

Plan for the Education of the Gifted

Richmond City Public Schools



2022-2027

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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

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 School

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
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	N/A
Career and Technical Aptitude	N/A
Visual and/or Performing Arts Aptitude (VPA)	N/A

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

Richmond Public Schools recognizes that outstanding gifts are present in children from all racial, ethnic, cultural, and socio-economic populations. It is the commitment of the Programs for Gifted and Talented to discover, nurture, and develop those scholars who demonstrate the potential for outstanding achievement by focusing on the students' potential, strengths, inherent talents, and interests. Services for identified gifted students complement and are aligned with the innovative educational programs provided by Richmond Public Schools for all students with consideration for their diverse needs and abilities.

The Richmond Public Schools Programs for Gifted and Talented will enable gifted and talented students to become independent, self-directed learners who use their knowledge, understanding, and high achievement to build rich and productive lives as individuals and members of the greater community.

The instructional vision of the RPS Programs for Gifted and Talented is to help students become innovators within their communities. The programs provide resources, enrichment opportunities, and services to develop strengths, interests, and gifted behaviors. This is achieved by supporting students through:

- Talent development by encouraging gifted behaviors and critical thinking for all students;
- A rigorous college preparatory academic environment;
- Early career planning, and
- Enrollment in advanced courses across all levels and content areas.

It is our vision that students gain exposure to content-rich text, complex acceleration options, diverse career pathways, and culturally responsive strategies, ensuring that all students are exposed to a broad array of enriching learning opportunities. Students will glean from their experiences that nurture their passion for learning as they grow into tomorrow's scholarly minds, talented workforce, and community stewards.

The Programs for the Gifted & Talented serve as an integral part of the overall mission, the “Dreams 4 RPS Strategic Plan”, of Richmond Public Schools 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. The Programs for the Gifted & Talented offers four levels of increasing challenge and is designed to emphasize the importance of pairing services with student needs with flexible entry points to achieve their highest potential. 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. Increased access and expanded opportunities for students from historically underrepresented populations are monitored to actively disrupt any systematic biases based on race, socio-economic status, or country of origin. Multiple criteria, balanced qualitatively and quantitatively, are used to identify students in need of services. Barriers to enrollment in advanced academic classes, specialty schools, comprehensive high schools, Governor’s Schools, and the RPS Special Program for Academic and Creative Excellence (SPACE) have been removed or supported.

Richmond Public Schools Programs for the Gifted & Talented believes:

- Gifted and Talented students have distinct social, emotional, and educational needs which require accelerated instructional opportunities to develop their application of critical thinking skills across disciplines and solving real-world problems.
- Early development of talent and students at potential is ensured by providing additional educational enrichment as essential to developing a talent pool leading to the identification of gifted students from all socio-economic backgrounds, ethnicities, and other underserved populations.
- Gifted students need to experience customized instructional opportunities appropriate to their level of potential and achievement. Research supports the benefits of highly capable students working with each other in an environment that challenges them to attain their personal best.

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.

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.

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.

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 across a broad range of intellectual disciplines beyond their age- level peers in selected academic areas. Specific academic areas include English, history/social science, mathematics, or science.

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

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

A. Identification

Goal: Ensure equity and identification models that provide a means to monitor, evaluate and revise the identification and placement procedures with particular emphasis on searching for students among underrepresented populations (culturally and linguistically diverse (CLD) backgrounds, students who are English language learners (ELs), students from a range of socioeconomic backgrounds, and twice-exceptional (2e) students). Researching best practices in the latest assessment measures to identify students from underrepresented populations will be an ongoing process.

Objectives:

- Increase the use of universal ability screening to include 2nd and 6th-grade students including accommodations for English Language Learners.
- Collect and analyze data from the Standards of Learning (SOL), and other measures of academic progress assessments to include all subgroups of students referred to and identified for gifted program services.
- Research, identify, and implement assessment measures that ensure equity to include using local norms in the identification of students from underrepresented populations.
- The student evaluation process will be based upon the use of multi-criteria to determine the level of academic and/or services provided by Programs for Gifted and Talented.
- Programs for Gifted and Talented will provide alternative assessments when results from initial standardized measures show conflicting data on a student's overall profile or when a status appeal is lodged
- Continue to provide parent documents in Spanish and if requested, the language is spoken at home.
- Remove and/or reduce barriers to valid identification of underrepresented groups in gifted education services and students applying to the Governor's Schools.

B. Delivery of Services

Goal I: Provide a flexible continuum and range of service options to reflect the individual needs of students based on their readiness for advanced content. The implementation of best practices for gifted and talented learners will evolve and be based on research, planning, equity, and promoting the development of the highly capable student.

Objectives:

- Foster a talent development pool beginning with K-2 via Special Program for Academic and Creative Excellence (SPACE) - Project Impact, a consultative and push-in instructional initiative inclusive of all students and collaborations with all teachers at that level
- Continue to implement the pull-out gifted instructional program, SPACE, for identified gifted students in grades 2-5.
- Continue to offer SPACE as a middle school elective for grades 6 to 8
- Collaborate with the K-8 general education, exceptional education, ELL teachers to enhance services for identified students including ELL and twice-exceptional (2e) learners.
- Provide opportunities for all 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).

- Increasing enrollment and expanding the array of choices offered for Advanced Placement Courses based on student interest and availability of qualified instructional personnel/and/or access to virtual platforms.
- Continue to participate in regional programs, Maggie L. Walker Governor's School, Appomattox Regional Governor's School, and Code RVA.

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

Objectives:

- Facilitate the Gifted Advisory Council for Richmond Public Schools to engage with representatives from schools and the community.
- Create a Parent Handbook of Gifted Services, in print and electronically, in English and Spanish.
- Remove barriers by providing information and hands-on how-to sessions, virtually and in person, and the opportunity for all students to apply online to the specialty High Schools, Governor's High Schools, and through the Open Enrollment process. The online application platform is available in 60 languages. Interpreters will be provided as needed.
- Provide Parent/Community Engagement Informational Sessions to highlight processes and protocols for gifted identification, enrichment opportunities outside of school, processes, and procedures for advanced learning opportunities
- Increase engagement with extracurricular enrichment opportunities including after-school, STEM initiatives, webinars, and Saturday/Summer Enrichment Programs.

Curriculum Development

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

Objectives:

- Provide teachers of the gifted with a research-based gifted curriculum, supplemental materials, and online 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/Tufts University, the Ricks Center for Gifted Education, University of Denver, Mentoring Mathematical Minds (M³) University of Connecticut Gifted Center of Education.
- Continue to provide technical equipment and support to all gifted resource teachers which address and promote teaching with 21st Century Skills as a framework for information, digital, and communication literacy.
- Collaborate with content instructional specialists to enhance curriculum and instruction.
- Provide access to challenging learning experiences for students in the primary grades, especially to those who are more likely to lack exposure to those opportunities, so that emerging talents may be recognized and developed.
- Provide hybrid learning opportunities and experiences for identified students through their assigned SPACE teachers across the district.

- Incorporate time to discuss opportunities with gifted education, general education, exceptional education, and EL teachers to elevate activities that will enhance, enrich, and accelerate the Virginia standards in collaboration with content specialists.

C. 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), Virginia Consortium Gifted Education Administrators (VCGEA), and the Council for Exceptional Children (CEC).

Objectives:

- Continue to provide a variety of professional development opportunities for all teachers of advanced learners facilitated by regional, state, and national experts in the field of gifted education.
- 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 Boston Museum of Science, Virginia Museum of Fine Arts, Virginia Commonwealth University, The College of William and Mary, Virginia Union University, University of Virginia Curry Center of Education, University of Richmond's Partners in the Arts, Code RVA, the Maymont Nature Center and Foundation, the Virginia Museum of History and Culture and other community-based resources.
- Provide professional development to support RPS talent development models (such as Project Impact utilizing Kingore Observation Inventory (KOI) and U-Stars-Plus (Using Science, Talents, and Abilities) to recognize students from underrepresented populations.
- Educate stakeholders on strategies for supporting the socio-emotional development of gifted and talented students.
- Develop and provide a range of gifted education services to address the diverse and challenging needs of students with gifts and talents.
- Use the online Professional Learning Platform to present offerings, registration enrollment, and reflective feedback by participants.

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:

- Provide a nationally normed universal ability screener for the purpose of local norming for students in second grade and a future second cohort that is not dependent upon being fluent in English.
- Initiate a strengths-based, talent development model to identify students for services who may be identified as low-income, English Language Learners, and twice-exceptional students.
- Continuously monitor procedures used to identify gifted students from underrepresented populations, which may include additional alternative assessments, performance tasks, student performance portfolios, formal observations, or structured interviews.

