

Staunton City Schools

Local Plan for the Education of the Gifted

2018-2023

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Local School Board Chairperson	Mr. William Lobb		
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Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Insert School Division Name

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	
Career and Technical Aptitude (CTA)	
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	

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

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

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

Staunton City Schools is committed to identifying and serving those students in kindergarten through grade twelve 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. The gifted education program in Staunton City Schools is based on the school division's philosophy of a rigorous, dynamic and reflective instructional program for all students.

Identified gifted students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving/ rapid acquisition and master of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers. These students may require school experiences that are differentiated from the experiences provided for other students in Staunton City Schools. Gifted students need encouragement, support, and opportunities to interact with other gifted students who naturally challenge one another. They require opportunities to pursue their particular interests, to share with real audiences, and to have products of their learning critiqued. For gifted students, this philosophy of empowerment through skills and knowledge demands curricular experiences designed to enhance the students' thinking abilities, academic proficiencies, and special talents. Dynamic curriculum that deals with complex issues and higher order thinking and requires probing for depth of learning provides the framework for gifted students to reach their academic potential.

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.

General Intellectual Aptitude

Students identified as gifted in General Intellectual Aptitude in Staunton City Schools must exhibit evidence of the need for gifted educational services by demonstrating a high level of accomplishment or the potential for higher levels of accomplishment as compared to others of the same age, experience or environment.

Students identified as gifted in general intellectual ability exhibit unusual performance capability in intellectual endeavors as assessed through multiple sources of information to include nationally norm-referenced tests, a Gifted Behaviors Rating Scale, student work samples, and

other evidence that supports a need for advanced academic services. In order to meet their needs and develop their abilities, these advanced learners require differentiation opportunities that enrich and extend the Staunton City Schools academic program of studies.

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

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

A. Identification:

1. Provide a systematic identification process that aligns with the delivery of services.
2. Seek to identify all gifted students who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment.
3. Increase the identification of students from historically underrepresented groups to include students of low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds.

B. Delivery of Services:

1. Provide a continuum of services in grades K-12 that assures appropriately differentiated instructional programs for gifted students and enhances the quality of instruction for all students.
2. Provide a comprehensive continuum of services which addresses the academic and socio-emotional needs of identified gifted students.

C. Curriculum and Instruction:

1. Provide gifted students with opportunities to fully utilize their creative abilities to think critically and solve authentic problems.
2. Develop students who have an understanding of the problems, themes, issues, and organization of knowledge which frame the world in which we live.
3. Develop independent, self-directed learners who fully utilize their metacognitive skills.

D. Professional Development:

1. Provide continuous professional development for all school staff on identification and characteristics of gifted students; differentiation of instruction; social and emotional needs of gifted students; and characteristics of underrepresented populations.
2. Provide continuous professional development for instructional coaches
3. Encourage classroom teachers to obtain state endorsement in gifted education.

E. Equitable Representation of Students:

Increase access to gifted programs for students from historically underrepresented groups (low socioeconomic status, twice exceptional learners, and students from diverse cultural, linguistic, and ethnic backgrounds).

F. Parent and Community Involvement:

1. Promote the awareness of the unique needs of gifted students among parents/guardians, school staff, and the community.
2. Increase communication to parents of gifted students through semester reporting of student progress, e-mail contact, and regular updating of websites at the school and division-level.

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

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

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

Screening Procedures for General Intellectual Aptitude

All students in grades K-12 are considered each year for referral for gifted services using multiple criteria. Referrals may be made by parents/guardians, students, teachers, other persons who may have knowledge or expertise to make such a referral including community members, or by any other appropriate school personnel, e.g., student support teams. Annually, the elementary math and reading coaches, and middle and high school instructional coaches and guidance counselors observe students in the classroom setting, review files of all students new to the division, and monitor students who excel and/or have been recognized as potential candidates.

The gifted coordinator provides staff development on characteristics and identification of gifted students to instructional staff to create awareness and to familiarize staff with the procedures for identifying students for gifted services. In addition, he/she provides information to parents regarding gifted characteristics and the referral process. School psychologists and other members of the student support team are trained to look for potential candidates for the gifted program as they consider special education or 504 Plan services and teachers are trained to look for potential students from historically underrepresented populations.

Screening for potentially gifted students is an ongoing process during each school year. School administrators, teachers, and coaches identify potential candidates on a quarterly basis for the gifted program through a screening process. Particular attention is paid to under-represented populations.

