


Franklin County Public Schools

Local Plan for the Education of the Gifted

Franklin County Public Schools 2020-2025

LEA#	033		
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Local School Board Chairperson	Mr. Jeff Worley 		
Date Approved by School Board	June 12, 2023		

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/guardian and community involvement.

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

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

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

General Information regarding the Gifted Program in Franklin County Public Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - English	6-12
Specific Academic Aptitude (SAA) - History and Social Science	6-12
Specific Academic Aptitude (SAA) - Mathematics	6-12
Specific Academic Aptitude (SAA) - Science	6-12
Visual and/or Performing Arts Aptitude (VPA) - Instrumental Music	6-12
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	6-12
Visual and/or Performing Arts Aptitude (VPA) - Vocal Music	6-12

(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

Vision Statement

Franklin County Public Schools will provide a thriving and dynamic educational environment that inspires each learner to be self-directed and own their future. Our graduates will be prepared to excel in a changing, complex, and interconnected global society.

Mission Statement

The mission of the Franklin County Public Schools is to create, promote, and support a lifelong learning culture whereby students become self-reliant, productive citizens who can successfully compete in the global community.

Our Values and Beliefs

- Every child is unique and is capable of learning.
- Our schools must be safe, inviting, clean, and conducive to learning.
- We value our employees as they are essential to the accomplishments and future of our children.
- Active parent/guardian engagement in their child's education is critical and must be encouraged.
- We use evaluation and measurement as tools for continuous improvement.
- We must efficiently use the limited resources available and be fiscally responsible to the Franklin County community.

Philosophy Statement

The philosophy of the Franklin County Public Schools Division is that all students' instructional needs will be met as they progress from kindergarten through twelfth grade through a variety of programs. Throughout their development, students will be challenged and will recognize learning as a lifelong process. In order to best meet the needs of the individual child, programming for the academically talented is offered through instructional opportunities for students who exhibit aptitude beyond their chronological peers in general intellectual or specific academic areas. Through a concerted effort, administration, teachers, and parents/guardians work together to provide differentiated opportunities for those identified students regardless of economic status, ethnic origin, gender, or physical disability.

It is further our belief that gifted students need a qualitatively differentiated program that takes into account individual learning styles, special abilities, and personal interests. Our programs also foster the development of creativity, problem solving, logic and reasoning, as well as exploration of the arts.

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.

Franklin County Public Schools Gifted Program is designed to identify and target the needs of those students who demonstrate unique talents and abilities that differ immensely from their peers. The Franklin County Public Schools Gifted Program identifies students in the areas of General Intellectual Aptitude, Specific Academic Aptitude, and Visual and Performing Arts Aptitude. The main focus of the Franklin County Public Schools Gifted Program is to provide support for in-class differentiation to extend and expand learning opportunities beyond those in the regular classroom.

General Intellectual Aptitude

Students in grades K-12 can be identified as General Intellectual Aptitude when the student demonstrates high levels of accomplishment across a broad range of disciplines. The data used in our identification process may include:

- Achievement test scores (Reading, Language Arts, Math, Science, Social Studies)
- Ability test scores (Verbal, Non-Verbal Composite)
- Gifted characteristic and behavior rating scales completed by parents/guardians and teachers
- Portfolio products
- Performance based tasks
- Anecdotal evidence

A holistic case study approach is used to determine if there is enough evidence to support gifted identification. The division does not allow any single instrument, score, or criterion to guarantee or deny a child access to gifted services.

Specific Academic Aptitude

Students in grades 6-12 can be identified in the area of Specific Academic Aptitude when the student demonstrates high levels of accomplishment within a specific curricular area. The data used in our identification process may include:

- Achievement test scores (Reading, Language Arts, Math, Science, Social Studies)
- Ability test scores (Verbal, Non-Verbal Composite)
- Gifted characteristic and behavior rating scales completed by parents/guardians and teachers
- Portfolio products
- Performance based tasks

- Anecdotal evidence

A holistic case study approach is used to determine if there is enough evidence to support gifted identification. The division does not allow any single instrument, score, or criterion to guarantee or deny a child access to gifted services.

Visual and Performing Arts Aptitude

Students in grades 6-12 can be identified in the area of Visual and Performing Arts Aptitude if the student performs or shows potential for performing at high levels of creativity and mastery of skills based on evidence of the student's performance assessment in the areas of the arts as determined by rating scales and rubrics. The data used in our identification process may include:

- Evidence of gifted characteristics and behaviors as determined by an approved behavior rating checklist provided by the current music or visual arts teacher
- Student display of work, an audition, or other performance exhibition
- Evidence by the student's performance assessment as determined by rating scales and rubrics

A holistic case study approach is used to determine if there is enough evidence to support gifted identification. The division does not allow any single instrument, score, or criterion to guarantee or deny a child access to gifted services.

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:** Franklin County Public Schools will continue to strive to use the most appropriate assessments available for students regardless of economic status, ethnic origin, gender, or disability.