- Collect and analyze data to determine the effectiveness of assessment measures used in the identification of gifted students from underrepresented populations. Using collaboration and the push-in model, expose K-2 students to high-level thinking and divergent thinking through Project Impact.
- Provide opportunities to promote cultural competency and to develop culturally responsive instructional strategies.

F. Parent and Community Involvement

Goal I: Through the Gifted Advisory Council (GAC) and community engagement sessions, parents and community members are involved in the ongoing development and programming of services for gifted and talented students.

Objectives:

- Provide an open forum period for all Gifted Advisory Council meetings.
- Topics will cover the RPS identification process, opportunities beyond the classroom, application process for specialty schools, gifted strategies that enhance critical thinking, and how to create a portfolio to showcase a student's gifts and talents.
- To advertise and communicate with stakeholders, including families of students who are not yet identified, regarding meetings, the talent development/identification process, and opportunities for gifted learners online in schools, and through community resources.
- Provide GAC meetings virtually and/or in-person, offering in-person meetings in each quadrant across the district when possible.
- To establish and maintain community partnerships ensuring extra-curricular activities for our students and staff are free or affordable (including such offerings as W&M Camp Launch, RVA STEM, Maker- Space, Virginia Consortium Gifted Educator Administrators (VCGEA), VCU College of Engineering, Code.org, Higher Achievement, Virginia Museum of Fine Arts, Science Museum of Virginia Richmond Technical Center, student mentorships, VDOE Summer Governor's Residential and Regional Camps, etc.)

Goal II : 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.
- Continue to provide information in Spanish and in other languages when appropriate.
- Continue to work as a member of the Enroll RPS team to ensure equitable practices are employed before, during, and after the application process for Specialty Schools, Governor's Schools, and summer programs that may or may not require gifted identification.

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)

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, is system-wide at one or more grade levels. The 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 students with potential for high achievement from diverse cultural, linguistic, and socio-economic backgrounds.

The gifted resource teacher in each school is responsible for obtaining recommendations, reviewing student information, and screening. Online portals provide access for all stakeholders to submit their referrals for gifted and talented identification. A pool of potential candidates is created by formal and informal observations, referrals, and system-wide screening initiatives, beginning in Kindergarten and continuing through 8th Grade. Additional candidates may be added to the pool by recommendations solicited from school professionals, parents/guardians, and students for grades K-12.

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

Kindergarten-Second Grade: General Intellectual Aptitude (GIA)

- As a part of Project Impact, gifted resource teachers will collaboratively observe and provide lessons using consultative services and/or 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), Kingore Observation Inventory (KOI) or 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 district's Identification/Placement Committee.

Grades 2- 8: General Intellectual Aptitude (GIA)

- Screening to identify a talent pool of candidates for further evaluation for gifted services is conducted annually.
- A universal screener is used for all 2nd and 6th-grade students. Alternative Verbal (Alt-V) format will be available for all students who may require additional accommodations such as exceptional education and

ELL students. Ability and Non-verbal tests are also administered in Spanish (headphones are provided to all students).

- Local norms are developed across the district allowing three levels of entry: Accepted, Provisional, or Navigator (Enrichment). Multiple criteria and ability subtests will be scored separately and a strengths model will be employed. No one test may deny a student into RPS SPACE (Special Program for Academic and Creative Excellence).

Grades 9-12 Screening Procedures for General Intellectual Aptitude and external programs, Maggie L. Walker Governor's School for Government and International Studies (GIA) and Appomattox Regional Governor's School for the Arts and Technology (VPA/CTA) Richmond Public Schools teachers, administrators, and school counselors advertise the opportunity and encourage students to apply to ARGS and to MLWGS.

Types of criteria and data reviewed and evaluated by the RPS staff may include:

- Observations from student performance, portfolio, or project
- Available aptitude test scores
- Teacher/Adult recommendation tabulation
- Student reflective essays

All RPS eighth grade students are notified of the opportunities available to them. To promote a diverse pool of applicants, all applications are online and are available in 60+ languages.

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, 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.

Procedures are in place in order to identify high potential, highly capable students from all populations including students who are traditionally underrepresented, linguistically diverse, those who may have a disability, or from low socio-economic backgrounds.

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 online for each elementary school, upon request for all students, in paper format and online from the Programs for Gifted and Talented school office, or from the individual school's gifted resource teacher. Referrals are solicited from interested parties district-wide during the months of September, December-January, April, and May. All referrals are to be submitted online or to the school's gifted resource teacher.

Gifted resource teachers are responsible for creating a list of students by grade level who are referred/recommended during the referral procedure. Students referred and who exhibit advanced ability and/or potential are referred 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.

- Elementary School personnel will be provided with access to a form online to refer students.
- Gifted resource teachers will provide a referral form and guidance for classroom teachers to recommend students. Students who demonstrate high academic potential and 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, and other applicable criteria to determine eligibility for referral.
- The school counselor, registrar, administration, parent, or teacher will notify the gifted resource teacher of identified gifted transfer students. Transferred gifted students will be tagged in our School Information System.

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)

Multiple Criteria Listing for General Intellectual Aptitude (GIA)

✓	1. Assessment of appropriate student products, performance, or portfolio
✓	2. Record of observation of in-class behavior
✓	3. Appropriate rating scales, checklists, or questionnaires of gifted behaviors
✓	4. Individual structured interview
	Written or Oral (In Person/Virtual)
✓	5a. Individual or group-administered, nationally norm-referenced aptitude test (Locally Normed)
	CogAT(Cognitive Abilities Test), InView (TerraNova 3 Abilities Assessment), or NNAT3 (Naglieri)
✓	5b. Individual or group-administered, nationally norm-referenced achievement test
	Measurable Academic Progress (MAP), Stanford 10 Achievement Test, Other
✓	6. Record of previous achievements (e.g., grades)
	Awards, Honors, Leadership, Team Recognition
✓	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 evidence is not summarily conclusive, 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)

A minimum of four professional staff members from the following categories serve 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 members who know the student and his/her abilities

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 CogAT, Inview, Naglieri) Administered in English, Spanish, and as requested.	Licensed RPS professional staff*	Licensed RPS professional staff* or norm-referenced assessment company	Gifted & Talented Resource Teacher for the student's school or the Gifted & Talented Coordinator
Rating Scales Parent Inventory (Online and or Paper)	Student's parent/guardian	Gifted Resource Teacher for the student's school	Gifted & Talented Resource Teacher for the student's school
Rating Scales Teacher/Adult Recommendation (Online and or Paper)	Student's teacher(s)	Gifted & Talented Resource Teacher for the student's school	Gifted & Talented Resource Teacher for the student's school
Standardized Achievement Assessments (MAP/Stanford 10 or comparable)	Licensed RPS professional staff*	Licensed RPS professional staff* or norm-referenced assessment company	Gifted & Talented Resource Teacher for the student's school or the Gifted & Talented Coordinator
Torrance Incomplete Figures Creativity Test	Gifted & Talented Resource Teacher for the student's school	Gifted & Talented Resource Teacher for the student's school	Gifted & Talented Resource Teacher for the student's school
Teacher Observation Behavior Rating Scale	Gifted & Talented Resource Teacher for the student's school	Gifted & Talented Resource Teacher for the student's school	Gifted & Talented Resource Teacher for the student's school
Student Products Portfolio	Student	Gifted & Talented Resource Teacher and/or content specialists for the student's school	Student/Parent
Student Interview	Student	Gifted & Talented Resource Teachers	Student

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

Eligibility for General Intellectual Aptitude (GIA) 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 & Talented resource teachers (SPACE) 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 (60 days from the receipt of signed Parent Permission to Test). 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*. (Appendix- pages) 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
- Aptitude and achievement assessments
- Creativity measures
- Student interviews.

The data is compiled on the student profile matrix and is carefully analyzed and evaluated by the District's Identification and Placement Committee. Students who meet the requirements for gifted program services on the basis of Phase I data are approved for gifted and talented services as Navigators, Provisional, or Accepted. Students who fall below the requirements for gifted program services do not qualify for placement in the program and will be offered supportive resources.

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, science, and/or 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 and talented program services. A student's eligibility decision is based on the information gathered by the Identification and Placement Committee members.

Increased access and expanded opportunities for students from historically underrepresented populations are monitored to actively disrupt any systematic biases based on race, socio-economic status, or country of origin. Multiple criteria, balanced qualitatively and quantitatively, are used to identify students in need of services. Barriers to enrollment in advanced academic classes, specialty schools, comprehensive high schools, Governor's Schools, and the RPS Special Program for Academic and Creative Excellence (SPACE) have been removed or mitigated.