Screening options include the following:

- Review of universal screener data in math and reading
- Review of standardized assessment data
- Review of grades benchmark testing results
- Review of student classroom performance data and work samples
- Observations of coaches during co-teaching instruction
- Observations of classroom teachers
- Review of records as students transfer to Staunton City Schools

The Staunton City Schools Gifted Program:
EMERGE, EXCEL, EXTEND & ENRICH

Elementary Grades K-5

In grades K-2, the EMERGE program identifies a pool of potential candidates for gifted identification through a focus on regular classroom high-level thinking lessons. These lessons are planned and implemented by the math and reading coaches, and/or classroom teacher. The grade level teams compile and review the anecdotal observations for each student and develops a screening pool of potential referrals and/or students to watch. Students may be referred for gifted services beginning in kindergarten and there is no limit to the number of times a student may be referred.

During mid-second grade, all reading, mathematics, and observational assessments will be reviewed for all second grade students. Depending on score results, students may be immediately referred for gifted identification, recommended for individual testing, or continued in the screening pool.

Differentiation is embedded in the EXCEL K-12 philosophy of Staunton City Schools. Regardless of formal identification, as student may be included in a gifted/differentiated activity in any subject if deemed appropriate for the learner. All students may be considered for accelerated language arts or mathematics groups/classes in the EXTEND Program based on reading or mathematics performance and testing and/or gifted identification.

Identified gifted students in elementary grades in Staunton City Schools begin work on a continuum of K12 goals and objectives: ENRICH *Critical and Creating Thinking for Advanced Learners*. These goals focus on higher-level thinking skills embedded in all disciplines.

Middle School Grades 6-8

At the middle school level, the guidance counselors, teachers, and instructional coach review ability and/or achievement test scores and grade and progress reports to encourage students from underrepresented populations to enroll in Honors classes in areas of strength/interest. All students in middle school who meet the minimal entry requirement may self-select for Honors or high school credit classes in the EXTEND program. Differentiation is embedded in the philosophy of Staunton City Schools EXCEL K-12. Regardless of formal identification, a student may be included in a gifted/ differentiation activity in any subject if deemed appropriate for the learner.

Eligible middle school 7th and 8th graders may apply for the Valley Ridge Governor's School Summer Residential School Program. This is a residential Journalism Program with six different strands: photojournalism, writing, online journalism, broadcasting/video, design/redesign. Acceptance into this local program is highly competitive and based

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on application and recommendation. Information about the application process for these opportunities is available through the middle school guidance department.

Identified gifted students in middle school in Staunton City schools continue to work on a continuum of K12 goals and objectives: *ENRICH Critical and Creating Thinking for Advanced Learners*. These goals focus on higher-level thinking skills embedded in all disciplines.

High School Grades 9-12

Continuing the Staunton City Schools EXCEL K-12 program at the high school level, the guidance counselors and teachers review middle school schedules, ability and/or achievement test scores, and grade and progress reports to encourage students from underrepresented populations to enroll in Honors classes in areas of strength/ interest.

All students at the high school level who meet the minimal entry requirement may self-select for Honors, Advanced Placement, and dual-enrollment classes in the EXTEND Program. Parents or legal guardians, teachers, professionals, students, peers, self or others may make recommendations for gifted referral or advanced classes.

The Shenandoah Valley Governor's School STEM and Arts/ Humanities Program is a regional half-day highly competitive Governor's School for 11th and 12th graders that focuses on Science, Technology, Engineering, Mathematics, Visual and Performing Arts and Humanities and conducts a separate screening and selection process using standardized and achievement testing and multiple criteria. For more information about the school, visit <https://svgsstudentnews.wordpress.com>

Eligible high school juniors and seniors may apply for the Virginia Governor's School Summer Residential Foreign Language Academies (full-immersion academies in various languages) or the Virginia Summer Residential Governor's School Programs (intensive educational experiences in visual and performing arts; humanities; mathematics, science and technology; life science and medicine; or through mentorships in marine science or engineering). Acceptance into these state programs is highly competitive and based on application and recommendation. Information about the application process for these opportunities is available through the high school guidance department.

Identified gifted students in middle school in Staunton City schools continue to work on a continuum of K12 goals and objectives: *ENRICH Critical and Creating Thinking for Advanced Learners*. These goals focus on higher-level thinking skills embedded in all disciplines.

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

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

Referral procedures for General Intellectual Aptitude

The process of identifying gifted students in Staunton City Schools begins with the screening and/or referral. The referral process is designed to consider the entire school population in the area of General Intellectual Aptitude. Students may be considered for the gifted program through a referral by parents/ guardians, students, teachers, themselves, other persons who may have knowledge or expertise to make such a referral including community members, or by any other appropriate school personnel, e.g. student support teams, and building administrators. Students who have been identified for gifted services in another locality must complete a referral form to begin the process in Staunton City Schools. Referral forms for students in grades K-12 are available in all schools and may be submitted at any time during the year to the principal. Within 90 instructional days, beginning with the receipt of the referral, the identification and placement committee will determine eligibility status for gifted services.

