the student can also take Earth Science through summer school.

## Entry for 10th Grade

(Middle Years Programme)

*Prerequisite coursework:* Students need to have completed the above coursework successfully.

## 10<sup>th</sup> Grade Coursework and Additional Requirements

8 required subject groups; preliminary coursework to enter 11<sup>th</sup> grade as a Full Diploma student

Honors English 10

Chemistry

Government

Algebra II or Honors Advanced Algebra/Trigonometry with a prerequisite of Algebra II

Arts (Music or Visual Arts)

Spanish (II, III, IV, or V)

Health and PE 10

Economics and Personal Finance

### Additional IB Requirements for 10<sup>th</sup> Grade

Community Service requirement = 30 hours of documented service / due May 1

Personal Project

*Maintaining Successful Progress in the Middle Years Programme:* To remain in the IB Programme, students must maintain their grades with at least C grades. Two D grades or one F grade for any marking period will place a student in Academic Intervention status. Students are expected to improve grades by taking advantage of any tutoring opportunities and improving study habits in order to quickly regain student in good standing

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status. In addition, students are expected to complete 30 hours of service each year (grades 9 & 10). To be eligible for Diploma Course offerings, students must maintain grades and make progress toward meeting Virginia Advanced Studies Diploma requirements and prerequisites for DP coursework.

For those students who, for various reasons, struggle with the full course load for the cohort and are repeatedly in Academic Intervention, decisions are made in consultation with students and their families on a case-by-case basis about the possibility of success in IB programmes. If academic progress is insufficient to the point of not meeting requirements for graduation or not allowing for a minimum of four DP courses, then a student is removed from the cohort and returned to his or her zoned high school.

Every effort is made to intervene and correct student performance early and empower students to succeed. It is the expectation that students will not only pass, but will thrive in their courses. Students are encouraged to attend summer school for any course that they have not successfully completed for verified credit. It is recognized that some capable students will struggle with particular course requirements and need summer school options in order to remain on track for graduation and for the Diploma Programme through full diploma or courses options.

### **Entry for 11th Grade - (Year One of the Diploma Programme)**

IB Diploma Programme courses are limited to students in 11<sup>th</sup> and 12<sup>th</sup> grade. All DP courses are taught over two years. Students may not take two levels of the same course (i.e. Spanish SL and Spanish HL).

*Students matriculating to the Diploma Programme from the Middle Years Programme:* Cohort students in good standing and pursuing the full IB Diploma choose from the course options in the table below for 11th and 12th grade coursework. They select three courses at Higher Level (HL) and three at Standard Level (SL). They also take the Theory of Knowledge course to fill DP core requirements. In addition, students may choose an available elective or a study hall.

*Students applying to the IB Diploma Programme starting in 11th grade:* 11<sup>th</sup> grade application students must have earned adequate course credit to fit a minimum of four Diploma Programme courses into their 11<sup>th</sup>- and 12<sup>th</sup>-grade schedules while completing all requirements for the Virginia Advanced Studies Diploma. Students in this group will take a minimum of three courses from Groups 1-6 and Theory of Knowledge. Diploma Programme courses currently offered and their prerequisites are listed in the following table:

*Maintaining Successful Progress in the Middle Years Programme:* To remain in the IB Programme, students must maintain their grades with at least C grades. Two D grades or one F grade for any marking period will place a student in Academic Intervention status. Students are expected to improve grades by taking advantage of any tutoring opportunities and improving study habits in order to quickly regain student in good standing status. In addition, students are expected to complete 30 hours of service each year (grades 9 & 10). To be eligible for Diploma Course offerings, students must maintain grades and make progress toward meeting Virginia Advanced Studies Diploma requirements and prerequisites for DP coursework.

Diploma Programme (DP) Course	Prerequisite
HL = Higher Level	Generally, DP students have already completed Economics and