Objective: Research additional non-verbal screening tools which identify students from various populations in grades K-12 that allow for equitable representation of students from various backgrounds including: economically disadvantaged, culturally diverse, twice-exceptional, and limited English proficiency.

- B. Delivery of Services:** As we continually adjust services to meet the needs of our students in grades K-12, our thrust will be in assisting the classroom teachers in providing more and more differentiated opportunities during the regular school day. GATEWAY enrichment activities beyond the school day will focus on career exploration and STEAM activities.

Objective: Equip Instructional Coaches with hands-on STEAM activities and provide STEAM training to be used in small group enrichment sessions with gifted students.

- C. Curriculum and Instruction:** Instructional Coaches will assist the classroom teachers in expanding the existing curriculum through the use of extension activities deemed appropriate after pre-assessing. Training and modeling will be provided by staff to increase classroom teachers' use of pre-assessments as well as alternate ways of checking for knowledge and instruction. A division resource lending library, with materials available for teachers that focus on differentiation for gifted learners, will continue to be developed.

Objective: Instructional Coaches will work with classroom teachers to provide extension activities, develop pre-assessments, and model best practices in the classroom as needed.

Objective: The Gifted Coordinator will oversee the division lending library and add additional resources as needed.

- D. Professional Development:** Franklin County Public Schools will support K-12 teacher training in differentiation strategies and in the development of tools to measure student outcomes and growth.

Objective: Instructional Coaches will provide classroom teachers with resources for implementing differentiation in the classroom.

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Objective: Exact Path training will be provided by the division testing coordinator to assist staff members in effectively using Exact Path data to measure student outcomes and growth and guide future instruction.

- E. Equitable Representation of Students:** Franklin County Public Schools will review the current population of identified K-12 gifted students and compare the group to the K-12 general population of student to determine equitable representation exists.

Objective: The Gifted Coordinator will compare the K-12 gifted population to the K-12 general population of students in the division on an annual basis. Attention will be paid to under-represented populations. This data will be used in conjunction with ensuring the screening devices and assessment tools used are fair and meet the needs of all students regardless of economic status, ethnic origin, gender, or disability.

- F. Parent and Community Involvement:** Franklin County Public Schools will enhance communication regarding the gifted program to parents/guardians, students, and community members through the gifted website. Franklin County Public Schools will collaborate with members of the Gifted Advisory Committee to perform an annual review of the Local Plan for the Education of the Gifted.

Objective: The Gifted Coordinator will update the gifted website on a regular basis to keep students, parents, and the community informed of opportunities and provide suggested resources. Franklin County Public Schools also uses newsletters, email notifications, and telephone dial out calls to notify students and parents of opportunities.

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

In kindergarten, students are given the Phonological Awareness and Linguistic Screening (PALS) and Virginia Kindergarten Readiness Program Early Mathematics Assessment System (VKRP EMAS) assessments. The data received from the activities included in these research based assessments helps assist teachers in making referrals. Parents/Guardians may also request that their child be tested.

In grades 1-8, students are administered the Exact Path Achievement Test three times during the year. Exact Path data is monitored by Instructional Coaches and the Gifted Coordinator and is used to initiate referrals. We also accept requests from parents/guardians, principals, the student, and guidance counselors. These requests can be made at any grade level (K-12). Student candidates may be referred at any time throughout the year with a cut off for formal nominations of April 1 to allow the testing procedures to be culminated prior to the end of the school year.

A county-wide screening is done in November of second grade by administering the Otis-Lennon School Abilities Test. From this test, we generate a pool of candidates for referrals. The pool is finalized after consulting with the classroom teachers and the instructional coach via the “Who Comes to Mind” process. This process encourages teachers to share names of students who have unique characteristics which may indicate the student is a good candidate for possible gifted services.

High school students self-select courses for enrollment in Advanced Placement, Dual Enrollment, and Governor’s School. The student must be enrolled in Franklin County Public Schools and apply during the appropriate testing window for these courses and programs.

Screening Procedures for Specific Academic Aptitude - English, History and Social Science, Mathematics, and Science

In kindergarten, students are given the Phonological Awareness Literacy Screening (PALS) and the Virginia Kindergarten Readiness Program Early Mathematics Assessment System (VKRP EMAS) assessments. The data received from the activities included in these research based assessments helps assist teachers in making referrals. Parents/Guardians may also request that their child be tested.

In grades 1-8, students are administered the Exact Path Achievement Test three times during the year. Exact Path data is monitored by Instructional Coaches and the Gifted

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Coordinator and is used to initiate referrals. We also accept requests from parents/guardians, principals, the student, and guidance counselors. These requests can be made at any grade level (K-12). Student candidates may be referred at any time throughout the year with a cut off for formal nominations of April 1 to allow the testing procedures to be culminated prior to the end of the school year.

A county-wide screening is done in November of second grade by administering the Otis-Lennon School Abilities Test. From this test, we generate a pool of candidates for referrals. The pool is finalized after consulting with the classroom teachers and the instructional coach via the “Who Comes to Mind” process. This process encourages teachers to share names of students who have unique characteristics which may indicate the student is a good candidate for possible gifted services.