Gifted and talented students are identified in all ethnic, geographic, social-economic, and culturally and linguistically diverse populations. English Learners (ELs) are screened by Gifted & Talented teachers regardless of their language proficiency and undergo the same identification procedure as non-ELs, however, ELs are offered language

accommodations and supports throughout the process to ensure equitable opportunities to Gifted & Talented Programs as their non-EL peers. The LIEP teacher, classroom teacher, and Gifted & Talented teacher must collaborate when identifying and recommending services for ELs.

In order to increase access and expand the opportunity for students from historically underrepresented populations, including English Learners, to participate in advanced academic classes, the Programs for Gifted & Talented utilizes multiple criteria to identify students in need of services such as:

- WIDA Growth Charts;
- CogAT Assessment Forms 7 and 8, with multiple considerations for ELs;
 - Levels 5/6–8 are entirely picture-based and do not require English language comprehension
 - The test directions may be administered in English, Spanish, Arabic, Mandarin, Cantonese, Russian, Somali, and Vietnamese using headphones.
 - directions for administration and online audio are available
 - Option to exclude Verbal subtest for English learners at Levels 9 through 17/18 (Alt V)
- and LIEP teacher recommendation.
- Parent Recommendations/referrals available in English/Spanish and by request- Opening online 2/8/2022
- Applications for the Specialty Schools and Governor’s Schools are in the Enroll RPS Online Portal and are available in 60+ languages. Informational nights were provided virtually and in -person (interpreters were present).

The Programs for Gifted & Talented provides open access to students who have the interest and motivation to excel in Specific Academic Ability (SAA) courses such as Advanced Placement.

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 district’s Identification and Placement Committee determines the appropriate placement of students eligible for gifted and talented program services. Placement of students is subject to continuous review by the licensed professional staff in regard to its appropriateness for the student’s readiness. 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:

Programs and Services for RPS Gifted & Talented Students	Grades Served
General Intellectual Aptitude (GIA) <ul style="list-style-type: none">● Project Impact● Special Program for Academic and Creative Excellence (SPACE)*	K-2 2-8

<p>Application-based Regional/Specialty Schools Supporting RPS Middle School and High School Students</p> <ul style="list-style-type: none"> ▪ Appomattox Regional Governor’s School for the Arts and Technology* ▪ Governor’s Stem Academy at the Richmond Technical Center* ▪ Maggie L. Walker Governor’s School for Government and International Studies* ▪ Governor’s Summer STEM Academy, Hanover* ▪ Early College Academy (ECA)* ▪ International Baccalaureate Diploma Programme (IB-DP) at Thomas Jefferson High School* ▪ Richmond Community High School* ▪ Open High School* ▪ Honors Courses ▪ Advanced Placement (AP) and Dual Enrollment Grades ▪ Open Access to High School Courses are Offered in each Middle School 	<p>9-12</p> <p>11-12</p>
<p>Extracurricular Programs</p> <ul style="list-style-type: none"> ▪ Summer Regional Governor's School (middle school students) * (GIA) ▪ Summer Residential Governor's School (high school students) * (GIA) ▪ William & Mary Camp Launch* (GIA) ▪ William & Mary Saturday and Summer Enrichment Camps ▪ University of Virginia Summer Enrichment Program (SEP)* (GIA) 	<p>6-8</p> <p>10-11</p> <p>6-10</p> <p>K- 8</p> <p>4-7</p>

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

Each of these programs held during the traditional school year requires an application process specific to the program's mission and student's interest.

- 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, talented, and highly capable 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 7-10

The Richmond Public Schools website, 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 - 2 through the collaboration between SPACE teachers and classroom teachers. Consultative services, observation tools, and resource recommendations will be provided to Kindergarten classroom teachers as needed. Critical and creative thinking skills will be embedded within lessons modeled by SPACE teachers using the gifted push-in model in grades 1-2. 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- 2 to increase access to students from historically underrepresented populations. Universal screening of general intellectual ability will be administered to all second-grade students in the general education classrooms with accommodations for ELL and differently-abled students in accordance with the documentation in individual IEP or 504 Plans.

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

The SPACE teachers will service identified students in SPACE, a pull-out program. The SPACE program serves students with high ability and the potential for high academic achievement 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. These units emphasize high-end learning, build student's critical and creative thinking skills by challenging them beyond grade level and provide depth of knowledge in concept development. The middle school SPACE program serves high-ability/highly capable students in grades 6 – 8. At the middle school level, elective classes with instruction provided by SPACE teachers emphasize the components of a scaffolded 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.

Level 3 Advanced study opportunities are available for all students including advanced, gifted, and talented students

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, World Languages.

Level 4: Application and lottery-based programs servicing all students including advanced and gifted students full time

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

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

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 that 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.

Governor's Schools (2):

The full year academic Governor's Schools are managed by a regional school board made up of representatives from each school board from the participating 14 school divisions. The regional governing school boards are charged with developing policies for each school and overseeing that the policies are put into place. All applicants for Maggie L. Walker Governor's School and the Appomattox Governor's Schools are assessed for admission using multiple criteria. The School's Planning Team (MLWGS) and Core Team (ARGS) are made up of the Gifted Coordinator from each locale and the Governor's School Admissions Coordinator. These teams may adjust the criteria, train evaluators, provide an overall composite assessment score, individual school scores and coordinate the application schedule. Students must complete an online application found on the RPS Enroll RPS. All RPS and non-RPS eighth grade students enrolled in Algebra 1 or a higher math may apply by the advertised deadline. Late applications are not accepted. More information may be found in the Addendum.

The number of available slots for incoming freshmen from RPS is determined by:

- The number of MLWGS slots purchased overall by the RPS School Board, 215 seats from 9th-12th grades.
- The Number of ARGS slots purchased overall by the RPS School Board, 85 seats from 9th-12th grades.
- The number of seniors graduating and students who may not be returning for the following school year will be filled by rising 9th graders.

Maggie L. Walker Governor's School for Government and International Studies GIA: 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. Student composite scores will be listed in order creating one master School Division list and individual lists for each middle school.

Measure	Administered/Completed by	Scored/Reviewed by	Provided to the Committee by
Assessments	Trained professional regional staff	Trained professional regional staff	Regional Admissions Coordinator
Recommendations	Core teacher/Other Adult	RPS licensed professional staff	Regional Admissions Coordinator
Essay/Writing Samples	Trained regional professional staff	Trained professional regional staff	Regional Admissions Coordinator
Grades and Course Rigor	Gifted Educators/Counselors/ RPS licensed professional staff	RPS licensed professional staff	Regional Admissions Coordinator

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. Student composite scores are ranked under each focus area: Theater Arts, Musical Theater Arts, Technical Theater, Vocal Music, Instrumental Music, Dance, Technology, Literary Arts, and Visual Arts.

Measure	Administered/Completed by	Scored/Reviewed by	Provided to the Committee by
Audition/Portfolio Review	Student	Trained professional regional staff	Regional Admissions Coordinator
Recommendations	Core content teacher/ Other Adult	RPS licensed professional staff	Regional Admissions Coordinator/Enroll RPS online portal
Essay/Writing Samples	Trained regional professional staff	Trained professional regional staff	Regional Admissions Coordinator
Grades and Course Rigor	Gifted Educators/Counselors/ RPS licensed professional staff	RPS licensed professional staff	Regional Admissions Coordinator
Interview	Trained regional professional staff	Trained Regional Professional Staff	Regional Admissions Coordinator

Other Regional School supported by RPS: Code RVA

Code RVA HS provides an innovative learning environment that uses blended and project-based learning to develop students' skills while integrating academic content in an agile workplace. Students may select from a myriad of internship experiences. RPS has 70 seats at Code RVA . Code RVA has their own application process on their website and the student selection process is by lottery.