Once the referral is received and the 90 instructional days timeline begins, the gifted coordinator will acknowledge the receipt of the referral and (along with the classroom teacher) begin the process of obtaining parental permission for testing, parent and teacher checklists, and all applicable student information including standardized and SOL testing results, current and historical grades, student work samples, and a classroom observation. The school psychologist and/or gifted coordinator will complete the appropriate testing battery and set the date for the Gifted Placement/ Eligibility Committee meeting. The recommendation by the committee will be sent to the parents/students within ten working days after the established meeting date of the committee. Based on the examination of the documentation provided, the Gifted Placement/ Eligibility Committee will make one of the following recommendations:

- The student is eligible for placement in the gifted program;
- Further evaluation must take place, which may include additional samples of student work and/or additional standardized testing;
- Acknowledgement that the student is ineligible for participation in the gifted program at this time.

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

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

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

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

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

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

Specify: Professional evaluations if available

2. Additional identification information for General Intellectual Aptitude

As required by eligibility guidelines, no single instrument, score or criterion may be used to exclude or include a child for eligibility.

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All student identification procedures and instruments are based on current theory and research. Annually, division-wide identification data is evaluated and identification assessment instruments are adjusted if warranted to ensure appropriateness for the division's population of students.

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

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

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

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

General Intellectual Aptitude

- 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(s) Specify: Gifted Education Supervisor

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Student Behavior Scale: TEACHER	Current classroom teacher and/or other professionals who work with the student	Gifted Coordinator	Gifted Coordinator
Student Behavior Scale: PARENT	Parent/ guardian of student	Gifted Coordinator	Gifted Coordinator
Nationally norm-referenced aptitude test (Cognitive Abilities Test, WISC, or other applicable test)	Gifted Coordinator and/or School Psychologist	Gifted Coordinator and/ or School Psychologist	Gifted Coordinator
Student Portfolio: Work Samples, Grades, Standardized Test Results, and Benchmark Test Results	Classroom teacher, gifted coordinator, math/ reading coaches	Gifted Coordinator	Gifted Coordinator
Classroom Observation	Gifted Coordinator or Gifted Supervisor	N/A	Gifted Coordinator

Criteria from the list above are used to determine eligibility for Staunton City Schools gifted services. Multiple criteria are reviewed and no one piece of information can determine eligibility or ineligibility. If a student is found ineligible for gifted services, he/she may be referred again the following school year.

Steps in the Process:

1. Referrals from parents/guardians, peers, educators, and community any time during the school year.
2. Parents/ Guardians Notification of Referral with permission for assessment within five (5) instructional days of receiving the written referral form.
3. Identification data gathered within seventy-four (74) instructional days from receipt of parent permission.

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4. Gifted Placement/ Eligibility Committee meetings within seventy-five (75) instructional days from receipt of parent permission.
5. Gifted Placement/ Eligibility Committee's notification letter to parents/ guardians with appeal information within ten instructional days of the eligibility meeting.
6. Request for conference with school principal within 15 days to discuss the results of the eligibility meeting if there are concerns or questions.
7. Written request for appeal of decision, made to gifted supervisor within five (5) instructional days of meeting with the school principal.
8. Appeal committee meeting with parent/guardian within 45 instructional days of receiving written request for appeal.

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

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

General Intellectual Aptitude

Parents/ legal guardians and school staff work together to ensure that each child receives appropriate gifted services. Staunton City Schools offers a range of programs that provide students with opportunities to engage in complex subject matter and prepare them for more challenging and rigorous classes as they advance in grade level. Staunton City Schools is committed to enriching the overall academic program for all students.

The youngest learners in Staunton City Schools (all students in grades K-2) are involved in high-level thinking lessons in reading and mathematics through the EMERGE program, and all identified students K-12 will progress through a continuum of ENRICH Critical and Creative Thinking Skills for Advanced Learners. The ENRICH program is designed to focus on particular advanced higher-level thinking skills for gifted students and to ENRICH the curriculum in all areas. In addition, in grades K-12, all students are encouraged to EXCEL and may be offered differentiated curriculum in particular areas of strength or interest in the areas of language arts, mathematics, science, and/or social studies. Students requiring a faster-paced curriculum may accelerate their learning through the EXTEND program which offers advanced classes in language arts, and mathematics in grades 3-5, honors and high school credit in middle school, and honors, advanced placement, and dual-enrollment courses in the high school. For students in grades 11 and 12, the Shenandoah Valley Governor's School (SVGS) conducts a competitive application process to select students who would benefit from a strong focus on mathematics, science, technology, engineering, humanities, visual arts and performing arts. SVGS admissions information is available at <https://svgsstudentnews.wordpress.com>

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

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

General Intellectual Aptitude

a. School and central office communications inform parents/guardians of Staunton City Schools Gifted Services and the procedures and timelines for identification and placement. These communications include letters, parent information meetings, and the Staunton City Schools website: www.staunton.k12.va.us

b. When a student is referred for gifted identification, the gifted coordinator or gifted supervisor sends a letter to the parents/guardians requesting permission for appropriate testing information gathering regarding the student. The Student Behavior Scale for parents/guardians is sent home with the letter as well.