High school students self-select courses for enrollment in Advanced Placement, Dual Enrollment, and Governor’s School. The student must be enrolled in Franklin County Public Schools and apply during the appropriate testing window for these courses and programs.

Screening Procedures for VPA - Instrumental Music, Visual Arts, and Vocal Music

Students in grades 6-12 can be referred by teachers, parents/guardians, principals, guidance counselors, or themselves. Visual and Performing Arts student candidates may be referred at any time throughout the year with a cut off for formal nominations of April 1 to allow the testing procedures to be culminated prior to the end of the school year. The Placement Committee invites an expert in the field to attend the eligibility meeting where portfolio products/performances are reviewed via a rubric. Parent/Guardian and teacher behavioral observation checklists are reviewed as part of this process as well.

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

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

General Intellectual Aptitude

Referrals are solicited as a result of the Phonological Awareness Literacy Screening (PALS) and the Virginia Kindergarten Readiness Program Early Mathematics Assessment System (VKRP EMAS) assessments in kindergarten, the county-wide screening in second grade, Exact Path assessments in grades 1-8, and from teachers, students, parents/guardians, and/or other adults who have direct contact with students in grades K-12. Classroom observations, standardized assessments, portfolios, and behavioral checklists may be used as a basis for referrals. Teachers, support personnel, and principals are encouraged to assist in potential screening, referral, and identification of students who may be culturally diverse, low socio-economic, underachievers or physically challenged in order that we may better reach the underserved.

Referral forms may be obtained by contacting a school's instructional coach or the coordinator of the gifted and talented program. Once the forms have been obtained and completed, they should be returned to the Gifted Coordinator at the school board office. The forms are accepted for action within a school year if they are received by April 1 of the school year. Parents/Guardians are encouraged to return permission to evaluate forms within five working days of receiving them.

Information about the referral process is made available to parents/guardians through the instructional coach in each building, the Franklin County Public Schools gifted website, and the Gifted Office in the school board office complex.

Specific Academic Aptitude - English, History and Social Science, Mathematics, and Science

Referrals are solicited as a result of student achievement on grade level assessments and from teachers, students, parents/guardians, and/or other adults who have direct contact with students in grades 6-12. Classroom observations, standardized assessments, portfolios, and behavioral checklists may be used as a basis for referrals. Teachers, support personnel, and principals are encouraged to assist in potential screening, referral, and identification of students who may be culturally diverse, low socio-economic, underachievers or physically challenged in order that we may better reach the underserved.

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Referral forms may be obtained by contacting a school's instructional coach or the coordinator of the gifted and talented program. Once the forms have been obtained and completed, they should be returned to the Gifted Coordinator at the school board office. The forms are accepted for action within a school year if they are received by April 1 of the school year. Parents/Guardians are encouraged to return permission to evaluate forms within five working days of receiving them.

Information about the referral process is made available to parents/guardians through the instructional coach in each building, the Franklin County Public Schools gifted website, and the Gifted Office in the school board office complex.

VPA - Instrumental Music, Visual Arts, and Vocal Music

Referrals are solicited as a result of student performance, from teachers, students, parents/guardians, and/or other adults who have direct contact with students in grades 6-12. Classroom observations, portfolios, and behavioral checklists may be used as a basis for referrals. Teachers, support personnel, and principals are encouraged to assist in potential screening, referral, and identification of students who may be culturally diverse, low socio-economic, underachievers or physically challenged in order that we may better reach the underserved.

Referral forms may be obtained by contacting a school's instructional coach or the coordinator of the gifted and talented program. Once the forms have been obtained and completed, they should be returned to the Gifted Coordinator at the school board office. The forms are accepted for action within a school year if they are received by April 1 of the school year. Parents/Guardians are encouraged to return permission to evaluate forms within five working days of receiving them.

Information about the referral process is made available to parents/guardians through the PACE calendar that is provided to all families with students in the school division, the instructional coach in each building, the Franklin County Public Schools gifted website, and the Gifted Office in the school board office complex.

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.

A holistic case study approach is used to determine if there is enough evidence to support gifted identification. Franklin County Public Schools does not allow any single instrument, score, or criterion to guarantee or deny a child access to gifted services. Multiple assessments, including verbal, non-verbal, and portfolios, are used to allow students from all populations the opportunity to showcase their overall abilities and talents (see chart on page 18).