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 will receive (in languages other than English as needed)

Notification of the Identification Process

- Information regarding Project Impact and SPACE will be made available to parents and guardians for students in grades K-2.
- Notification that their child has been referred for evaluation. Paper, orally, and/or online portals.
- Information on how to refer their children for possible gifted services. Paper, orally, and/or online portals.
- Contact information on gifted and talented division personnel to assist with information and questions
- With the initiation of the universal testing, the calendar, identification procedures, and the SPACE program services, including testing opt-out form.
- Initiation of the identification process for permission to test or opt-out form once the referral has been processed

Notification of gifted and talented eligibility and the level of gifted services provided

- Eligibility decision by the Identification and Placement Committee regarding student eligibility for gifted program services including the status of Accepted, Provisionally Accepted, Navigator, or Does Not Qualify
- Request for permission regarding student placement in Programs for the Gifted & Talented.
- Information on the Appeals Process
- Yearly evaluation of progress
- Change in Placement being considered and results of the re-evaluation of placement
- Provisions for dismissal from services including provisions for reconsideration.
- Opportunity to opt out of participation

Appeals Process for General Intellectual Aptitude: SPACE (Special Programs for Academic and Creative Excellence)

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. Parents/Guardians receive written notification for the following:

School Level Review Process:

Prior to a formal appeal, a parent(s) or guardian(s) who disagrees with the decision regarding eligibility may request to meet with the school's gifted resource teacher to discuss the eligibility decision. The meeting request must be initiated within 10 instructional days following notification which is detailed in the notification indicating the decision the student does not qualify for gifted services.

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 student eligibility within 30 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 composed 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.

Appeal Process for General Intellectual Aptitude or Visual/Performance Arts Aptitude at the Regional Governor's School.

Parents/Guardians who question the status decision for Maggie L. Walker's Governor's School or Appomattox Governor's School should contact the district's gifted and talented education coordinator for additional information. Those who wish to initiate a formal appeal must do so in writing to the gifted and talented coordinator by the published appeals deadline. The written appeal should cite the reasons for initiating the appeal. The gifted and talented education coordinator will refer the appeal to the admissions coordinator for MLWGS or ARGs who will convene a regional appeals committee. The committee is composed of at least three members from participating divisions who were not involved in the selection of the student.

Appeals are heard within 30 school days of the written request. The committee will review all relevant information used in determining student admission status. The findings will be submitted to the Office of

Programs for Gifted and Talented and parents/guardians will be notified in writing within 15 school days after the final decision has been rendered. Regional collaboration and directives.

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 re-evaluation. Re-evaluation 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 SPACE K- 8. and grades from the general education classroom. Re-evaluation/exiting from advanced/accelerated classes, specialty schools, Governor's schools, and other application-based programs will follow the specific guidelines of those individual schools/programs.

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 the initiation of **exit** procedures. Although student retention is a goal and specific intervention strategies are utilized, it is sometimes necessary to examine if SPACE 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 in SPACE (K-8) 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/change in the placement process is utilized unless the parent(s) or guardian(s) requests student withdrawal from SPACE. Parent(s) are asked to submit a written request either for a change in services within the school program or for an exit from SPACE.

Once the gifted resource teacher, classroom teacher, principal, or designee receives a request for change in services, a meeting is first scheduled to determine if there is a need to modify services for the student prior to exiting from the program or if an immediate exit is in the best interest of the student at the parent(s)/guardian(s) request. Change in service may include the following:

- Temporary furlough from gifted services
- The adjusted workload required from gifted resource teachers and gifted services
- Academic support for specific areas of need in the core curriculum
- Other supports deemed reasonable and available by the committee

After 30 school days of amended and supported instructional services, a second review is completed of student's progress or lack thereof. A determination by the Identification and Placement Committee will be made if continuation with the SPACE is in the best interest of the student or if the student should be exited from SPACE as noted below.

Parent(s) or guardian(s) receive written notification of the Identification and Placement Committee’s decision and the school division’s Appeals Process. Regional and State collaboration.

Exit in Gifted and Talented Services:

If it is determined it is in the best interest of the student for the student to exit SPACE, parent(s)/guardian(s) will be notified in writing within 10 school days. A written acceptance of exiting must be signed and returned to the designated school staff person within 10 days of the date of notification. Students formally exited from SPACE may not be re-referred until the beginning of the following academic year and must complete the standard identification for the eligibility process if there is interest to return to SPACE.

Change in Student Placement: General Intellectual Aptitude and Visual/Performing Arts Aptitude at the Regional Governor’s Schools.

The placement of all students is subject to annual review. The student, parent/guardian counselor, teacher or administrator may initiate the appropriate procedures:

- 1. Regional Governor’s Schools have cumulative grade point averages that must be met.
- 2. Course sequence and graduation credits must be met.
- 3. Community Service hours must be met, 35 hours/ year or 140 hours/ graduation.
- 4. When it is determined that students are not being successful in their current placement or if requested by the parents/guardians.

To initiate a change in placement from a regional governor’s school, parents/guardians must first contact their regional school counselor to initiate the process. A meeting will be set (virtual or in person) between the Governor’s School Counselor, zoned public school counselor, and gifted and talented coordinator to complete the withdrawal paperwork. Students will be transferred from a regional school to their zoned high school using their primary residential address. Regional collaboration and directives.

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:

Programs for the Gifted & Talented Service Options General Intellectual Aptitude	
Program	Grade Levels

SPACE Project Impact The purpose of Project Impact is to provide lessons and foundational experiences in critical thinking for students in grades K-2 in the general education environment. In addition, we seek to increase the pool of candidates for gifted identification. Class and individual checklists will be 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 – 2 curriculum. Through collaboration with classroom teachers, students experience learning opportunities that develop students’ critical and creative thinking skills.	K – 2
Special Program for Academic and Creative Excellence (SPACE) The SPACE program serves students with consistently outstanding intellectual ability or demonstrates the potential for high academic achievement and ability 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 the grade-level curriculum.	2 – 5
Special Program for Academic and Creative Excellence (SPACE) The SPACE program serves students with consistently outstanding intellectual ability or demonstrates the potential for high academic achievement or ability 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
Honors Program 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, Above grade level, 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 . Students may apply through to the Early College Academy (ECA) and for Dual Enrollment courses which provide students with accelerated content and in-depth study. The RPS Early College Academy cohort provides high school juniors and seniors the opportunity to graduate high school with a high school diploma and an Associate’s Degree.	6 – 12

Programs for the Gifted & Talented
Richmond Public Schools Additional Service Options
District and Regional Application Based Programs

Franklin Military Academy is a premier secondary military institution designed to mold tomorrow's leaders, develop leadership, promote scholarship, and encourage honorable citizenship through military structure, rigorous learning experiences, and public service with the collective efforts of faculty, students, parents, and community partners. Franklin Military School offers students a strict, regimented military-style program. All students are enrolled in Military Science for one class period. Academic courses account for the remaining classes. Students may also enroll in a variety of elective courses. The students are encouraged to participate in other educational and cultural experiences offered by Richmond Public Schools and the community	6 – 12
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<p>Open High School (OHS) develops responsible, creative, independent, and college/career ready students who value intellectual inquiry, compassion, and social responsibility in a global society. Students are led to pursue challenging academic goals, participate in shared decision-making, and form partnerships with the community. Students at Open High School are encouraged to find their passion and pursue it wholeheartedly while striving for academic excellence.</p> <p>All students are expected to fully participate in all aspects of the school and community and contribute to an environment of mutual respect between families and the school. All students must complete a minimum of 120 hours of community service and a Senior Project.</p> <p>Leadership, self-advocacy and participatory management is encouraged through the town meeting structure of the school's student government. All students take Dual Enrollment and or Advanced Placement classes in their junior and senior year. Over 90% of students pursue college.</p>	9 – 12
<p>Richmond Community High School (RCHS) is a college preparatory alternative high school with an enrollment of approximately 250 students in grades 9-12 within Richmond Public Schools. RCHS was initiated by the late Andrew J. Asch, Jr., who envisioned a public-private partnership that would provide outstanding education for gifted students whose socio-economic circumstances limited their ability to succeed.</p> <p>Richmond Community students are given opportunities to demonstrate mastery of rigorous college preparatory courses of study and emerge as critical thinkers and effective problem solvers as they develop into informed, engaged, and empowered leaders who positively impact their local and global communities. Students will achieve personal excellence by discovering and developing unique interests, talents, and gifts.</p>	9 – 12
<p>International Baccalaureate Diploma Programme at Thomas Jefferson High School The Thomas Jefferson High School IB Diploma Programme (DP), the third program in the IB continuum, focuses on the completion of rigorous college preparatory coursework across multiple disciplines in grades 11-12. The DP offers students opportunities to demonstrate real applications of their learning in six subject areas through practical assignments and assessments while working to meet the requirements of an internationally-recognized curriculum. With a focus on skills development and inquiry, this writing-intensive program offers optimal preparation for student success at the university level. DP Courses are taught over two years.</p>	11-12
<p>The Governor's CTE Academy for STEM at RTC The Governor's STEM Academy is a part-time four-year program for rising 9th graders which offers Richmond Public School students a rigorous academic and technical program of study in two career pathways, Engineering & Technology and Therapeutic Services.</p> <p>The pathways are a combination of academic and technical study that integrates classroom and real-world learning. Academy coursework, teacher professional development, academic support, career and college development activities, along with parent and community involvement create a STEM community of learners.</p>	9 -12