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<p>SL = Standard Level</p> <p>All DP courses are taught over two years. Students must be in 11<sup>th</sup> or 12<sup>th</sup> grade to enroll in a DP course.</p>	<p>Personal Finance and the 2-year P. E. requirement before entering the Diploma Programme. These and other requirements for the Virginia Advanced Studies Diploma must fit into a student's 2-year DP Plan if they have not been met prior to the 11<sup>th</sup> grade.</p>
<b>Group 1: Language and Literature</b>	
IB-DP English SL I	H1140 Honors English – Grade 10 or equivalent; passing score on EOC Writing SOL.
IB-DP English HL I	H1140 Honors English – Grade 10 or equivalent; passing score on EOC Writing SOL Test.
<b>Group 2: Acquired Language</b>	
IB-DP Language <i>ab initio</i> SL I (French or Japanese)	At least 2 years of successful study of another foreign language with high school credit.
IB-DP Spanish SL I	5520 Spanish II or equivalent.
IB-DP Spanish HL I	5530 Spanish III or equivalent.
<b>Group 3: Individuals and Society</b>	
IB-DP History HL I	<p>2 years of successful study of high school social studies, to include H2216 Honors World History and Geography: 1500 A.D. to the Present or equivalent and a passing score on the accompanying SOL test.</p> <p>Students will fill requirements for and take the VA/US History SOL in year 1 of DP History HL. Students who have not taken VA/US Government before entering the Diploma Programme will be required to meet this Virginia State requirement concurrently with their DP History studies.</p>
<b>Group 4: Sciences</b>	
IB-DP Biology SL I	H4310 Biology I Honors or equivalent with a passing SOL score.
IB-DP Biology HL I	H4310 Biology I Honors or equivalent with a passing SOL score.
IB-DP Physics SL I	3135 Algebra II or equivalent with passing SOL scores and concurrent enrollment in IB3196 IB Math Studies SL I or equivalent.
IB-DP Environmental Systems and Societies SL I	4210 Earth Science or equivalent with a passing SOL score and 4310 Biology or equivalent with a passing SOL score.

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<b>Group 5: Mathematics</b>	
IB-DP Math Studies SL I	3135 Algebra II or equivalent with passing SOL scores
<b>Group 6: The Arts</b>	
IB-DP Music SL I	9233 Intermediate Band or equivalent.
IB-DP Visual Arts SL I	9130 Art II / Intermediate or equivalent.
IB-DP Visual Arts HL I	9130 Art II / Intermediate or equivalent.
<b>DP Core</b>	
IB-DP Theory of Knowledge I	Required course for all Full Diploma and DP Courses students.
Creativity, Activity, Service	Required student-selected extracurricular experiences spanning 18 consecutive months (September of junior year to April of senior year) for all Full Diploma and DP Courses students.
Extended Essay	Requirement for all Full Diploma students and strongly recommended for students in the DP Courses cohort.

For those students who, for various reasons, struggle with the full course load for the cohort and are repeatedly in Academic Intervention, decisions are made in consultation with students and their families on a case-by-case basis about the possibility of success in IB programmes. If academic progress is insufficient to the point of not meeting requirements for graduation or not allowing for a minimum of four DP courses, then a student is removed from the cohort and returned to his or her zoned high school.

Every effort is made to intervene and correct student performance early and empower students to succeed. It is the expectation that students will not only pass, but will thrive in their courses. Students are encouraged to attend summer school for any course that they have not successfully completed for verified credit. It is recognized that some capable students will struggle with particular course requirements and need summer school options in order to remain on track for graduation and for the Diploma Programme through full diploma or courses options.

*Maintaining Successful Progress in the Diploma Programme:* Students must maintain good grades in both years of their DP coursework. Full Diploma students with two grades of D or one grade of F in their DP coursework and DP Courses students with one grade of D or F in a DP course at the end of any marking period are in Academic Intervention status. Grades must be brought up immediately to at least a C to regain good academic standing. DP students whose final grades at the end of 11<sup>th</sup> grade still place them in Academic Intervention status may not be eligible to continue to the second year of the courses in which they earned a grade of D or F. As a result, students may be moved from a Full Diploma to a DP Courses status or may be required to return to their zoned school for 12th grade if they are ineligible to continue in at least three DP courses and Theory of Knowledge.

### **Entry for 12th Grade - (Year One of the Diploma Programme)**

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Because 12<sup>th</sup> grade coursework is the continuation of courses begun in 11<sup>th</sup> grade, students are not accepted as new IB students in 12<sup>th</sup> grade unless transferring a high school in which they were in an IB programme.

Full Diploma students continue with their chosen 3 HL courses, 3 SL courses, and core requirements: Theory of Knowledge; Creativity, Activity, Service; and Extended Essay. Continued success with their coursework is expected.

Courses students must maintain grades in their selected courses and complete IB requirements as agreed upon, including the Creativity, Activity, Service requirements and Extended Essay.

Mathematics students may complete the second year of Math Studies SL or move into Math SL, based on student performance.