General Intellectual Aptitude for grades K-12

- 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

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Specify:

Virginia Kindergarten Readiness Program Early Mathematics Assessment System (VKRP EMAS)

Phonological Awareness Literacy Screening (PALS)

Test of Non-Verbal Intelligence (TONI-4) Non-Verbal Assessment

Slosson Intelligence Test, Fourth Edition (SIT-R4)

Otis-Lennon School Abilities Test, 8th Edition (OLSAT-8)

Test of Mathematical Abilities for Gifted Students (TOMAGS)

Screening Assessment for Gifted Elementary and Middle School Student (SAGES-3)

Terra Nova, Third Edition

Exact Path

Specific Academic Aptitude English, History and Social Science, Mathematics, and Science for grades 6-12

- 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: Test of Non-Verbal Intelligence (TONI-4) Non-Verbal Assessment

Slosson Intelligence Test, Fourth Edition (SIT-R4)

Otis-Lennon School Abilities Test, 8th Edition (OLSAT-8)

Test of Mathematical Abilities for Gifted Students (TOMAGS)

Screening Assessment for Gifted Elementary and Middle School Students (SAGES-3)

Terra Nova, Third Edition

Exact Path

VPA - Instrumental Music, Visual Arts, and Vocal Music for grades 6-12

- 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: Student Audition

Portfolio and performance items scored using Franklin County Public Schools VPA rubric

Test of Non-Verbal Intelligence (TONI-4) Non-Verbal Assessment Slosson Intelligence Test, Fourth Edition (SIT-R4)

Otis-Lennon School Abilities Test, 8th Edition (OLSAT-8)

Test of Mathematical Abilities for Gifted Students (TOMAGS)

Screening Assessment for Gifted Elementary and Middle School Students (SAGES-3)

Terra Nova, Third Edition

Exact Path

2. Additional identification information for General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

No additional information required.

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 - Grades K-12

- 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:

**Specific Academic Aptitude - Grades 6-12
English, History and Social Science, Mathematics, and Science**

- 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:

VPA Instrumental Music, Visual Arts, and Vocal Music - Grades 6-12

- 1 Classroom Teacher(s)
- 3 Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 1 Other(s) Specify: Music/Fine Arts Teacher and/or expert in the field

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, Specific Academic Aptitude and Visual & Performing Arts Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>Gifted Coordinator</i>	<i>Gifted Coordinator</i>
<i>Behavioral observation</i>	<i>Parents/Guardians</i>	<i>Gifted Coordinator</i>	<i>Gifted Coordinator</i>
<i>Permission for Testing & Evaluation</i>	<i>Parents/Guardians</i>	<i>N/A</i>	<i>Gifted Coordinator</i>
<i>PALS</i>	<i>Kindergarten Teacher</i>	<i>online scoring by PALS</i>	<i>Gifted Coordinator</i>
<i>VKPR EMAS</i>	<i>Kindergarten Teacher</i>	<i>online scoring by VKRP</i>	<i>Gifted Coordinator</i>
<i>Ability Test (Slosson/TONI-4/ TOMAGS)</i>	<i>Gifted Coordinator</i>	<i>Gifted Coordinator</i>	<i>Gifted Coordinator</i>
<i>Ability Test (OLSAT-8)</i>	<i>Classroom Teacher</i>	<i>Sent to Pearson for scoring</i>	<i>Gifted Coordinator</i>
<i>Achievement Test (Terra Nova/SAGES)</i>	<i>Instructional Coach or Gifted Coordinator</i>	<i>Gifted Coordinator</i>	<i>Gifted Coordinator</i>
<i>Achievement Test- Exact Path</i>	<i>Classroom Teacher</i>	<i>On-line scoring by Exact Path</i>	<i>Gifted Coordinator</i>
<i>Record of previous achievements</i>	<i>Parents/Guardians/Classroom Teacher</i>	<i>Committee</i>	<i>Instructional Coach</i>
<i>Additional Measures for VPA (portfolios, videos, live performance, recordings)</i>	<i>Parents/Guardians and/or students</i>	<i>Instructional Coach and/or Fine Arts Teacher/Specialist in the field</i>	<i>Instructional Coach or Gifted Coordinator</i>
<i>Notification Letter</i>	<i>Gifted Coordinator</i>	<i>N/A</i>	<i>N/A</i>

The Gifted Eligibility Committee makes a decision regarding a child's eligibility and program placement status within 90 working days of the Gifted Program Coordinator's receipt of the parental/guardian permission to evaluate form.

If a student enters our school division having been placed in an accelerated/gifted program from another school system, a referral will follow the same criteria. Likewise, a student with test data collected by an outside testing

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center/psychologist must follow our criteria. The scores may be reviewed as a piece of the gathered data but cannot take the place of the data we require.

Eligibility for specific classes such as Honors and Pre-AP/Advanced Placement, dual enrollment, Governor's School, and other program options will be determined by criteria established by the individual programs. Transfer students interested in special programs may be evaluated to determine best placement.

Eligibility into the gifted and talented program is matrix based and is determined by committee consensus upon examination of the student profile. Since there is no cut-off for test scores, the committee decision is a consensus vote based on a thorough consideration of each child's data. Inclusion of a test score in a division identification plan does not indicate that an individual student must score at a prescribed level on the test(s) to be admitted. Discussion among committee members must occur in all situations. Also, no single instrument, score, or criterion may be used to exclude or include a child for eligibility. The eligibility committee consults with the division school psychologist in cases that involve students who may be "twice-exceptional."