Maggie L. Walker Governor's School for Government and International Studies The Maggie L. Walker Governor's School for Government and International Studies (MLWGS) is an innovative public high school offering a comprehensive college preparatory program emphasizing government, international studies, science, mathematics, languages, and fine arts. The school serves students selected on the basis of aptitude and interest in its mission. 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. (GIA)	9 – 12
Appomattox Regional Governor's School for the Arts and Technology The Appomattox Regional Governor's School for the Arts and Technology provides gifted and talented students a differentiated and rigorous education, cultivates a supportive environment that inspires unique artistic and technological visions, promotes cultural tolerance, nurtures community partnerships, and produces active, engaged citizens. Appomattox Regional Governor's School nurtures gifted and talented creative thinkers, leaders, artists, innovators, and pioneers in the fine, performing, and technological arts. (VPA and CTA)	9 - 12
Code RVA CodeRVA Regional High School provides an innovative learning environment that uses blended and project-based learning to develop students' self-management skills while integrating academic content, agile workplace methodologies, and internship experiences that provide a pipeline of critical thinkers prepared to enter college or Richmond's growing tech sector. Code RVA is supported by 14 school divisions that are rethinking the use of time, space, and technology to provide opportunities for acceleration, and college and career readiness especially in the area of computer science. (Lottery)	9 - 12

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 – 2	<ul style="list-style-type: none"> ▪ In-class differentiated instruction ▪ Flexible grouping ▪ Differentiated curricula with instruction provided by gifted resource teachers ▪ Collaboration and co-teaching lessons focusing on critical thinking skills beyond the grade level curriculum ▪ Use of observational scales that target gifted behaviors
Grades 2 – 5	<ul style="list-style-type: none"> ▪ In-class differentiated instruction ▪ Use of observational scales that target gifted behaviors ▪ Flexible grouping ▪ Differentiated curricula with instruction provided by gifted resource teachers ▪ Summer Enrichment Programs (Grades 4-5)
Grades 6 – 8	<ul style="list-style-type: none"> ▪ Honors Program employing in-class differentiated instruction ▪ Advanced content in core academic areas ▪ Differentiated curricula with instruction provided by gifted resource teachers through elective course offerings

	<ul style="list-style-type: none"> ▪ Acceleration for high school credit - Algebra I, Geometry, Algebra II, Earth Science ▪ International Baccalaureate Middle Years Programme ▪ Summer Regional Governors' School
Grades 9 – 12	<ul style="list-style-type: none"> ▪ Honors Program employing in-class differentiated instruction ▪ Advanced Placement ▪ Dual Enrollment Courses ▪ Early College Academy (ECA, Grades 11-12) ▪ International Baccalaureate Middle Years Programme (Grades 9 – 10) ▪ International Baccalaureate Diploma Programme (Grades 11 – 12) ▪ Maggie Walker Governor's School (GIA) ▪ Appomattox Regional Governor's School (VPA and CTA) ▪ Summer Residential Governor's Schools ▪ Specialty High Schools

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.

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. The 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-mindedness, 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), Age Peers (AP), Intellectual Peers (IP)
Grades K – 2	<ul style="list-style-type: none"> ▪ In-class differentiated instruction ▪ Flexible grouping ▪ Differentiated curricula with classroom support and consultative small group instruction provided by gifted resource teachers ▪ Academic Enrichment ▪ Push-In services

Grades 2 – 5	<ul style="list-style-type: none"> ▪ Differentiated instruction ▪ Flexible grouping ▪ Differentiated curricula with classroom support and small group instruction provided by gifted resource teachers ▪ Academic Enrichment ▪ Pull-Out services
Grades 6 – 8	<ul style="list-style-type: none"> ▪ Differentiated curricula with instruction provided by gifted resource teachers through elective course offerings ▪ Acceleration for high school credit - Algebra I, Geometry, Algebra II, Earth Science ▪ International Baccalaureate Middle Years Programme ▪ Single and Double Grade Acceleration ▪ Enrichment Class Seminars ▪ Summer Regional Governor’s School ▪ William and Mary Camp Launch
Grades 9 – 12	<ul style="list-style-type: none"> ▪ Honors Classes ▪ Advanced Placement ▪ Dual Enrollment ▪ International Baccalaureate Middle Years Programme (Grades 9 – 10) ▪ International Baccalaureate Diploma Programme (Grades 11 – 12) ▪ Grade Acceleration ▪ Maggie Walker Governor’s School ▪ Appomattox Regional Governor’s School ▪ Summer Residential Governor’s School ▪ Early College Academy (ECA)

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 21st 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 and highly capable learners to participate in challenging and meaningful educational experiences which promote intellectual and academic growth and nurture 21st Century learning skills. Teachers select, adapt and employ a repertoire of instructional strategies which address the distinctive needs of the gifted and talented learner. A sampling of instructional strategies utilized includes:

Authentic assessment Using approaches such as product or performance-based activities that allow students to demonstrate what they have learned as a result of meaningful instruction	Interdisciplinary connections Guiding students in making connections among and between content areas and disciplines through the use of overarching concepts, issues, and themes
Curriculum compacting The elimination of material that students already know to allow for the instruction of new material or extension activities	Metacognition Students develop the skill of thinking about their own thinking and reflection on learning processes
Decision-making Student choice is supported and valued while guidance is given to build decision-making skills	Problem-based learning Providing students with unstructured problems or situations where they must discover answers, solutions, concepts or draw conclusions and generalizations
Diagnostic-prescriptive instruction Continuous informal and formal assessments used to plan instruction to meet objectives	Problem-solving Providing students with problem-solving strategies matched to differing problem types
Discussion Providing both teacher and student-directed discussion to probe student thinking and in-depth exploration	Questioning techniques Questions used in discussion or activities that draw on advanced levels of information and require challenging thinking
Goal setting and planning Students involved in personal goal setting and involvement in planning, monitoring, and assessing their own learning for efficient and effective use of time and resources	Self-directed projects/Project-based learning Structured projects agreed upon by student and teacher that allow a student to investigate an area of high interest or to advance knowledge
Higher-order thinking Analytical skills developed to allow students to explore and grasp complex concepts	Student competitions Various opportunities provided through the classroom, school and community
In-depth topic development Extended instruction to provide opportunities for greater exploration and knowledge acquisition	Technology/Blended learning The 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 promote continual growth.

Tenets* of differentiation include:

Differentiated Content: What is being taught.

- Provides more depth into organizing the curriculum concepts and structure of knowledge
- Provides content that is related to their daily lives; broad-based issues, themes, or real world ill-structured problems
- Integrates multiple disciplines into an area of study and not in isolation
- Presents comprehensive, related, and mutually reinforcing experiences within an area of study
- Incorporates and organizes content to focus on challenge through essential questioning, complexity and depth
- Allows for in-depth learning of a self-selected topic and tangential learning opportunities within an area of study

Differentiated Process: How it is being taught.

- Enhance and motivate student's learning styles by incorporating many instructional techniques and a variety of materials
- Integrates basic skills and higher-level thinking skills including critical thinking, problem-solving, creative thinking, and decision making into the curriculum

- Authentic opportunities for students 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
- Stimulates independent or self-directed study skills including organization, time management, and perseverance

Differentiated Product: Tangible results based on students' interests and abilities.

- Inspires the development of products that challenge existing ideas and produces new ideas with a variety of solutions
- Enables students to demonstrate knowledge, skills, and understanding using multiple modes of communication
- Assists with the development of a rubric citing the criteria for a quality product

Differentiated Environment: Enhance the comfort of the classroom by changing grouping formats and physical areas of the classroom.

- Allow students to become experts in their field of interests and provide leadership opportunities
- Create an environment where teachers are the facilitators to student led studies and research
- Furnish a safe atmosphere conducive to learning addressing the socio-emotional needs of all students

** Regional, State, National guidelines and perspectives based on proven research from gifted education experts in the field.*

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 with 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 that 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 a 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.

The instructional resources are chosen based on the ability to address the needs of the identified students, providing each instructional group with advanced content and pacing, opportunities for original research or production of information, problem finding and problem-solving, and the opportunity for higher-level thinking leading to the generation of original products. Additionally, curriculum and instructional choices

are made by gifted resource teachers so students can focus on centralized themes and issues across disciplines and develop increasing levels of complex thinking.

