

Roanoke County Public Schools

Local Plan for the Education of the Gifted

2022-2027

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Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review.

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 Office of Advanced Learning at 804-418-4693.

General Information regarding the Gifted Program in Roanoke 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
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	3-12

(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

Roanoke County Public Schools envisions a learning environment in which every student's strengths, abilities, and potential are recognized and developed. Gifted learners will experience appropriate challenge, sustained intellectual growth, and meaningful opportunities to pursue advanced interests so that they can achieve their dreams and make meaningful contributions to their career fields, communities, and the wider world.

Roanoke County Public Schools recognizes that gifted learners demonstrate, or have the potential to demonstrate, advanced abilities and learning needs that may differ significantly from those of their age peers. Giftedness occurs in students from every background and may be expressed in different ways, at different times, and within different areas of aptitude.

Because no single measure can fully capture a student's abilities or potential, RCPS uses multiple sources of evidence in the identification process. These may include nationally normed assessments, measures of academic performance, student work, observed learning characteristics, and information provided by educators, families, and students. Identification practices should be equitable, evidence-based, and designed to recognize students whose abilities may be masked by disability, language, limited opportunity, or other factors.

Gifted education is not a reward for high achievement. It is a response to students whose learning needs require greater depth, complexity, pace, independence, or

abstraction than the general curriculum ordinarily provides. Gifted learners should encounter appropriate challenge throughout their educational experience rather than being expected to wait, repeat mastered content, or succeed primarily through additional work.

RCPS is committed to providing a continuum of gifted services from kindergarten through grade 12. Services may include differentiated classroom instruction, flexible grouping and clustering, direct instruction from gifted-resource personnel, advanced coursework, curriculum compacting, subject or grade acceleration, independent study, mentorship, and other experiences aligned with individual student needs, abilities, and interests.

Classroom teachers, gifted-education staff, school counselors, administrators, students, and families share responsibility for supporting gifted learners. Through collaboration, professional learning, and thoughtful use of student data, RCPS will provide learning experiences that promote intellectual growth, creativity, productive struggle, self-awareness, and increasing independence.

The ultimate goal of gifted education is not simply advanced performance. It is to help students develop their abilities responsibly, understand themselves as learners, pursue meaningful challenges, and leave RCPS prepared to continue learning and contributing at the highest level their abilities and aspirations allow.

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.

RCPS recognizes and identifies students in grades K-12 who demonstrate or show the potential for unusually high levels of academic ability – defined by the division as crossing the threshold into the third standard deviation band (typically the top 2% or 130+ on most ability tests) when compared to national measures of similar-age peers. Roanoke County serves students based on a General Intellectual Aptitude (GIA) Model in order to offer a wider variety of services and supports to students who are identified for services. The division uses a cascading set of criteria that is simple and

automatic for students who meet certain thresholds but provides increasingly more and varied data for students whose data fall near established eligibility thresholds.

Our cascading criteria first use composite performance on at least two nationally normed ability tests. Students who are at or above the 3rd standard deviation band are automatically placed, while those near that level follow that with nationally normed rating scales of gifted behavior. Students who meet a specific score on the rating scales are then automatically placed. Students with disabilities, English learners, and other students whose abilities may not be fully represented by the standard screening measures receive an expanded review of relevant ability, achievement, performance, and contextual data. Appeals are also reviewed through this comprehensive process. A highly qualified screening team then reviews the data and makes a placement determination or refers the student for additional testing.

RCPS also recognizes and identifies students in grades 3 – 12 who demonstrate exceptional abilities in their artistic endeavors. Artistically talented students are those who demonstrate, or have the potential to demonstrate, advanced visual-art abilities and learning needs requiring differentiated services beyond the regular art curriculum. Recognizing that artistically gifted students come from diverse backgrounds, the identification process is multifaceted. The data used in the identification process for artistically gifted students may include a score from a controlled art performance assessment, review of a portfolio of the student's artwork, a Hartman-Renzulli art rating scale, a classroom teacher observation of art behaviors checklist, and a parent observation of art behaviors checklist. For artistically gifted students to maximize their potential and to foster their pursuit of lifelong learning, differentiated programming will be provided to nurture their artistic and social-emotional growth and development.

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.

General Intellectual Aptitude

A. Identification: RCPS will ensure that all students are evaluated in a fair and unbiased manner for inclusion in the General Intellectual Aptitude program.