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

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

Determination of Services for General Intellectual Aptitude (K-12), Specific Academic Aptitude (6-12) and Performing Arts Aptitude (6-12).

Following determination of eligibility of a student, the placement committee will determine appropriate placement options.

For identified General Intellectual Aptitude, Specific Academic Aptitude, and Visual and Performing Arts students, appropriate educational opportunities will be provided in the regular classroom through differentiation with support from the instructional coach as well as optional after-school and summer enrichment programs.

All teachers who are assigned gifted students are given a list at the beginning of the year/semester notifying them of the student's presence in their classroom. The instructional coaches and gifted coordinator are available to assist teachers with resources and materials to help meet the needs of the gifted learners. Middle school students are encouraged to apply for Pre-AP courses. High school students are encouraged to apply for appropriate Pre-AP classes, Advanced Placement classes, dual enrollment classes, and the Roanoke Valley Governor's School for Science and Technology.

General Intellectual Aptitude

Specifically, in the K-2 GATEWAY (Gifted and Talented Education with Advanced Youth) Program options can include:

- Acceleration of content or grade level, using the Iowa Acceleration Scale to determine need
- Differentiation of regular classroom activities such as compacting, tiered activities, contracts, hands-on activities, and demonstrations
- Small group enhancement with the instructional coach
- Multi-age group instruction deemed appropriate based on data
- GAP: an individual Gifted Academic Plan for the truly exceptional student
- On-line foreign language enrichment access

In the grade 3-5 GATEWAY Program, students may participate in:

- Acceleration of content or grade level, using the Iowa Acceleration Scale to determine need
- Differentiation of regular classroom activities such as compacting, tiered activities, contracts, hands-on activities, and demonstrations
- Small group enhancement with the instructional coach
- Optional after-school activities such as the chess team (sponsored by GATEWAY) and Odyssey of the Mind

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- Optional after-school enrichment classes
- Summer enrichment camp held in June
- Piedmont Regional Summer Governor's School in Chatham for students in grades 4-5 (This is a 1-2 week long program in the summer and includes an application process. Acceptance is determined by criteria established by the Piedmont Regional Governor's School.)
- GAP- individual Gifted Academic Plan, for truly exceptional students
- On-line foreign language enrichment access

In the grade 6-8 GATEWAY Program, students may participate in:

- Acceleration of content or grade level, using the Iowa Acceleration Scale to determine need
- Differentiation of regular classroom activities such as compacting, tiered activities, contracts, hands-on activities, and demonstrations
- Optional after-school activities such as the chess team (sponsored by GATEWAY) and Odyssey of the Mind
- Optional after-school enrichment classes
- Summer enrichment camp held in June
- Piedmont Regional Summer Governor's School in Chatham for students in grades 6-7 (This is a 1-2 week long program in the summer and includes an application process. Acceptance is determined by criteria established by the Piedmont Regional Governor's School.)
- GAP- individual Gifted Academic Plan, for truly exceptional students
- On-line foreign language enrichment access

In the 9-12 GATEWAY Program, students may choose to participate in or apply for the following courses. Eligibility for specific classes such as Honors and Advanced Placement, dual enrollment, Governor's School, and other program options will be determined by criteria established by the individual programs:

- Acceleration of content classes
- Honors classes
- AP classes
- Dual enrollment classes
- Roanoke Valley Governor's School for Science and Technology
- Summer Residential Governor's Schools in fine arts, math, science, agriculture, NASA, foreign languages, and the humanities
- On-line foreign language enrichment access

Specific Academic Aptitude

Students in grades 6-12 may choose to participate in:

- Acceleration of content classes
- Honors classes in the specific aptitude
- Advanced classes in the content areas
- Dual enrollment classes
- Roanoke Valley Governor's School for Science and Technology

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- Summer Residential Governor's Schools in fine arts, math, science, agriculture, NASA, foreign languages, and the humanities.
- On-line foreign language enrichment access
- GAP- individual Gifted Academic Plan, for truly exceptional students

Visual & Performing Arts Aptitude

Students in grades 6-12 may choose to participate in:

- Honors classes in the content areas
- Advanced classes in the content areas classes
- Dual enrollment classes
- GAP- individual Gifted Academic Plan, for truly exceptional students

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

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

A parent/guardian is notified if their child may be potentially eligible for educational services provided through the gifted program. A letter is sent by the Gifted Coordinator and requests written permission from the parent/guardian to proceed with the evaluation process. The parent/guardian must sign the "Permission for Testing and Evaluation" form and return it to the Gifted Coordinator in order to set the evaluation process in motion. After the placement committee determines eligibility in the program, a written letter of notification is sent to the parent/guardian along with the "Permission for Placement" form. The parent/guardian must sign and return this form to the Gifted Coordinator in order for the child to receive program services.

Students who are being referred for re-evaluation go through the entire evaluation process as described in the above paragraph. Students will not be retested until 2 years after their previous testing process is complete. Students will not be tested more than twice in their elementary school career.