Students' courses are registered with the International Baccalaureate Organization in the first quarter of the 12<sup>th</sup> grade year in preparation for assessments and examinations required for each course. This marks the student's and the school's intention that all course requirements will be completed and submitted per IBO policy.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:3, 22.1-253.13:4; Virginia Administrative Code, 8 VAC 20-131-30, 8 VAC 20-131-90, 8 VAC 20-131-220.

Adopted September 7, 2010

### **POLICY 5-6.4                      TESTING PROGRAMS**

The School Board directs that the division superintendent or his/her designee develop and implement an accountability program to monitor and assess continuously the achievement of RPS pupils.

The measures used shall include, but not be limited to:

1. administering all assessments mandated by the state, applicable national assessments, and state-by-state assessments, as well as criterion referenced tests, teacher-made tests, and alternative, performance-based instruments;
2. training of teachers and principals to prepare pupils for tests and assessments, and to provide methods for assessing classroom work, homework, and pupil progress; and
3. reporting annually to the public results from the state assessment program.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4; Virginia Administrative Code, 8 VAC 20-131-30. Adopted September 7, 2010

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

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

### **Professional Development for Teachers of the Gifted**

Programs for Gifted & Talented utilize the *Pre-K-Grade 12 National Gifted Education Programming Standards*. The 2013 standards are posted on the National Association of Gifted Children (NAGC) website and have been endorsed by The Association for the Gifted of the Council for Exceptional Children (CEC-TAG) and are used as a guide in providing professional development opportunities for personnel in Richmond Public Schools.

The 2013 standards increase the focus on collaboration and diversity. The six standards are grounded in theory and research and use student outcomes for goals instead of teacher practices. Districts use the program standards for improving programs, providing professional development opportunities, and as measures for evaluation.

### **Standard 1 Learning and Development**

To be effective in working with learners with gifts and talents, teachers and other educators in PreK-12 settings must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These elements provide the rationale for differentiation in programs, grouping, and services for this population

**1.1. Self-Understanding.** Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.

**1.2. Self-Understanding.** Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior

**1.3. Self-Understanding.** Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

**1.4. Awareness of Needs.** Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

**1.5. Awareness of Needs.** Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.

**1.6. Cognitive and Affective Growth.** Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

**1.7. Cognitive and Affective Growth.** Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.

**1.8. Cognitive and Affective Growth.** Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).

## Standard 2 Assessments

Educators must establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

**2.1. Identification.** All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.

**2.2. Identification.** Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.

**2.3. Identification.** Students with identified needs represent diverse backgrounds and reflect the total student population of the district.

**2.4. Learning Progress and Outcomes.** Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.

**2.5. Evaluation of Programming.** Students identified with gifts and talents demonstrate significant learning progress as a result of programming and services.

**2.6. Evaluation of Programming.** Students identified with gifts and talents have increased access to services and they show significant learning progress as a result of improving components of gifted education programming.

## Standard 3 Curriculum Planning and Instruction

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents, and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum. By using a repertoire of evidence-based instructional strategies they ensure specific student outcomes. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. This curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains.

**3.1. Curriculum Planning.** Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

**3.2. Talent Development.** Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

**3.3. Talent Development.** Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

**3.4. Instructional Strategies.** Students with gifts and talents become independent investigators.

**3.5. Culturally Relevant Curriculum.** Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.

**3.6. Resources.** Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

#### **Standard 4 Learning Environments**

Effective educators create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds.

**4.1. Personal Competence.** Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

**4.2. Social Competence.** Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

**4.3. Leadership.** Students with gifts and talents demonstrate personal and social responsibility and leadership skills.

**4.4. Cultural Competence.** Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

**4.5. Communication Competence.** Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.

#### **Standard 5 Programming**

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

**5.1. Variety of Programming.** Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.

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**5.2. Coordinated Services.** Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.

**5.3. Collaboration.** Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school

**5.4. Resources.** Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.

**5.5. Comprehensiveness.** Students with gifts and talents develop their potential through comprehensive, aligned programming and services.

**5.6. Policies and Procedures.** Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).

**5.7. Career Pathways.** Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.

### Standard 6 Professional Development

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards.

High quality gifted education programs and services require that participating students are taught by teachers with developed expertise in gifted education and that gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education.