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

Grades K-5	GIA
3-5	Mini Economy (VCU)
K-5	The College of William & Mary Curriculum Units
K-5	Boston Museum of Science Engineering is Elementary Curriculum Units
K-5	University of Denver Ricks' Center for Gifted Education Units
K-5	Children's Engineering
3-5	Project M ³ – Mentoring Mathematical Minds
K-2	Project M ² - Mentoring Young Mathematicians
2-5	Code.Org
3-5	Philosophical Chairs
2-5	Thinker Math
2-5	Hands on Equations
K-5	Literature Circles
K-2	Words Their Way
4-5	Socratic Seminar
4-5	Debates
5	Independent Study
2-5	Mock Trials
2-5	Stories with Holes
1-5	Perplexors/Logic Problems
K-5	Analogies
K-5	Sequences
K-5	Spatial Reasoning
2-5	Lego Robotics
2-5	Snap Circuits
4-5	Yale National Initiative Civil Rights Unit
K-5	Singapore Math
4-5	Stock Market Game (VCU)
2-5	Scholastic Chess
K -5	Inquiry based Learning
3-5	Project Based Learning
Grades 6-8	W&M Units
6-8	Boston Museum of Science Engineering Everywhere Units (EE units)
6-8	Novel Studies
6-8	Comparative Literature
6-8	Historical Connections
6-8	Bridge Building
6-8	Stock Market
6-8	Independent Study
6-8	Psychology for Teens
6-8	Philosophy for Teens
6-8	Crime Scene Investigations
6-8	Writer's Workshop
6-8	Philosophical Chairs

6-8	Socratic Seminar
6-8	Project Based Learning
6-8	Inquiry based Learning
Grades 9-12	Independent Study
9-12	Inquiry Based Learning
9-12	Problem Based Learning
9-12	Research
9-12	Mentoring with Community Professionals
9-12	Accelerated Content
10-12	AP Courses
12	Senior Seminar

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses

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.

(§VAC20-40-60A.12)

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, 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-potential 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 Diploma Programme examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to 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
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, Revised July 2, 2018, Revised September 14, 2020, Revised August 16, 2021

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 and scaffolded 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.

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.

Reporting

The School Board shall submit a plan for approval and/or 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. 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. Talent development will be emphasized in the early grades by providing collaborative push-in services with the general education, ESL, and inclusion teachers.

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, Revised Adopted June 18, 2012

POLICY 5-4.3 Standards of Learning Tests and Graduation Requirements

Standards of Learning Tests and Verified Units of Credits

The Board of Education has established educational objectives known as the Standards of Learning (SOL), which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The School Board of the City of Richmond has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education.

In kindergarten through eighth grade, where SOL tests are required by the Board of Education, each student is expected to take the SOL tests. Students who are accelerated take the tests of the grade level enrolled or the tests for the grade level of the content received in instruction. No student takes more than one test in any content area in each year. Schools will use the SOL test results in kindergarten through eighth as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school will take all applicable end-of-course SOL tests following course instruction. Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 are required to earn standard and verified units of credit as specified in the regulations of the Board of Education and as described below. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

The standard unit of credit for graduation is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.

A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described below. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

Participation in the SOL testing program by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities will be assessed with appropriate accommodations and alternate assessments where necessary.

All students identified as limited English proficient (LEP) will participate in the SOL testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.

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 students of:

1. the requirements for graduation pursuant to the standards of accreditation; and
2. the requirements that have yet to be completed by the individual student.

The School Board will notify the parents of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the graduation requirements of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

The School Board will notify the parents of students who fail to graduate or who fail to achieve requirements as provided in the standards of accreditation and who have not reached 20 years of age on or before August 1st of

the school year of the right to a free public education. If the student who does not graduate or complete such requirements is a student for whom English is a second language, the School Board will notify the parent of the student's opportunity for a free public education in accordance with Va. Code §22.1-5.

Graduation Requirements

Generally

The School Board will award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit meet the requirements prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as are prescribed by the School Board and approved by the Board of Education.

Types of Diplomas and Certificates

The School Board will award diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma are those in effect when the student enters ninth grade for the first time.

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.

Adopted September 7, 2010

Revised/Adopted July 13, 2015

Revised/Adopted September 19, 2016

Graduation & Post-Secondary Preparation

All RPS students should graduate from high school with exciting, promising, and concrete plans for their post-secondary life, with plans to either enroll in college, enlist in national service, and/or have a viable offer of employment to earn a living wage. Essential to this goal is that students engage with their families and counselors to plan an academic path that aligns to their post-secondary plans and do so in a way that ensures they have options from which they are prepared to choose.

Academic & Career Plan

An essential step for every student in preparing for their future is completing an academic and career plan. This plan should be initially created in middle school and updated on an annual basis as part of the monitoring progress towards high school graduation and preparation for post-secondary plans. Completing and updating an academic and career plan is required for every student. The purpose of this process is to:

- assess personal interests as they relate to career decisions;
- establish short-term and long-term education/career goals;
- formulate thoughtful educational plans that reflect rigorous academics in their chosen career directions;
- participate in electives, extra-curricular activities, and community service projects supporting their career directions; and
- identify experiences such as internships or cooperative work experiences during 11th and/or 12th grade that align to students' goals.

As students mature and develop new skills, they may modify their career plan to reflect their new interests and goals. The career interest inventories and activities the students complete during middle and high school utilize the 16 career clusters from the VDOE.

Future Centers

In addition to the annual counseling and planning that occurs throughout the Academic and Career Planning process, each comprehensive high school has a Future Center open to all students. Future Center staff also supports our students at the three specialty high schools. The Future Centers provide individual and group college planning and advising to students that includes, but is not limited to:

- researching and applying to colleges
- helping students and their families understand financial aid and the FAFSA
- providing resources for students interested in going to the workforce, trade school or the military after high school

Graduation Requirements

It is the choice of every student and family to decide whether to pursue an Advanced Studies or Standard Diploma.

This section outlines Virginia graduation requirements at a glance. Students and families are encouraged to visit the [VDOE website](#) and contact their school counselor for more information.

To graduate with an Advanced Studies or Standard Diploma, students must earn **standard** units of credit in specific courses, as well as **verified** units of credit in specific content areas. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the State Board of Education. Additional requirements for graduation include earning an industry credential and earning credits in sequential electives. Refer to the details below based on your year of entry into high school for specific requirements.

Standard Credits are earned by earning a passing grade in a state or locally approved course. The majority of courses offered by RPS are equal to 1.0 course credit, though select courses may be offered that earn 2.0 course credits or a 0.5 course credit.

Verified Credits are earned by passing an SOL assessment after successfully completing a qualifying course. If a student does not pass an SOL, they may be eligible to retake the SOL test after receiving remediation.

In certain situations, students may be eligible to earn a **Locally-Awarded Verified Credit (LAVC)** after having failed a SOL exam twice but earning a score in the range of 375-399 on at least one administration. Please see the Addenda of this document for more information on eligibility and process for earning LAVCs.

Graduation Course Requirements for Students Entering the Ninth Grade for the First Time in 2018-2019 and Beyond

Advanced Studies Diploma Requirements: Coursework & Verified Credits

Subject Areas	Courses	Verified Credits	Notes
English	4	2	Students are required to earn one verified credit in reading and one in writing.
Mathematics	4	1	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 Virginia Board of Education shall approve courses to satisfy this requirement. Per the Standards of Quality, certain computer science courses credit earned by students may be considered a mathematics course credit based on guidelines outlined by the Virginia Board of Education.
Laboratory Science	4	1	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 and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The Virginia Board of Education shall approve additional courses to satisfy this requirement. Per the Standards of Quality, certain computer science courses credit earned by students may be considered a science course credit based on guidelines outlined by the Virginia Board of Education.
History & Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health & Physical Education	2	0	

Fine Arts or Career & Technical Education	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	The Standards of Learning for Economics and Personal Finance present economic concepts that help students interpret the daily news, understand how interdependent the world's economies are, and anticipate how events will impact their lives. The standards also help students develop thinking skills that include analyzing real-world situations, economic reasoning, decision making, and problem solving.
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
TOTAL	26	5	

Advanced Studies: Additional Requirements for Graduation

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** -In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the Advanced Studies Diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Standard Diploma Requirements: Coursework & Verified Credits

Subject Areas	Course Credits	Verified Credits	Notes
English	4	2	Students are required to earn one verified credit in reading and one in writing.
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra Functions, and Data Analysis, Algebra II, or other mathematics courses approved by the Virginia Board of Education to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science*	3	1	<p>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: Earth Sciences, Biology, Chemistry, or Physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The Virginia Board of Education shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit</p> <p>*Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>

History & Social Sciences*	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The Virginia Board of Education shall approve courses to satisfy this requirement.</p> <p>*Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
Health & Physical Education	2	0	
Fine Arts or Career & Technical Education	1	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
TOTAL	22	5	

Additional Requirements for Graduation

- Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the Advanced Studies Diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure

examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Graduation Course Requirements for Students Entering the Ninth Grade for the First Time in 2018 and Beyond

Advanced Studies Diploma Requirements: Coursework & Verified Credits

Subject Areas	Courses Credits	Verified Credits	Notes
English	4	2	Students are required to earn one verified credit in reading and one in writing.
Mathematics	4	2	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 Virginia Board of Education shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	2	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 Virginia Board of Education shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.
History & Social Sciences	4	2	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 additional courses to satisfy this requirement.