The timeline for this process is projected as follows:

- At the time the collection of names for the screening pool begins and/or the date the referral is received, the coordinator has twenty working days to send the permission to evaluate form to parents/guardians. Once the signed permission is received, the formal evaluation begins.
- The coordinator has forty (40) working days to test and complete the evaluation of the child.
- A meeting of the placement committee must be held and a decision on placement and program options must be completed within ninety (90) working days of the referral date.

If the student is determined not eligible for gifted services, a letter is sent to the parent/guardian by the Gifted Coordinator. This letter includes information about the appeals process. The following process shall be used by a parent/guardian who wishes to appeal the decision made by the placement committee:

- Notify the Gifted Coordinator of the appeal in writing within five working days of receipt of notification of the placement committee's decision.
- Request a meeting with the Gifted Coordinator and principal.

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- If a resolution is not met at that meeting, the parent/guardian must make another written request to the appeals committee within five working days of the first meeting. This committee is composed of the Director of K-12 Curriculum and Instruction, the testing coordinator, another building principal, and the gifted program coordinator. The committee will meet and review the appeal and the committee's decision will be sent to the parent/guardian in writing within five working days of the meeting. The committee will also consider additional data consistent with data choices found on the student profile sheet that may not have been considered in the initial decision. Testing data provided by outside sources will not be considered.
- If the parent/guardian is still dissatisfied with the appeals committee decision, the parent/guardian has five days to make a written request to the Assistant Superintendent.
- Should the decision of the Assistant Superintendent not be satisfactory, the parent/guardian may appeal within five working days via a written request to the Superintendent.
- Should the decision of the Superintendent not be satisfactory, the parent/guardian may appeal within five working days via a written request to the School Board.

Exit from the gifted program is not encouraged. Franklin County Public Schools does not believe that a child identified as gifted can be summarily "unidentified."

Exit from the GATEWAY Program generally occurs when a student withdraws to be home-schooled or moves out of our school division. A parent/guardian may also request that the child be exited from the program. Exit from the program in no way implies that the student has been determined "NOT" gifted, only that our services will no longer be offered to the individual.

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

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

Exit from the gifted program is not encouraged. Franklin County Public Schools does not believe that a child identified as gifted can be summarily “unidentified.” Exit from the program in no way implies that the student has been determined to “NOT” be gifted, only that our services will no longer be offered to the individual.

Once identified for services, students are not re-evaluated yearly for the gifted program. However, a change in placement may be initiated by the student, a parent/guardian, teachers, guidance counselor, or the Gifted Coordinator by making a recommendation to the placement committee.

If a change in placement is being considered, a meeting of the placement committee will be convened to discuss options. A conference is held with the parent/guardian to clarify the situation and consider the options recommended, probationary time frame, and the requirements of the student to be met during this probationary time period. Any placement changes made by the committee will be sent to the parent/guardian in writing.

Exit from the GATEWAY Program occurs when a student withdraws to be home-schooled or moves out of our school division. A parent/guardian may also request that the child be exited from the program.

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, Specific Academic Aptitude and Visual & Performing Arts Aptitude

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

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, Specific Academic Aptitude and Visual & Performing Arts Aptitude

Identified gifted students (K-12) are serviced within their home school. At the elementary level, they are cluster grouped with other gifted students for language arts and math. They may be placed in heterogeneous groups for science, social studies, and the special areas of art, music, and physical education to provide time with their age level peers. At the middle school level, identified students choose their course of study and may be participating in Pre-AP or advanced study classes for some core areas. For interest block and other core areas, students may be placed in heterogeneous classes. At the high school level, gifted students have several options: Pre-AP courses, AP courses, dual enrollment, virtual courses, and Roanoke Valley Governor's School for Science and Technology. Each of

these options allows gifted students the opportunity to interact with their age-level peers during the school day and week.

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

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

At the elementary level, students are cluster grouped with other gifted students for language arts and math to provide time with their intellectual and academic peers. At the middle school level, identified students choose their course of study and may be participating in Pre-AP or advanced study classes for some core areas. At the high school level, gifted students have several options: Pre-AP courses, AP courses, dual enrollment, virtual courses, and Roanoke Valley Governor's School for Science and Technology. In addition, activities are held after school and during the summer to allow students the opportunity to collaborate and interact with their intellectual and academic peers.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

Classroom teachers are encouraged to use a variety of differentiation strategies to allow gifted learners to work independently during the school day and week. These strategies may include the use of independent learning contracts, choice menus, and independent projects. Instructional coaches and the Gifted Coordinator are available for teachers to use as a resource for assistance in developing these opportunities. When available, opportunities for independent work such as on-line foreign language enrichment are also offered.