- a. Objective 1: Assessments and screening tools will be reviewed annually by the Placement/Appeals Committee so students are assessed with tools that provide valid and reliable nationally-normed ability data for diverse and exceptional learners.

B. Delivery of Services: Services will be expanded and refined to include pull-out lessons focused on critical thinking skills for students identified in grades 6-8.

- a. Objective 1: Assign a gifted resource teacher to exclusively serve at the middle school level.
- b. Objective 2: Work with middle school principals to facilitate pull-out of students for the services during students' English blocks.

C. Curriculum and Instruction: Math teachers in grades 2-5 will be provided with resources that allow gifted students to either take the curriculum to a deeper cognitive level or be accelerated beyond grade level.

- a. Objective 1: Identify appropriate enrichment and acceleration resources.
- b. Objective 2: Identify additional funding sources for those resources if needed.
- c. Objective 3: Implement the new resources starting with a voluntary pilot.

D. Professional Development: RCPS will equip educators with the knowledge and strategies to differentiate instruction for academically gifted students.

- a. Objective 1: RCPS will offer professional development using multiple delivery models to any teacher who serves or may serve the gifted.
- b. Objective 2: When possible, RCPS gifted teachers will model differentiated instruction or provide differentiated lessons/resources to teachers in their schools.

E. Equitable Representation of Students: RCPS administrators and teachers will have the knowledge necessary to accurately identify signs of giftedness.

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- a. RCPS gifted resource teachers will provide annual professional development on the characteristics of gifted students to improve staff ability to accurately identify prospective gifted students from all backgrounds.
- b. At least one of our universal screeners will be an assessment capable of providing valid and reliable results for English learners.

F. Parent and Community Involvement: Based on parent feedback, the RCPS gifted program will expand and refine its services at the high school level to provide college counseling to our students who are identified as gifted.

- a. Seminar-style evening informational events geared to preparation for and application to highly selective colleges will be offered to students in grades 7-12.
- b. These seminars will be held annually and separated by where students are in the process so that there is always at least one per year that meets the specific needs of the student.

Visual and Performing Arts

A. Identification: Roanoke County Public Schools will use a process that ensures the fair and unbiased evaluation of all age-eligible students for the artistically gifted program.

B. Delivery of Services: Roanoke County Public Schools will deliver consistent and developmentally appropriate programming for students in grades 3-8 identified for the artistically gifted program in the form of after school programs at each elementary and middle school, as well as summer programs at a central location. There may be a fee required for participation. Students in grades 9-12 can apply for the Visual Arts and Museum Studies Specialty Center and/or take AP Studio Art in their high school coursework.

C. Curriculum and Instruction: The Supervisor of Art will provide a framework for designing appropriate lessons and activities for the artistically gifted program.

D. Professional Development: Roanoke County Public Schools will provide individual mentorship for part-time teachers of the artistically gifted on an individual basis.

E. Equitable Representation of Students: The screening process is designed to ensure no student is discriminated against due to socioeconomic status, limited English proficiency, or a disability.

F. Parent and Community Involvement: The Supervisor of Art will provide clear and consistent communications regarding the gifted art program and its course and activity offerings to parents, students, and the public.

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

RCPS provides universal screening of all 2nd and 5th graders for the gifted program. The division currently uses the NNAT3, a test known for its ability to provide valid and reliable results for English learners as well as any other student, in 2nd grade. The OLSAT is given to all students in 5th grade.

Students are screened in an ongoing process led by that school's gifted resource teacher. Screened students are identified via direct referral or by GRT review of universal screener and/or achievement data.

Transfer students who have been identified for gifted services in other divisions will have screening initiated within 30 days of enrollment and concluded within 90 days. Roanoke County does not automatically accept students into the gifted program based on identification in a previous division, but may use recent standardized testing data from that school division if available.

A permission to test form and information about the process are provided to parents at the beginning of the screening process.

Screening Procedures for VPA - Visual Arts

Parents, classroom teachers, and art teachers are asked to refer students to the program through school newsletters and electronic communication.

Parents of students referred to the program receive a permission to screen form.

Referred students whose parents have given permission to screen are administered a controlled one-hour art performance assessment.