World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health & Physical Education	2	0	
Fine Arts or Career & Technical Education	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.
Economics & Personal Finance	1	0	
Electives	3	0	
Student Selected Test	0	1	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 8VAC20-131-110 .
TOTAL	26	9	

Additional Requirements for Graduation

- **Virtual Learning** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course, or may be a course required to earn this diploma that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#)

Standard Diploma Requirements: Coursework & Verified Credits

Subject Areas	Courses	Verified Credits	Notes
English	4	2	Students are required to earn one verified credit in reading and one in writing.

Mathematics	3	1	<p>Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</p>
Laboratory Science	3	1	<p>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: 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. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
History & Social Sciences	2	1	<p>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when</p>

			the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
Health & Physical Education	2	0	
Fine Arts or Career & Technical Education	1	0	Pursuant to §22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.
Economics & Personal Finance	1	0	The Standards of Learning for Economics and Personal Finance present economic concepts that help students interpret the daily news, understand how interdependent the world's economies are, and anticipate how events will impact their lives. The standards also help students develop thinking skills that include analyzing real-world situations, economic reasoning, decision making, and problem solving.
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Student Selected Test	0	1	A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110 .
Career & Technical Education Credential	0	0	Students shall earn a career and technical education credential approved by the Board of Education, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
TOTAL	22	6	

Additional Requirements for Graduation:

- **For students entering the ninth-grade class for the first time in 2013-2014 and beyond:** Students shall successfully complete one virtual course, which may be a non credit-bearing course or a required or elective credit-bearing course that is offered online.
- **For students entering the ninth-grade class for the first time in 2016-2017 and beyond:** Students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).

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 seals listed below.

GOVERNOR'S SEAL

The Governor's Seal is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and 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

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an **average grade of "A"**.

BOARD OF EDUCATION'S CAREER & TECHNICAL EDUCATION SEAL

The Board of Education's Career & Technical Education Seal is awarded to students who:

- Earn 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" or better average in those courses

OR

- Pass an examination or an 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

- Acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

BOARD OF EDUCATION'S DIPLOMA SEAL FOR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

The Board of Education's STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma, satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, successfully complete a 50 hour or more work based learning opportunity in a STEM area, satisfy all requirements for a Career and Technical Education concentration, (a concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the [CTE Administrative Planning Guide](#)), and pass one of the following: a Board of Education CTE STEM-H credential examination, or an examination approved by the Board that confers a college-level credit in a STEM field.

BOARD OF EDUCATION'S ADVANCED MATHEMATICS & TECHNOLOGY SEAL (available for students entering high school prior to 2018-2019)

The Board of Education's Advanced Mathematics & Technology Seal is 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 pass an examination in a career and technical education field that confers certification from a recognized industry, trade or professional association or acquire a professional license in a career and technical education field from the Commonwealth of Virginia or 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. See [The Path to Industry Certification](#) for the current approved licenses and examinations.

BOARD OF EDUCATION'S EXCELLENCE IN CIVICS EDUCATION SET

The Board of Education's Excellence in Civics Education Seal is awarded to students who meet each of the following four criteria:

1. Satisfy the requirement to earn a Standard Diploma or an Advanced Studies Diploma and complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher, have good attendance and no disciplinary infractions as determined by local school board policies, and complete 50 hours of voluntary participation in community service or extracurricular activities, such as:
 - 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 similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC);
 - c. participating in political campaigns, government internships, Boys State, Girls State, or Model General Assembly; or
 - d. participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement. Have good attendance and no disciplinary infractions as determined by local school board policies.

BOARD OF EDUCATION'S SEAL OF BILITERACY

The Board of Education's Seal of Biliteracy is awarded to students who earn a Board of Education approved diploma and:

1. Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level
2. 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.

BOARD OF EDUCATION'S SEAL FOR EXCELLENCE IN SCIENCE AND THE ENVIRONMENT

The Board of Education's Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

1. Earn either a Standard or Advanced Studies Diploma, complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of "B" or higher;
2. Complete laboratory or field-science research and present that research in a formal, juried setting; and
3. Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration

End-of-course SOL tests for courses detailed in this document and offered at RPS schools are listed in the chart below. All students enrolled in a course that has a SOL test must take the test until they have met their verified credit requirement for that subject area and met all federal accountability requirements.

END-OF-COURSE STANDARDS OF LEARNING TESTS AVAILABLE FOR EARNING VERIFIED CREDITS			
ENGLISH*	MATHEMATICS	LABORATORY SCIENCE	SOCIAL STUDIES
Reading	Algebra I	Earth Science	World History to 1500 A.D.
Writing	Geometry**	Biology***	World History from 1500 A.D.
	Algebra II	Chemistry	World Geography
			Virginia and U.S. History

Additional Opportunities to Earn Verified Credits

As permitted by the Standards for Accrediting Public Schools (8VAC20-131-110), the Virginia Board of Education has approved various “substitute” tests and set the minimum score that must be achieved to award verified credit to students. The tests listed in this document are approved by the Virginia Board of Education as substitute tests, and a verified credit can be awarded when the student achieves at least the minimum score required for a Pass/Proficient rating adopted by the Virginia Board of Education.

While students may submit other tests on the state-approved substitute test list for verified credit with proper documentation, RPS does not cover the cost or administration of those tests. RPS provides students the following substitute tests and supports the cost and administration of these tests for use as a substitute to the SOL test to earn a verified credit. In the Course Descriptions section of this document, courses that may result in a verified credit as a result of a student earning a minimum score on a substitute test include “(Eligible for Verified Credit)” under the course title.

RPS Supported Substitute Tests for Verified Credits

English End-of-Course Substitute Tests

<i>SOL Test</i>	<i>Substitute Test</i>
Writing	AP English Language & Composition
Writing	AP Literature & Composition
Writing	IB English Language A: Literature & Language (HL)+
Writing	IB English Language A: Literature (SL)+
Writing	SAT Writing and Literacy AND Essay Writing Test

Writing	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT) Writing Sub-Score ⁺
Reading	AP English Language & Composition
Reading	AP Literature & Composition
Reading	IB English Language A: Literature & Language (SL) ⁺
Reading	IB English Language A: Literature & Language (HL) ⁺
Reading	IB English Language A: Literature (SL) ⁺
Reading	IB English Language A: Literature (HL) ⁺
Reading	PSAT/NMSQT
Reading	SAT Reading Test
Reading	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT) Reading Subtest
Reading	ACT WorkKeys Reading for Information

⁺*Students may use this test to earn two verified credits in English*

⁺⁺*May only be used for “term-grads” who have attempted the SOL at least twice.*

Mathematics End-of-Course Substitute Tests

<i>SOL Test</i>	<i>Substitute Test</i>
Algebra I	AP Calculus ⁺
Algebra I	IB Math Studies (SL) ⁺
Algebra I	IB Mathematics (SL) ⁺
Algebra I	IB Mathematics (HL) ⁺
Algebra I	PSAT/NMSQT
Algebra I	SAT Math Test
Algebra II	AP Calculus

Algebra II	IB Math Studies (SL)+
Algebra II	IB Mathematics (SL)+
Algebra II	IB Mathematics (HL)+
Geometry	AP Calculus
Geometry	IB Math Studies (SL)+
Geometry	IB Mathematics (SL)+
Geometry	IB Mathematics (HL)+

+Students may use this test to earn two verified credits in mathematics

History & Social Science End-of-Course Substitute Tests

<i>SOL Test</i>	<i>Substitute Test</i>
VA & US History	AP US History
VA & US History	IB US History (HL)
World History and Geography to 1500	AP World History
World History and Geography to 1500	AP European History
World History and Geography 1500-Present	IB History of Europe
World History and Geography 1500-Present	AP World History
World Geography	AP Human Geography
World Geography	IB Geography Test

Science End-of-Course Substitute Tests

<i>SOL Test</i>	<i>Substitute Test</i>
Earth Science	IB Environmental Systems and Society (SL)
Earth Science	AP Environmental Science
Biology	AP Biology
Biology	IB Biology (HL)

Biology	IB Biology (SL)
Chemistry	AP Chemistry
Chemistry	IB Chemistry (HL)
Chemistry	IB Chemistry (SL)

Credit Accommodations

Certain students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 may be eligible for credit accommodations. Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. Credit accommodations for the Standard Diploma shall be determined by the student's Individualized Education Program (IEP) or Section 504 team, including the student where appropriate, at any point after the student's eighth grade year. The school must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit accommodations after review of the student's academic history and full disclosure of the student's options.