c. Parents receive written notification of all placement decisions and permission for placement is required for all programs. The parents/guardians, classroom teacher, math/ reading coaches, and or/ school counselor meet regarding the child's progress and determine appropriate placement and goals for the individual student. Once a student is identified for Gifted Services in Staunton City Schools, the student continues to receive services through grade 12. The course registration at the middle school and high school levels, which requires parent/guardian signature, constitutes permission for placement. The Shenandoah Valley Governor's School mails notification of placement decisions.

d. Parents who wish to appeal an identification outcome should first contact the school principal to discuss the results of the most recent eligibility meeting. If a parent wishes to appeal a decision, a written request for appeal should be mailed to the Gifted Supervisor at the Staunton City Schools central office. Once the letter of appeal has been received, the Gifted Supervisor will communicate with the parent and set up a meeting for appeal. Parents are encouraged to bring additional information regarding the student's abilities to present at the appeal meeting.

Staunton City Schools does not have a formal exit policy. At the elementary school, the classroom teacher and math/reading coaches meet with parents to determine appropriate placement and goals for the student. Parents who wish to initiate a change to gifted services notify the school principal to set up a conference. At the middle and high school level, students work with their counselors and/or other school professionals if a change in courses is needed.

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

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

General Intellectual Aptitude

a. Permission forms are sent to parents/ guardians of eligible students following all eligibility meetings. Parents/guardians have the option to decline services.

b. Information regarding the process for identifying students for gifted services is disseminated through local school communications, the Staunton City Schools website, and parent meetings.

c. All students in second grade are reviewed by a school level team that includes the classroom teacher, math coach, reading coach, principal, and gifted supervisor. From these reviews of academic achievement and demonstration of high level thinking in screening activities, a screening pool is created comprised of students scoring above a set of benchmark scores. Parents/ guardians of students who score at or above the benchmark scores are notified in writing and all pool candidates are screened for placement in gifted services, unless parents request in writing that their child not be screened.

d. There is also a referral process. Students in Staunton City Schools may be screened for eligibility for gifted services through a referral. Parents/guardians who submit a referral receive written notification that the referral has been received. Students who are new to the school division but do not have all the necessary testing or records required by the division for gifted services, may also be screened.

e. After the eligibility committee meets, the Staunton City Schools central office mails all eligibility decisions. If students are eligible for gifted services, the letter includes a Permission Form. If a student is deferred for further assessment, more information will be gathered and a new date for the eligibility committee to meet will be established. If a student is found ineligible, parents may submit an appeal. Directions for submitting an appeal are contained in the ineligibility letter and appeal form. Appeals must contain new information not contained in the original screening file. Parents/guardians of a Staunton City Schools student may obtain a copy of the screening file results from the gifted supervisor.

f. Staunton City Schools does not have a formal exit policy. At the elementary school, the classroom teacher and math/reading coaches meet with parents to determine appropriate placement and goals for the student. Parents who wish to initiate a change to gifted services notify the school principal to set up a conference. At the middle and high school level, students work with their counselors and/or other school professionals if a change in courses is needed.