The district Visual Arts Identification/Placement committee reviews the products of the controlled one-hour art performance assessment and the Hartman-Renzulli art rating scale completed by an art specialist.

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

Any student can be referred by a parent, guardian, or RCPS staff member for gifted screening at any time of the year and at any level from kindergarten to grade 12. Parties who wish to refer a child to be a part of the identification process may access a gifted referral form from any elementary, middle, or high school counselor or the Gifted Department.

Parental notification of the gifted referral process is published in school mailings and/or on websites early in the school year. Teachers are also reminded of screening procedures in the fall as well. Parent referrals received after April 1st are not guaranteed to be concluded by the end of the school year.

Teachers will be provided with professional development to assist them in identifying and referring students for screening.

Referral procedures for VPA - Visual Arts

Any interested parent or school district staff may nominate any second through twelfth grade student for consideration for the gifted art program.

Notification of the onset of gifted art screening is published in school mailings and on the Roanoke County Public Schools website.

Classroom observation/nomination forms detailing artistically gifted characteristics are distributed to all art teachers and 2nd – 7th grade classroom teachers.

Each of the full-time elementary art teachers is asked to recommend at least 20 students each year for screening to help distribute nominations for the program equitably throughout the school district. Fifty percent or more of the students nominated by the art teachers should be in the second grade, the first year they can be identified for services the following year.

Classroom teachers may recommend that a student be screened for the gifted art program using a nomination form with an observational checklist. This form is sent

to all second- twelfth grade classroom teachers and is posted on the school district website.

Parents may nominate a student to be screened for the gifted art program using a nomination and permission form. This form is posted on the school district website and parents are made aware of the opportunity to nominate through school publications.

All nominations are sent to the Supervisor of Art.

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.

General Intellectual Aptitude

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☐ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires (K-12)
- ☐ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) (K-12)
and/or
- ☐ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.) (2-12)

- ☒ 7. Additional valid and reliable measures or procedures

Specify: For special populations, data gathered by School Psychologists through the Child Study process may be included or considered in the screening process.

2. Additional identification information for: **General Intellectual Aptitude (K-12)**

Aptitude Tests: (may include)

- Otis Lennon Test of School Abilities, Eighth Edition (2003)
- Kaufman Brief Intelligence Test2 (2004)
- Wide Range Intelligence Test (2000)
- Reynolds Intellectual Assessment Scales (2003)
- Naglieri Nonverbal Ability Test 3 (2003)
- Wechsler Abbreviated Scale of Intelligence, Second Edition (2011)

Rating Scales (may include):

- Renzulli Scales
- Scales for Identifying Gifted Students (SIGS-2)
- General Intellectual and Creativity scales completed by parent(s)
- General Intellectual Aptitude, Language Arts, Mathematics, and Creativity scales completed by classroom teacher(s)

Visual and Performing Arts

- ☒ Assessment of appropriate student products, performance, or portfolio
- ☒ Appropriate rating scales, checklists, or questionnaires

Specify:

1. Art teacher rating form with Hartman-Renzulli Art rating scale
2. Controlled art performance assessment with a still-life drawing and a creative drawing

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.

General Intellectual Aptitude

- 0 Classroom Teacher(s)
- 2-6 Gifted Education Resource Teacher(s)
- 1 School Psychologist(s)
- 1 Assessment Specialist(s)
- 1 School Administrator(s)
- 1 Other(s) Specify:

B. Type of Identification/Placement Committee

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

- ☐ School-level ☒ Division-level

Visual and Performing Arts

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

- 2 Art teachers
- 1 Supervisor of Art
- 1 Professional artist from the community

Type of Identification/Placement Committee

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

- ☐ School-level ☒ Division-level

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.

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

Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	Teacher(s) of Student	Gifted Resource Teacher(s)	Screening Coordinator
Aptitude Test #1*	Gifted Resource Teacher(s)	Gifted Resource Teacher(s)	Screening Coordinator
Aptitude Test #2 **	Gifted Resource Teacher(s) and Classroom Teachers	Gifted Resource Teacher(s)	Screening Coordinator
Aptitude Test #3 ***	Gifted Resource Teacher(s) and Classroom Teachers	Gifted Resource Teacher(s)	Screening Coordinator
Grades, SOL Scores, and Reading Data	Classroom Teacher(s) and Gifted Staff	n/a	Screening Coordinator

* Aptitude Test #1 could be NNAT3, KBIT, WRIT, RIAS or WASI (or equivalent IQ assessment) - score cannot be an achievement test basic composite score.