**6.1. Talent Development.** Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.

**6.2. Socio-emotional Development.** Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.

**6.3. Lifelong Learners.** Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.

**6.4. Ethics.** Students develop their gifts and talents as a result of educators who are ethical in their practices

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Richmond Public Schools educators strive for continuous improvement through professional development and reflection on practice. Teachers who provide differentiated curriculum and instruction for gifted learners at the elementary level are required to participate in a minimum of 5 contact hours annually in local/area workshops, presentations, seminars, or a professional learning community (PLC) related to appropriate researched-based and evidence-based educational practices for the gifted.

At the secondary level, teachers who provide differentiated curriculum and instruction in honors and accelerated courses are required to participate in a minimum of 5 contact hours annually in local/area workshops, presentations, seminars, or a professional learning community (PLC) related to appropriate researched-based and evidence-based educational practices for the gifted.

Additionally, teachers in the International Baccalaureate Programme (IB-PYP-MYP-DP) attend professional development sessions as required by the IB Organization. Training in specific content areas is also provided for teachers of Advanced Placement courses.

Gifted resource teachers are required to participate in a minimum of 15 contact hours annually in local/area workshops, presentations, seminars, or a professional learning community (PLC) related to appropriate researched-based and evidence-based educational practices for the gifted. Additionally, gifted resource teachers are required to seek the four graduate-level courses necessary for the Virginia Department of Education add-on endorsement in gifted education.

A sampling of professional development opportunities which target appropriate researched-based and evidence-based educational practices for the gifted includes

- Differentiating Instruction for Advanced Learners
- Engaging Strategies and Practices for Diverse Learners in Advanced Placement and International Baccalaureate Courses
- Finding and Nurturing Advanced Academic Potential in Underrepresented Populations
- IB-MYP-DP Planning, Instruction and Assessment
- Interdisciplinary Teaching and Learning in the IB-MYP
- Introduction to Gifted Learners
- Socio-Emotional Needs of Gifted Learners
- Strategies for Challenging and Engaging Gifted Learners
- Teaching Critical and Creative Thinking Skills
- Twice Exceptional (2e): Smart Students with Learning Challenges

Programs for the Gifted & Talented has a collaborative relationship with the Center for Gifted Education, The College of William and Mary, which provided on-site graduate courses in gifted education for Richmond Public Schools personnel. We are working to develop a similar relationship with the University of Richmond and establish a Gifted Cohort. Curriculum planning and development is ongoing and focuses on topics including inquiry-based problem-solving strategies, performance-based assessments, and promoting higher-level thinking and discussion.

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Richmond Public Schools supports educators' participation in professional development opportunities sponsored by national and state organizations as well as area colleges. A sampling is provided below:

- National Association for Gifted Children
- Virginia Association for the Gifted
- The College of William and Mary, Center for Gifted Education
  - National Curriculum Network Conference
  - Professional Summer Institute on Curriculum and Instruction
  - Advanced Placement Summer Institute
- Virginia Commonwealth University STEM and Sports
- Association for Supervision and Curriculum Development
- USA Science and Engineering Biennial Festival in Washington DC
- Virginia Association for Supervision and Curriculum Development
- Future Problem Solvers International
- International Baccalaureate Organization Training and Development

## **Part X: Procedures for Annual Review of Effectiveness** (§VAC20-40-60A.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.

Annual review of program effectiveness is vital to the improvement process. Components of the effectiveness review include identification/placement of students, academic growth of gifted learners, and a review of the Plan for the Education of the Gifted by the Richmond Public Schools Gifted Advisory Committee.

Multiple data sources utilized may include

- number of students by sub-groups, gender and grade level who were referred and those found eligible for gifted program services using multiple criteria and multiple pathways
- number of students from underrepresented populations identified in K-1 due to the effectiveness of the Talent Development Model, Project Impact
- number of gifted students by sub-groups, gender and grade level/subject area/course who earn pass/advanced scores on the Virginia Standards of Learning
- number of gifted students by sub-groups, gender and grade level/course who earn high school credit through participation in middle school advanced classes
- number of gifted students by sub-groups and gender who complete the IB-MYP
- number of gifted students by sub-groups and gender who earn an IB diploma or IB certificate in a specific subject
- number of gifted students by sub-groups and gender who receive the Advanced Studies Diploma
- number of gifted students by sub-groups and gender who receive the Governor's Seal on his/her diploma
- number of AP, IB and Dual Enrollment courses taken disaggregated by sub-groups, gender and grade level/subject area/course

Measuring academic growth is an ongoing process and demonstrated by both qualitative and quantitative assessments. Pre- and post- assessments allow teachers to measure individual student progress. Performance-based assessments measure the degree of learning demonstrated by the student's development of high quality products evaluated by specific criteria. Purposeful teacher observations and student progress reports provide additional documentation and communication on academic growth.