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

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

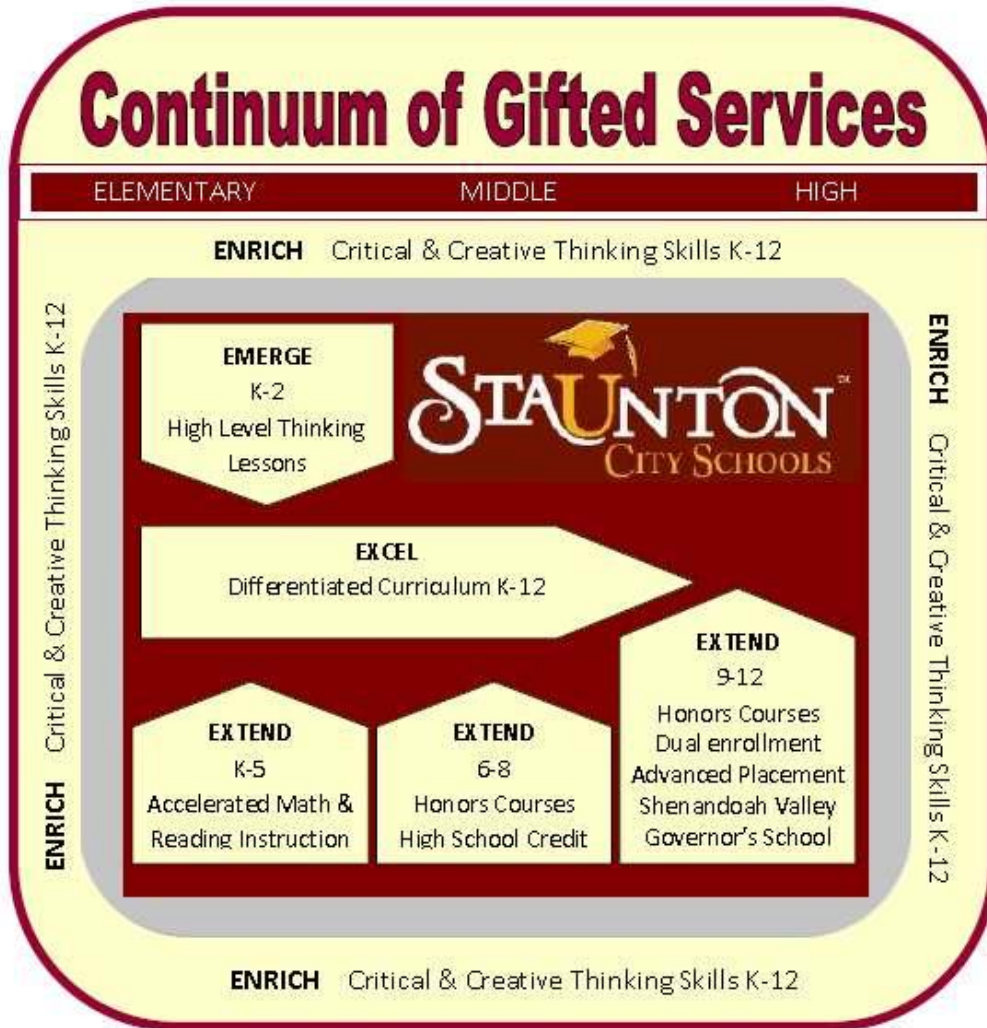
A. Service Options are Continuous and Sequential

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

General Intellectual Aptitude

The Staunton City Schools (SCS) Gifted Program provides challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learning in grades K-12. Through a continuum of services, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Students identified for the SCS Gifted Program exhibit exceptional performance capability in academic and intellectual endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum.

Students who are twice exceptional are provided with accommodations or modifications through a special education Individual Education Plan (IEP), or 504, or accommodations and support provided by the classroom teachers in response to their needs.



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

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

General Intellectual Aptitude

EMERGE Grades K-2

The EMERGE program is designed to enrich the primary grade experience with focused high-level thinking lessons for all students in language arts and mathematics. The math and reading coaches work with the classroom teacher to provide the lessons and observe and record student thinking. Reviewing the student thinking observations checklists allows each school to create a pool of potential candidates for gifted referral and to document thinking for the gifted referral process.

EXCEL Grades K-12

Differentiation is embedded in the EXCEL K-12 philosophy of Staunton City Schools. Classroom teachers provide differentiated lessons for students who exhibit a need for additional challenge in areas of academic strength. Teachers work with the math and reading coaches to create more challenging content, assignments, resources, and/or instructional grouping within the classroom for identified students (cluster grouping).

ENRICH Grades K-12

In addition to the EXCEL differentiated classroom experience, gifted students in Staunton City Schools progress through the ENRICH *Critical and Creative Thinking Skills for Advanced Learners*. These goals may be applied to specific projects and activities within the regular or advanced classroom and tailored to meet the needs of the individual student. The math and reading coaches and classroom teacher work with the student and parent to determine an appropriate progression of goals to help the student grow.

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

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

General Intellectual Aptitude

EXTEND/ ENRICH Grades K-12

Accelerated Learning, Elementary

Identified students in grades K-5 may participate in accelerated math and/or reading instruction in grades K-5. This may be accomplished through flexible grouping within and across classes as well as through compacted class work in the upper grades. The ENRICH *Critical Thinking Skills for Advanced Learners* goals may be applied to this coursework.

Honors and Accelerated Classes, Secondary Level

Honors and/or accelerated courses are open to all students who seek academic rigor. Students who demonstrate high achievement, interest, and/or potential to achieve in one or more areas of academic strength may participate in honors courses in language arts and accelerated mathematics courses at the middle school, and honors courses in the four core areas at the high school level. The ENRICH *Critical Thinking Skills for Advanced Learners* goals are applied to these courses to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework.

Advanced Placement, Grades 9-12

Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. The AP program is offered in English, social studies, science, world languages, mathematics, and fine arts. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations.

Dual Enrollment, Grades 11-12

Dual enrollment courses are offered in conjunction with local universities in several subject areas. Students seeking this level of challenge and enrolling in these courses must meet the entry requirement for dual enrollment specified by the local university or community college.