**Aptitude Test #2 could be any of those listed for Aptitude Test #1 or a nationally normed achievement test (Stanford 10/IowaTBS)/intelligence assessment such as OLSAT.

*** Aptitude Test #3 could be any of those listed above including OLSAT.

Parents/Guardians will be notified in writing of the decision regarding a child's eligibility and program placement status within 90 instructional days of Screening Coordinator's receipt of the parent's/guardian's permission to evaluate.

The Central Placement/Appeals Committee maintains an objective placement system based on student data for automatic placement into the gifted and talented program. Students who are not automatically placed are reviewed individually by the Central Placement/Appeals Committee. After thorough examination of the gathered data and discussion, the Central Placement/Appeals Committee will either place a student into the program, elect to not place, or request additional testing. No single instrument score or criterion is used to exclude or include a student for eligibility. The Central Placement/Appeals Committee consults with a division school psychologist in cases that involve students who may be "twice exceptional."

Visual and Performing Arts

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Art teacher rating form	Art teacher	Identification/placement committee	Art coordinator
Nomination and permission form	Parent or instructional staff	Identification/placement committee	Art coordinator
Controlled art performance assessment	Supervisor of Art	Identification/placement committee	Art coordinator

January-February	Parents of students referred to the program receive the nomination/permission to screen form.
February-March	Referred students whose parents have given permission to screen are administered a controlled one hour art performance assessment.

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

After eligibility has been determined, parents are asked to sign the Parental Permission form to indicate that their child may participate in the gifted program. Services begin when the parental form to participate has been received.

Elementary School

After eligibility is determined, the gifted resource teacher and the classroom teacher collaborate to determine strategies for differentiation for each identified student based on the student's academic and social and emotional needs. A Differentiation Education Plan is developed outlining the strategies used in the classroom to address the student's needs. The contents of the Differentiation Education Plan are communicated to parents by the classroom teacher. After parental permission is obtained, the strategies outlined in the plan are implemented by the classroom teacher. A copy of the differentiation plan is

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provided to the parent(s) and the principal. This plan is updated yearly. Gifted resource teachers provide small group enrichment experiences for identified gifted students regularly and implement a curriculum emphasizing convergent, divergent, visual spatial, and evaluative thinking. When scheduling and staffing permit, clusters are assigned to teachers who have completed the RCPS gifted-training requirement. Teachers who have not yet completed the requirement receive access to division training and support from gifted-resource personnel.

Middle School

In the middle school years, identified gifted students are counseled by the school guidance staff on appropriate courses based on their academic and social-emotional needs. Advanced course offerings are available in English, science, and social studies and accelerated options are available in mathematics. The gifted resource teacher may work with the classroom teacher (of classes in which gifted students are clustered, and specifically teachers of advanced courses) to develop strategies of differentiation for identified students in that cluster. The classroom teacher develops a Plan of Differentiation which is provided to the parent(s) and principal. Additionally, a full-time gifted resource teacher is assigned to the middle school to work regularly with the identified gifted students. The middle school Gifted Resource Teacher works with students in pull-out settings on various topics of interest such as debate skills, higher-level thinking and logic, awareness of ethics in decision-making, and other student-led topics.

High School

In the high school years, school counselors assist identified gifted students with appropriate course selection based on their academic and social-emotional needs. A variety of advanced, AP, dual enrollment, and interest-based elective courses are available. Specialty programs such as the Roanoke Governor's School for Math and Science, the Center for Visual Arts & Museum Studies, the Center for Engineering, and the Center for Mass Communication also provide advanced programming options that are appropriate for gifted students. Students in grades 11 and 12 are offered an opportunity to enroll in the INSIGHT mentoring program. INSIGHT is a 0.5 credit elective course that gives eleventh and twelfth grade students the opportunity to work with a mentor in a career area of interest, while simultaneously participating in seminars related to personal and professional development.

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Elementary and Middle School

After eligibility has been determined, parents receive registration mailings for the after school and summer programs through the student's eighth grade year. Registration for the programs is at the discretion of the parents and may involve a fee.