The Gifted Advisory Council conducts a review of the local plan for the education of the gifted and determines the extent to which the plan for the previous year was implemented. Each year one or more components of the Plan for the Education of the Gifted are selected for study thus resulting in all components being reviewed within a five-year period. The Gifted Advisory Committee reports annually to the Superintendent and School Board on the progress made toward achieving program goals and objectives.

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

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

### **A. Composition of Local Advisory Committee: Gifted Advisory Council (GAC)**

<b>Categories</b>	<b>Targeted Representation from the Four City Quadrants</b>
Parents	6
Teachers	3
Administrators	3
Support Staff	1
Community <ul style="list-style-type: none"> <li>representatives of business, industry, arts</li> </ul>	1
Community <ul style="list-style-type: none"> <li>persons who are not parents of identified students</li> </ul>	1
Students (optional)	
School Board Representative/Proxy	1

### **B. Selection of Members for the Local Advisory Committee**

The Gifted Advisory Council (GAC) for Richmond City Public Schools consists of up to sixteen members approved by the School Board. The GAC is composed of parents, teachers, administrators, support staff, and community members. Members should reflect the geographical and ethnic composition of the school division. Members are appointed for a two-year term, with half of the membership changing annually.

Nominations for membership are submitted annually to the Coordinator of the Programs for Gifted & Talented. Nominations may be submitted by persons who represent one of the following groups: parents, teachers, administrators, support staff, and community members. A list of potential members is submitted to the School Board for review and approval.

### **C. Role of the Local Advisory Committee**

The purpose of the GAC is to annually review the local plan for the education of gifted students, including revisions, and to determine the extent to which the plan for the previous year was implemented. The Gifted Advisory Council's findings of program effectiveness and recommendations for maintaining high quality opportunities for gifted students shall be submitted in writing to the Superintendent and the School Board.

The Gifted Advisory Council shall meet between three to five times per school year, or as deemed necessary. Meetings are conducted according to the Gifted Advisory Council By-Laws. Information regarding the Gifted Advisory Council, including meeting dates, time, and location, is available on the Richmond Public Schools website <http://rvaschools.net>

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**Part XII: Assurances** (§VAC20-40-60A.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.

*Thomas Kranz*

Division Superintendent's Signature

THOMAS KRANZ

Printed Name

11/8/17

Date

*ADO 11-6-17*

## Glossary of Terms

**Appropriately Differentiated Curriculum and Instruction** – 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.

**Career and Technical Aptitude (CTA)** – Students who 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.

**Eligible Student** – A student who has been identified as gifted by the identification/placement committee for the school division's gifted education program.

**General Intellectual Aptitude (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 beyond their age-level peers.

**Gifted Students** – Students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade 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 to meet their educational needs.

**Identification** – The multistage process of finding students who are eligible for service options offered through the division's gifted education program. The identification process begins with a division wide screening component that is followed by a referral component; and that concludes with the determination of eligibility by the school division's identification/placement committee(s). The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program.

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**Identification/Placement Committee** – The school-level or division-level committee that shall determine a student's eligibility for the division's gifted education program, based on the student's assessed aptitude and learning needs. The identification/placement committee shall determine which of the school division's service options are appropriate for meeting the learning needs of the eligible student.

**Learning Needs of Gifted Students** – Gifted students need advanced and complex content that is paced and sequenced to respond to their persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

**Placement** – The determination of the appropriate educational options for each eligible student. (Accepted, Provisional, SPACE Navigator)

**Referral** – The formal and direct process that parents/guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services.

**Screening** – The annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for the formal identification process.

**Service Options** – The instructional approaches, settings, and staffing selected for the delivery of appropriate service or services provided to eligible students based on their assessed needs in their areas of strength.

**Student Outcomes** – The advanced achievement and performance expectations established for each gifted student, through the review of the student's assessed learning needs and the goals of the program of study that are reviewed and reported to parents/guardians.

**Visual and/or Performing Arts Aptitude (VPA)** – Students who demonstrate or have 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/or performing arts.

Note: Glossary terms from *Regulations Governing Educational Services for Gifted Students*, Virginia Department of Education, adopted May 27, 2010.