Shenandoah Valley Governor's School

The Shenandoah Valley Governor's School Program STEM program is a regional competitive Governor's School for highly motivated 11th and 12th graders. The STEM program focuses on Science, Technology, Engineering, and Mathematics and offers a half-day program for students which links to a half-day program at the home high school. The Shenandoah Valley Governor's School Program AH Program is a regional highly competitive Governor's School for highly motivated 11th and 12th graders. The AH program focuses on Visual Arts, Theater Arts, and Humanities and offers a half-day program for students which links to a half-day at the home high school.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude

A major focus on Staunton City School's appropriate education for identified gifted students is achieving independence in thinking and learning. Gifted students have multiple opportunities to work independently to further their individual growth.

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude

Staunton City Schools uses a wide variety of strategies to foster intellectual and academic growth:

- Acceleration and/or compacting
- Concept Attainment through themes and interdisciplinary connections
- Historical Analysis and Interpretation
- Independent Research and Inquiry-Based Instruction
- Problem-based Learning
- Simulations
- Socratic Seminar
- Student Debates
- Technology Integration
- Performance Based Assessment

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude

Staunton City Schools utilizes multiple measures to assess the academic growth of advanced learners. Universal screening in reading and/or mathematics is used to document student growth each year. In grades K-3, annual PALS scores reflect development in critical areas of early literacy. When available, Virginia Standards of Learning test results are used as a growth measure for students. Pre- and post-formative and summative assessments within courses are used to show short term and annual growth. PSAT and SAT scores may also be used to document student progress and growth.

Students are encouraged to set goals and reflect on their own work. Documentation of reflection and metacognition is used to assess growth in student thinking. In addition to quarterly reporting and distribution of testing summaries, twice yearly conferences are held at all levels to share and discuss student progress and growth with parents.

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

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

General Intellectual Aptitude

Staunton City Schools believes there is not one size fits all approach to teaching advanced learners. It is necessary to allow curriculum and instruction to be flexible enough to address the needs of a diverse population of gifted learners. As curriculum decision makers, teachers play a critical role in the development of gifted learners and in determining the match of appropriately differentiated curriculum for a student.

The Virginia Standards of Learning offers a core curriculum for all students. These standards provide the basis for all curricula, including the curriculum for gifted students within the division. The Staunton City Schools curriculum for gifted learners is framed around Carol Tomlinson's differentiation model. Guided by general principles of differentiation including flexible grouping, active student-centered orientation, and continual assessment and adaptation, curricula for gifted learners modifies content, process, and product to meet the needs of intellectually gifted students. Content modifications include a focus on concept-based, relevant, authentic, and transferable curriculum. Process is differentiated according to students' readiness, interest and learning profiles. Products are concept centered and require application of key skills and understandings. A continuum of services for gifted students is provided within the classroom and through a variety of enrichment and extension activities. The essential components of the model revolve around student differences, assessment, and instruction.

Lessons are designed based on the idea of ascending levels of intellectual demand. Through the use of the K-12 ENRICH *Critical and Creating Thinking Skills for Advanced Learners* teachers differentiate curriculum to provide the four facets of quality differentiated curriculum (Parallel Curriculum Model- Tomlinson et.al, 2002). Students have opportunities to learn **core curriculum**, opportunities to learn about the numerous **relationships and connections** that exist across topics, disciplines, events, time, and cultures, opportunities to transfer and **apply knowledge** using the tools and methods of the scholar, researcher, and practitioner, and opportunities to develop **intrapersonal qualities and develop their affinities** within and across disciplines.

ENRICH: Grades K-12

The overall mission of the Staunton City Schools Gifted Program is to ENRICH the academic experience for all gifted learners. Through participation in the K-12 ENRICH *Critical and Creating Thinking Skills for Advanced Learners*, identified gifted students:

- Fully utilize their creative abilities to think critically and solve problems.
- Develop an understanding for the problems, themes, issues, and organization of knowledge which frame the world in which we live.
- Become more independent, self-directed learners who fully utilize their metacognitive skills.

EMERGE: Grades K-12

The EMERGE program, curricular interventions, and support are provided through collaboration by the classroom teacher and the math and reading coaches, using the K-12 ENRICH *Critical and Creating Thinking Skills for Advanced Learners* for grades K-2. Through opportunities to respond to higher level questioning and encouragement to share their thinking, students develop and expand their skills.

EXCEL: Grades K-12

In the EXCEL program, teachers provided differentiated lessons for all students who exhibit a need for additional challenge in one or more areas of academic strength. Classroom teachers who with the math and reading coaches and their grade level and/or content collaborative teams to differentiated instruction for students who require more challenging content, assignments, resources, and/or instructional grouping within the classroom. The K-12 ENRICH *Critical and Creating Thinking Skills for Advanced Learners* serves as a guide for planning for process and product differentiation of identified gifted students. The model is designed to strengthen direct services for advanced learners and to enhance the quality of instruction offered to all students.