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

Instructional coaches and the gifted coordinator work with teachers to ensure differentiated opportunities meet the needs of the students. These students can often times work at a higher level of knowledge than many of their age peers and possess the ability to process information in the higher realms of Bloom's Taxonomy of Thinking (analysis, evaluation, and creating). Teachers are encouraged to use flexible, small group instruction or tiered lessons with appropriately challenging materials and to allow creativity and individuality in the choice of assignments and products that students create. Cooperative learning, creative problem solving, critical and creative thinking, and higher order questioning are other strategies that foster intellectual and academic growth. At the high school level, students self-select classes that will offer them the appropriate level of challenge that fosters intellectual and academic growth. Teachers are encouraged to use teaching models such as problem-based learning, simulations, Socratic questioning, and critical and creative thinking tied to the curriculum.

F. Procedures for Assessing Academic Growth in Gifted Students

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

Gifted students at the elementary level receive a Gifted & Talented Program Report Card each semester along with their regular report card. This report reflects the differentiation opportunities offered to the student and measures classroom performance in the core areas with a focus on problem solving skills, time management skills, working in a group setting, task completion, and level of effort.

Exact Path tests are administered to all students in grades 1-8 a minimum of three times a year in the subjects of English and Mathematics. This assessment is used to measure academic growth over the course of the school year.

Real time reporting of academic achievement is currently offered through the electronic grade book at both the middle and high school levels. This reporting tool details assignments given and the grades earned in the curriculum chosen by the student.

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

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

In order to meet the needs of the gifted population, as well as all children, Franklin County Public Schools promotes differentiation of instruction as articulated by Dr. Carol Ann Tomlinson in numerous works including:

- The Differentiated Classroom: Responding to the Needs of all Learners (1999)
- How to Differentiate Instructions in Mixed Ability Classrooms (2001)
- Leading and Managing A Differentiated Classrooms (2010)
- Differentiation in Practice A Resource Guide for Differentiating Curriculum (2005)
- Integrating Differentiated Instruction & Understanding by Design (2006)

Through differentiation, teachers react responsively to their students' needs. To ensure effective teaching and learning, teachers examine and modify three key elements of curriculum: content, process, and product. Teachers ensure that these three elements are incorporated into experiences that lead students to engage with and genuinely understand the subject. Using curriculum based on the Virginia Standards of Learning, students who indicate particular readiness are challenged using a variety of strategies. An emphasis is placed on giving students choice in high interest, high relevance curriculum.

As in all differentiated instruction, the core of what the students learn remains relatively steady. How the students learn, including degree of difficulty, working arrangements, modes of expression, and types of scaffolding, may vary considerably. We support our teachers in addressing many modes of learning as outlined in current brain research and theories of intelligence.

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Gifted students at the elementary level are cluster grouped. Flexible grouping is used for all our students. The instructional coach, who is the gifted liaison at each elementary school, works with elementary teachers to provide resources and support to help best meet the needs of students. Opportunities for acceleration can be provided to allow all learners to move through materials at an appropriate pace both within and outside their age-relative grades via compacting (Taylor and Frye, 1998) or through grade acceleration (The Templeton Report: A Nation Deceived, 2004).

Franklin County Public Schools recognizes gifted students work at increasing levels of complexity which differ significantly from their age level peers and support a variety of instructional strategies to be used to accelerate and enrich content, process, and product for identified gifted and high ability children in the regular education classroom. Teachers are first encouraged to continuously pre-assess students to determine interest, readiness, and/or learning style for units of study. Based on the results of the pre-assessment, teachers utilize flexible grouping in order to implement a variety of instructional strategies which allow students to work at increasing levels of complexity which differ significantly from their age level peers which address current issues, themes, and experiences relevant to the individual student. Some strategies used are:

- tiered assignments
- think-tac-toe (study choices)
- curriculum compacting and learning contracts
- interest centers
- independent study
- problem and project based learning
- research opportunities
- WebQuests
- product portfolios
- science projects created for Project Forum at the Roanoke Valley Governor's School
- concert assessment performances

Higher order critical and creative thinking skills are promoted through the use of problem-based learning, creative problem solving, technology, and complex questioning strategies.

All classroom teachers are supported by their school's instructional coach and/or the Gifted Coordinator in offering differentiated instruction in their classroom. The instructional coaches and the Gifted Coordinator are available to help plan pre-assessment activities, organize larger units of studies, provide useful resources, and assist in classroom instruction.

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

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

General Intellectual Aptitude, Specific Academic Aptitude and Visual & Performing Arts Aptitude

Pre-Advanced Placement Classes: Pre-AP classes are rigorous classes which prepare middle school and high school students for the Advanced Placement courses offered at Franklin County High School. The classes strengthen the skills every student needs to succeed in Advanced Placement courses, in college, and in the workforce. Pre-AP classes help students develop thinking and problem-solving skills. Pre-AP courses are offered in Science and Social Studies in grade 7 and in Science, Social Studies, and English in grade 8. Students need to apply for admission to Pre-AP classes.