High School

RCPS has established a Specialty Center for Visual Arts and Museum Studies for which rising 9th-12th graders may apply. This program is offered in partnership with the Taubman Museum of Art and offers artistically gifted students the opportunity for extended and advanced study of visual art. AP Studio Art and other interest art electives are also offered at each of the five high schools in the district.

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

1. Parents are sent a notification letter at the onset of the identification process. This letter explains the identification/eligibility process, gains parental permission to screen and, if necessary, administer appropriate tests to the student or gather any additional information.
2. Following determination of eligibility, parents are notified of placement or non-placement in the gifted program. If the student qualifies for the gifted program, parental permission is requested for implementing the appropriate services recommended by the Central Placement/Appeals Committee. If the student does not qualify, parents are notified of the committee decision and the process for requesting an appeal. Notification of eligibility of students who undergo the screening and identification process outside of this timeline will be made within 90 days from the onset of the process.
3. A confidential folder containing permission to screen/test, Student Profile Sheet, and permission to participate (for qualified students) is created for each student screened and filed within the cumulative folder in the home school.

Once final decisions regarding placement have been made, any individual involved may request an appeal. The request for appeal should be submitted in writing to the Screening Coordinator within thirty days of notification of the placement decision. The applicant should include the appeal rationale and additional pertinent data that the Central Placement/Appeals Committee should consider. The additional data may be gathered outside of the school division. Individuals who wish to address the committee should request this on the appeal form. They may also be invited to appear before the committee and/or to submit a portfolio of student-produced materials for the committee's consideration.

Within thirty days of the receipt of the letter of appeal, the Central Placement/Appeals Committee will convene to consider the appeal. Members of the Central

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Placement/Appeals Committee include the Director of Assessment & Research (Chair), the Screening Coordinator, a Coordinator of Guidance Services, a School Psychologist, a principal, and a gifted resource teacher(s). If needed, a classroom teacher is invited to participate in the appeals process.

An appeal can be accepted (student is identified as gifted) or declined (student is not identified as gifted). This decision is final. The Central Placement/Appeals Committee may also request additional data. If such a request is made, additional data is gathered, and the committee considers the new data. Using majority rule, a decision regarding placement is made. The Screening Coordinator communicates by letter the committee's decision to the parent/guardian and/or, if applicable, the person(s) who initiated the appeal.

RCPS may deny a request for screening if it is made within two years of a previous screening.

Visual and Performing Arts

Parents of students referred to the program receive a permission to screen form in January or February.

Parents are notified of placement or non-placement in the gifted art program in April. Parents of students not placed in the program may appeal the decision with a letter sent to the art coordinator requesting reconsideration, along with examples of the student's artwork. Letters must be received by the end of the academic year.

The Visual Art Identification/Placement Committee decides about placement based on the child's appeal artwork, by scoring the child's artwork using the same rubrics used for the controlled art experience.

Students not placed in the gifted art program in a given school year may be referred again for screening in subsequent years.

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

Once identified for services, students are not reevaluated for the gifted program in RCPS. However, school staff or the parents/guardians can recommend a change in instructional services by making recommendations to the school's Gifted Resource Teacher. School personnel (administrative representative, classroom teacher(s) and Gifted Resource Teacher) will consider the recommendation with supporting data and may make changes or modifications in instructional services currently received if they are judged to no longer be appropriate. Such decisions will be communicated to the parent(s). Further concerns may be submitted to the Director of Assessment and Research for evaluation.

The parent/guardian may initiate a suspension of participation in the gifted program for the academic year. The request is followed by a conference with the Gifted Resource Teacher and/or principal to discuss reasons for the request. A signed written request from the parent/guardian is obtained and placed in the student's confidential folder. Any student who suspends participation in the gifted program remains eligible for future services and may re-enter the program in subsequent years. The gifted resource teacher reviews the student's information, and a parent conference takes place prior to the student re-entering the program.

Visual and Performing Arts

Once identified for the gifted art program, students remain eligible for services through their eighth-grade year without being re-screened for the program.

Parents may choose to exit students from the gifted art program by writing a request or by not registering them for offered programs for the remainder of their eligible school years.

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

Within the SOL curriculum, classroom teachers in grades K-12 differentiate instruction to provide challenging learning experiences for gifted students. Through flexible grouping models and other differentiation strategies such as tiered assignments, classroom teachers differentiate content, process, and product based on readiness, interests, demonstrated strengths, and instructional needs.