EXTEND: Grades 3-5

The math and reading coaches collaborate with classroom teachers to provide curriculum and instruction that challenges students participating in the EXTEND program in grades 3-5. To learn at a faster rate, think on a higher level, and/or study sophisticated and complex content through extensions of the K-12 ENRICH *Critical and Creating Thinking Skills for Advanced Learners*. This level of differentiation may include advanced language arts and/or compacted mathematics courses.

EXTEND: Grades 6-8

In the secondary EXTEND program, advanced and accelerated curriculum is offered through course selection. The model is designed to strengthen services for advanced learners to enhance the quality of instruction offered to all students. The curriculum challenges students to learn at a faster rate, to think at a higher level, and/or study sophisticated and complex content through extensions of the Staunton City Schools Program of Studies using the K-12 ENRICH *Critical and Creating Thinking Skills for Advanced Learners*. The courses are designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop and understanding of the characteristics, demands, and responsibilities of advanced intellectual development. The courses offered are designed to help students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world.

Honors Courses, Grades 6-12

Honors courses are open to all students who seek academic rigor. Students who demonstrate high achievement, interest, and/or potential to achieve in one of more areas of academic strength may participate in honors courses in the four core academic subject areas. Honors classes use a curriculum that extends the traditional course of study in both depth and complexity. Honors classes seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework. The enriched K-12 sequence of critical and creative thinking skills serves as a guide for planning for identified students.

Accelerated Course Placement, Grades 7-8

Accelerated course placement options are available to qualified students who seek academic rigor and who demonstrate high achievement, interest, and/or the potential to excel in math or foreign languages. Accelerated classes use a curriculum that extends the course of study and provide opportunities for students to build on their individual strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework. High school credit is given to students who successfully complete the course.

Advanced Placement (AP) Courses, Grades 9-12

Advanced Placement (AP) courses in high school are open to all students who seek academic rigor and who meet the specific course entrance requirements. The AP program provides academic coursework in major subject fields, with course content designed at the college level. The AP program is offered in English, social studies, science, foreign languages, music theory, and mathematics. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations. The K-12 ENRICH *Critical and Creating Thinking Skills for Advanced Learners* serves as a guide for planning for process and product differentiation for identified gifted students.

Dual Enrollment and Concurrent Enrollment, Grades 9-12

Dual enrollment and concurrent enrollment courses are offered in conjunction with local institutions of higher learning. Both high school and college credit may be earned for those students found eligible by meeting the college or university's criteria. The high school Program of Study is updated each year to reflect the most current course offerings. Students may also submit additional requests for courses to meet their individual needs to their school counselor for approval.

Shenandoah Valley Regional Governor's School (SVGS), Grades 11-12

The Governor's School programs provide an innovative, specialized learning environment for highly motivated students who have a genuine interest in mathematics, science, engineering, technology, visual arts, performing arts, and humanities. The coursework is rigorous with a philosophical and theoretical base. There is an emphasis on integration of disciplines and hands-

on stage and studio experiences. SVGS conducts a separate screening and selection process using standardized and achievement testing and multiple criteria. For more information, go to <https://svgsstudentnews.wordpress.com>

The following are instructional strategies used in Staunton City Schools to accelerate and enrich the content for advanced learners beyond the grade-level or course expectations for all learners:

Acceleration- Acceleration is used in mathematics to provide ongoing opportunities for continuous academic growth. Eligible students may participate in compacted mathematic class in upper elementary (grades 4 and 5) and compacted middle school mathematics in grades 6-8 including Algebra I and Geometry. Acceleration may also be used in other subject areas as deemed appropriate for the individual learner.

Concept Attainment- Broad-based themes or concepts used to facilitate interdisciplinary connections to deepen student understanding of knowledge and skills in each content area.

Historical Analysis and Interpretation- Students assume the role of historian as they investigate historical issues, people, and events through historical analysis and interpretation of primary source documents.

Independent Research and Inquiry-Based Instruction- Students and teachers generate questions and explore problems, issues, and events through research and independent study using a variety of resources.

Problem-Based Learning- Students work on the solution to complex problems through collaboration and/or research.

Simulations- Students role play and engage in first hand experiences with complex issues, problems, and ideas in scenarios that provide an important connection to real-world situations.

Socratic Seminar- Students participate in a discussion forum that improves comprehension and challenges students to think and apply knowledge on increasingly higher levels. Carefully constructed questions serve as a catalyst to promote dialogue that fosters reflection and critical thinking and leads to a deeper understanding of issues, themes, and ideas.

Student Debates- Students learn to research and debate complex issues from both sides of an argument. Participation in the debate process strengthens critical thinking, speaking, and persuasive writing skills.

Technology Integration- Students utilize a wide variety of current technology to strengthen skills, conduct research, and demonstrate learning.