Students must meet the following criteria to be eligible to receive credit accommodations for the Standard Diploma:

- Students must have a current IEP or Section 504 plan with standards-based content goals.
- Student has a disability that precludes him or her from achieving and progressing commensurate with grade level expectations but is learning on grade level content.
- Students need significant instructional support to access grade level SOL content and to show progress.
- Based on multiple objective measures of past performance, students might not be expected to achieve the required standard and verified units of credit within the standard time frame.

Post-Secondary Assessments

RPS provides access to certain assessments needed for an array of post-secondary preparation and enrollment. The following tests are available to students of RPS either as a requirement for high school graduation, college admissions and/or placement, scholarships, industry credentials, or NCAA Eligibility.

RPS provides and supports the administration of the following assessments for all students:

PSAT 8/9

The PSAT 8/9 tests the same skills as the SAT, PSAT, and PSAT NMSQT but is geared towards 8th and 9th graders. It measures whether students are on track for college and provides valuable information about strengths and areas for improvement. All RPS 9th graders are required to take the PSAT 8/9 at no cost.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT is a standardized test that provides first-hand practice for the SAT. It also gives students a chance to enter the National Merit Scholarship program. The PSAT measures critical reading skills, critical reasoning skills, math problem solving skills and writing skills. These are skills that students acquire over many years, both in and out of school, and do not require recall of specific facts. RPS expects all students in the 10th grade to take the PSAT and provides the exam free of charge to students. RPS encourages students in the 11th grade to take the PSAT again as preparation for the SAT.

All RPS high school students will take the PSAT annually in grades 10, and 11 at no cost to students. The PSAT will enable students and families to understand their progress towards college and career readiness.

SAT

The Scholastic Aptitude Test (SAT) is a standardized test designed to assess a high school student's readiness for post-secondary opportunities. The SAT is also used by many colleges/universities as part of their application process. Though traditionally taken only by students who plan to attend college, RPS provides the SAT during the school day each spring for every 11th grade student. All 11th graders are expected to take the exam during SAT School Day each spring, as the results provide important information regarding college and career readiness and RPS covers this administration of the SAT for all juniors. Students wishing to take the SAT multiple times are encouraged to do so at their own expense, and your counselor can provide support in requesting fee waivers.

ASVAB (Armed Services Vocational Battery)

RPS encourages and supports students in taking the ASVAB, which is required for enlisting in national military service.

Summary of College and Career Readiness Assessments

Grade Level	Fall	Spring
9th	PSAT 8/9 (All students)	
10th	PSAT 10 (All students)	
11th	PSAT/NMSQT (All students)	SAT School Day (All students)
12th	SAT*	SAT*

*If students choose to take the SAT more than once, in addition to the test administered on the SAT School Day, that cost will be incurred by the student and the student is responsible for registration (their counselor or Future Center Navigator can provide fee waivers and registration support)

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 2021-2022 Richmond Public Schools Programs of Studies

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:

Points x Credits = Calculated Points

Total Calculated Points / Total Credits Attempted = 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.

Middle School Suggested Course Sequences**

Available Course Sequences

Students should be given the opportunity to flex between these pathways based on performance and interest.

Grade	English	Mathematics	History & Social Sciences	Science
6 th Grade	English- Grade 6	Math 6	US History to 1865	Integrated Science 6
	English - Grade 6 Honors	Math 6	US History to 1865 Honors	Integrated Science 6
7 th Grade	English- Grade 7	Math 7 Math 7 Honors	US History 1865 to present	Integrated Science 7
	English - Grade 7 Honors	Algebra 1	US History 1865 to present Honors	Integrated Science 7
8 th Grade	English- Grade 8	Math 8 Algebra	Civics & Economics	Physical Science 8
	English - Grade 8 Honors	Geometry	Civics & Economics Honors	Earth Science

Electives

In addition to core content courses, middle school students have an array of choices for electives. Students may select a combination of four (4) semester-long courses; two (2) year-long courses or two (2) semester-long courses and one (1) year-long courses. Note: all 6th graders at a minimum must enroll in a semester-long CTE course to meet the Career Investigations requirement. All 6th & 7th graders at a minimum must enroll in at least one semester-long Health/PE course (though they may opt for a year-long course should they wish to do so).

*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.

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.

Advanced Placement® 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](#).

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	WL Level I or Higher	WL Level II or	SPA	SPA 102*	SPA 102*	n/a	n/a

Language		Higher	101*				
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 1	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 11th grade are encouraged to apply to the IB Middle Years Programme in 9th 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 11th grade. Zoned and open enrollment students in the 11th and 12th 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.

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

IB Diploma Programme courses are limited to students in 11th and 12th 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 from outside of Thomas Jefferson HS: 11th grade application students must have earned adequate course credit to fit a minimum of four Diploma Programme courses into their 11th- and 12th-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 students 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
<p>HL = Higher Level SL = Standard Level</p> <p>All DP courses are taught over two years. Students must be in 11th or 12th grade to enroll in a DP course.</p>	<p>Generally, DP students have already completed Economics and 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 11th grade.</p>
Group 1: Language and Literature	
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.
Group 2: Acquired Language	
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.
Group 3: Individuals and Society	
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>
Group 4: Sciences	
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.

Group 5: Mathematics	
IB-DP Math Studies SL I	3135 Algebra II or equivalent with passing SOL scores
Group 6: The Arts	
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.
DP Core	
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 11th 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)

Because 12th grade coursework is the continuation of courses begun in 11th grade, students are not accepted as new IB students in 12th grade unless transferring to 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 12th 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

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 resby the identification and placement committee.
pond 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
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 2019 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 2019 standards increase the focus on the importance of connections and collaborations across fields and addressing the needs of all children.. 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

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
- Empowering underrepresented Gifted Students
- Developing Cultural Competency
- 4 Shifts of Protocol
- Finding and Nurturing Advanced Academic Potential in Underrepresented Populations
- MERC- Action Plan
- Interdisciplinary Teaching and Learning
- 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
- Identification of Gifted Students from Diverse Populations

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.

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
- UConn Center for Gifted Education: Confratute (Renzulli & Reiss)
- 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 College of Engineering Outreach Partnerships
- 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
- National Math Science Initiative (NMSI)
- College Board Seasonal and Summer Workshops
- RPS Professional Learning Series
- Virginia Consortium for Gifted Education Administrators
- Virginia Museum of Fine Arts
- Virginia History and Culture Museum
- Science Museum of Virginia (including Makerspace)

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 push-in services for K-2 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 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 is 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.

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. The Role of the Local Advisory Committee: Gifted Advisory Council (GAC)

The Gifted Advisory Council is to review the Local Plan for the Education of the Gifted and to determine 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 recommendations of the Gifted Advisory Council shall be submitted to the Superintendent and or Designee and to the School Board on the progress made toward achieving program goals and objectives.

B. Composition of the Local Advisory Board

Categories	Targeted Representation from the Four City Quadrants
Parents (up to 1- 2 /region (northside, east side, west side, south side)	4-8
Teachers	2
Administrators	2
Gifted Coordinator	1
Community <ul style="list-style-type: none"> ▪ representatives of business, industry, arts 	1
Community <ul style="list-style-type: none"> ▪ persons who are not parents of identified students 	1
Students (optional)	
School Board Representative/Proxy	1

C. 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, and community members. Members should reflect the geographical and ethnic composition of the school division. Members serve a suggested staggered three-year term rotation.

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 Superintendent or Designee for review and approval.


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.


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.

	Jason Kamras	9/29/2022 16:19 EDT
Division Superintendent’s Signature	Printed Name	Date

	9/28/2022 09:29 EDT
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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 the 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.

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.

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 across a broad range of intellectual disciplines beyond their age- level peers in selected academic areas. Specific academic areas include English, history/social science, mathematics, or science.

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.