Advanced Placement Program: Advanced Placement courses offer students the opportunity to do college-level work while still in high school. They are available to qualified, academically oriented students in the tenth, eleventh, and twelfth grades. Students are required to apply for admission to any AP course. Advanced Placement classes may be offered in Biology, Chemistry, Environmental Science, Physics, Computer Science, English 11, Calculus AB, Calculus BC, Statistics, European History, Psychology, and Virginia and United States History. Students enrolling in these classes are required to take the Advanced Placement Examination, which affords them the opportunity to earn college credit or advanced placement in college classes. Advanced Placement Examinations are offered in subjects other than those listed above to qualified students, e.g., Governor's School. Students interested in taking these exams should contact the guidance department. Advanced Placement courses will be offered pending adequate enrollment and available staff.

Dual Enrollment: Franklin County High School offers dual enrollment arrangements between the high school and local colleges (VWCC, PHCC, and Ferrum College). This program is designed to give 11th and 12th grade students in specific classes the opportunity to receive high school and college credit simultaneously. The following classes will be offered if appropriate staff is available: Advanced Technologies in Mechatronics, Automotive Service Tech, Building Trades, College Biology 101, 102, College English 242, European History, Government 211, 212, College Human Anatomy & Physiology 1, 2, College Spanish 201, 202, Electricity 2, 3, Electronics 1, 2, Emergency Medical Technician, Engineering Career Studies, Entrepreneurship, Masonry 2, Microsoft Office Skills, and Advanced Microsoft Office Skills.

Honors Independent Study: An Honors Independent Study has been established to provide selected 11th and 12th grade students the opportunity to pursue a special academic interest outside of the traditional classroom setting. This program offers students an opportunity to manage their own time, to select learning activities, and to accept greater responsibility for their work. To be eligible for this program, students must be in the top 10 percent of their class and secure written endorsements from two teachers. Additionally, students will be required to develop a proposed plan of study and, following acceptance, meet all responsibilities of the program.

Virtual Advanced Placement: Courses in the Virtual Virginia School can be taken asynchronously and are designed to offer maximum flexibility for students with scheduling conflicts. These classes support school divisions with enrollments too small for a full-time instructor. Highly qualified and fully licensed Virginia instructors teach these courses and schools participating are supported by a team of technical support staff and a school counselor. Online classes utilize course management software and Web conferencing to enhance the learning environment for students.

Roanoke Valley Governor's School for Science and Technology: The Roanoke Valley Governor's School for Science and Technology is a half-day regional program for highly motivated students in grades 9–12 who want to become part of a thriving and challenging program of studies in math, science, and technology. Positions are awarded based on the strength of each student's application.

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.

The Gifted Coordinator oversees the gifted program for Franklin County Public Schools. The coordinator holds an endorsement in gifted education and works cooperatively with instructional coaches, teachers, parents/guardians, the gifted advisory committee, community members, and administrators to ensure the enriched environment needed by students. The Gifted Coordinator periodically reviews student data to make sure all areas of identification are addressed and that appropriate services are being provided for students in the school division.

All teachers in the division are charged with providing an appropriate educational program for all learners in their classroom. Staff development opportunities in curriculum differentiation strategies, the social emotional needs of gifted learners, and meeting the needs of gifted learners from special populations are offered for teaching personnel. Teachers are encouraged to attend local, state, and national conferences which focus on contemporary issues facing gifted learners.

Each principal selects the teachers who will be responsible for the instruction of the identified gifted students in their school. The basis for this selection will be on the teacher's demonstrated ability and desire to meet the needs of the gifted students. Instructional Coaches and the Gifted Coordinator are available for consultation related to specific student needs.

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.

Annual review of the effectiveness of the Franklin County Public Schools gifted education programs will include the ongoing review of screening tools and procedures used to ensure that no student is discriminated against due to gender, cultural diversity, socio-economic status, learning exceptionality or other factors.

The Gifted Advisory Committee holds an annual review of the local gifted plan each spring. After the plan is reviewed and approved by the Gifted Advisory Committee, it is submitted to the Franklin County School Board for approval.

The Director of K-12 Curriculum & Instruction evaluates the Gifted Coordinator annually based on the effective implementation of assigned duties and goals.

Principals evaluate the instructional coaches and classroom teachers based on their ability to meet the needs of gifted students through differentiation and the use of appropriate curriculum adjustments.

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/guardians, 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 Local Advisory Committee:

Categories	Number represented
Parents/Guardians	5
Teachers	2
Administrators	1
Support Staff	1
Community -representatives of business, industry, arts	1
Community -persons who are not parents/guardians of identified students	1

Selection of Members of the Local Advisory Committee:

Gifted Advisory Committee members are selected from a variety of sources. Principals, instructional coaches, administrators, or past council members may all recommend names of potential committee members. In addition, parents/guardians or community members can self-refer for membership. The Gifted Coordinator will make recommendations to the superintendent of nominations to the local advisory committee, keeping in mind the need for representation of various regions and ethnic groups. A parent/guardian from each of the four corners of the county will be nominated as well as parents/guardians from the minority groups served by the gifted program. After all names are submitted to the superintendent, the School Board is given a recommendation of potential committee members for approval.

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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