Teachers are trained in practices which support gifted students including differentiation, fostering critical and creative thinking, and meeting the needs of gifted learners. Teachers are encouraged to enroll in coursework focused on educating gifted students.

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

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

General Intellectual Aptitude

Staunton City Schools disseminates information regarding the process and timeline for identifying students for gifted services through local school communications and the Staunton City Schools website (www.staunton.k12.va.us). State regulations require that parents/guardians of students who are undergoing screening for gifted identification and placement be notified prior to collecting additional data for screening.

In grades K-12, all decisions regarding gifted identification are made at the local school. Parents/ guardians who would like their child considered for school-based services should submit a *Staunton City Schools Gifted Referral Form* to their child's teacher or principal. Students must be attending Staunton City Schools in order to be considered for gifted school-based services.

Advanced courses at the middle school level include honors and accelerated/ advanced mathematics. Middle school students who demonstrate high achievement in English and/or mathematics may enroll in honors English and/or advanced mathematics. Decisions regarding placement are based on prior student performance in the subject area and on SOL test scores.

Advanced courses in the high school level include honors, AP, and dual/concurrent enrollment. High school students who demonstrate high achievement and meet the prerequisites may participate in these advanced courses in any of the four core academic subject areas.

The Shenandoah Valley Regional Governor's School (SVGS) offers advanced courses, AP, and dual enrollment opportunities in Science, Technology, Engineering, and Mathematics (STEM), Visual Arts (VA), Theater/ Performing Arts (TA), and Humanities (H). SVGS conducts a separate screening and selection process using standardized and achievement testing and multiple criteria. For more information go to: <https://svgsstudentnews.wordpress.com>

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

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

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

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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 in the area of identifying and serving gifted students is ongoing. Principals and other instructional leaders utilize faculty meetings, departmental/instructional team meetings, and grade level meetings to provide necessary training in characteristics of gifted learners, screening and evaluation of potential gifted learners, differentiated curriculum (lessons and/or units), teaching strategies, and methods for encouraging growth in critical and/or creative thinking.

Teachers, math and reading coaches, school psychologists, gifted coordinators, and instructional supervisors are encouraged to participate in state and national conferences on gifted education or appropriate workshops related to gifted education and/or differentiation. Staunton City Schools offers a tuition reimbursement program for teachers who wish to pursue additional coursework and/or to pursue the gifted education K-12 endorsement.

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

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

The Staunton City Schools Gifted Advisory Committee (GAC) will conduct an annual evaluation of the effectiveness of the gifted education program. The review will include the following:

1. Evaluation of screening, referral, identification, and program procedures working toward achievement of equitable representation of students in the Staunton City Schools Gifted Program.
2. Review of application goals and objectives found in Part II of the Staunton City School Plan for Education of the Gifted.
3. Review of student outcomes and academic growth of gifted students.
4. As determined by the GAC each year, the review may include:
 - Surveys of parents, teachers, students, or administrators
 - Review of assessment and/or goal setting data from teachers and coaches
 - Other information deemed appropriate by the GAC or requested by the superintendent or school board
5. The GAC will present a report of its findings to the Staunton City School Board at its June meeting (or other meeting as designated by the superintendent or the school board.)

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

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

Composition of the Staunton City Schools Gifted Advisory Committee (GAC)

Categories	Number Represented
Parents	5-8
Teachers	3-5
Administrators	2-5
Community <ul style="list-style-type: none"> • Representatives of business, industry, arts • Persons who are not parents of identified students 	1-2
Students (Optional)	Pending interest

Purpose of the Local Advisory Committee

1. In accordance with the Virginia Board of Education Regulations Governing the Educational Services for Gifted Students, the school division shall establish a local advisory committee composed of parents, school personnel, and other community members. This committee shall reflect the ethnic and geographical composition of the school community.
2. In accordance with the Virginia Board of Education Regulations Governing the Educational Services for Gifted Students, the purpose of the committee is to advise the School Board through the division superintendent of the educational needs of all gifted students in the division.
3. The committee shall review annually the local plan for the education of the gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual review of program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the local school board and the superintendent of the division.

Selection and Representation of the Gifted Advisory Committee

The Staunton City Schools Gifted Advisory Committee includes designated representatives from each school attendance area and two ex-officio members (School Psychologist and Gifted Supervisor). Parents will be nominated or recruited by the principals with specific attention to representation that is ethnically and geographically balanced to reflect Staunton’s population.

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Other committee members will be nominated or recruited by the central office supervisor of gifted services.

Appointment of Members for the Gifted Advisory Committee

All members of the committee are officially appointed by the School Board to serve one term and may be reappointed.

Meeting Schedule for the Local Advisory Committee

The Gifted Advisory Committee will meet a minimum of three (3) times annually. Additional meetings may be called, when necessary.

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

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

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

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

Division Superintendent’s Signature Printed Name Date