At the elementary level, the gifted resource teachers plan activities that work within Gifted Curricular Objectives for Elementary Studies. These Curricular Objectives center around activities that encourage Collaboration, Communication, Creativity, Critical Thinking, and Citizenship. Within those objectives, instruction focuses on divergent, convergent, visual and evaluative thinking. Instruction is continuous and sequential across the grade levels.

In the middle school years, identified gifted students are counseled by the school guidance staff on appropriate courses based on their academic and social and emotional needs. A variety of advanced course offerings are available in English, science, and social studies and accelerated options are available in mathematics. The gifted resource teacher may work with the classroom teacher (of classes in which gifted students are clustered, and specifically teachers of advanced courses) to develop strategies of differentiation for identified students in that cluster. The classroom teacher develops a Plan of Differentiation which is then provided to the parent(s) and principal. Additionally, the middle school program, Endeavor, allows the Gifted Resource Teacher to work with students in pull-out settings on diverse topics of interest such as debate skills, higher-level thinking and logic, awareness of ethics in decision-making, and other topics of student interest.

In the high school years, identified gifted students are counseled by the school guidance staff on appropriate course selection based on their academic and social and emotional needs. A variety of advanced, AP, dual enrollment, and interest-based elective courses are available. RCPS also offers Specialty Centers (grades 9 – 12) in Engineering, Mass Communication, Performing Arts, and Visual Arts and Museum Studies in collaboration with the Taubman Museum of Art. Students with interests in those areas may apply for admittance to those programs beginning with their 9th grade year. Students in grades 11 and 12 are offered an opportunity to enroll in the INSIGHT mentoring program. INSIGHT is a 0.5 credit elective course that gives eleventh and twelfth grade students the opportunity to work with a mentor in a career area of interest, while simultaneously

participating in seminars related to personal and professional development. Students in grades 9 – 11 may apply to the Virginia DOE Summer Residential Governor’s Schools and Language Academies. There are also annual college counseling seminars specifically designed for gifted students who seek to enroll in highly selective colleges.

Visual and Performing Arts

After school programs with at least twenty instructional hours are offered for students identified as artistically gifted in the third through eighth grades.

Summer camp programs with twelve instructional hours are offered for students identified as artistically gifted in the third through eighth grades.

An advanced program of study, the Specialty Center for Visual Arts and Museum Studies, is offered on a competitive application basis for students in grades 9-12. The specialty center has a partnership with the Taubman Museum which can offer unique experiences for interested students.

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

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. For the remainder of the school day, they may be placed in heterogeneous groups for science, social studies, and the special areas of art, music, and physical education. At the middle school level, identified students choose their course of study and may be participating in advanced or accelerated classes for some core areas. For interest block and other core areas, students are placed in heterogeneous classes. At the high school level, gifted students have many options: AP classes, Dual Enrollment, Distance Learning, Online Learning, the Regional Governor’s School for Math and Science, the INSIGHT Mentoring Program, or participation in any of the RCPS Specialty Centers (Engineering, Visual Arts & Museum Studies, Mass Communication, Performing Arts). Each of these options allows gifted students to interact with their age-level peers during the school day and week.

Visual and Performing Arts

The gifted art after school programs, summer camps, high school art electives, and the Specialty Center for Visual Arts & Museum Studies offer students an opportunity to have

Local Plan for the Education of the Gifted

instructional time with other artistically gifted students. As these programs are either after school or partial day, all students have regular interaction with age-level peers.

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

At the elementary level, gifted students are cluster grouped for language arts and math. This grouping allows the classroom teacher to design appropriately challenging activities that will enrich and expand the content for gifted learners. At the middle school level, gifted students are encouraged to participate in advanced courses and/or the Accelerated Math Program. Advanced courses are offered in English, Social Studies and Science. Students may be nominated for participation in these courses by their teachers or waived into them by their parents. Admittance to the Accelerated Math Program is determined by a combination of factors: test scores (standardized and SOL), classroom performance and recommendations. The AMP program provides mathematically inclined students the opportunity to accelerate content within the math curriculum strand. Students who successfully complete the 6th grade year of the AMP can take Algebra in the 7th grade. Middle school gifted students also participate in a pull-out gifted-specific program focused on application of reasoning skills and other projects as determined by student interest. At the high school level, gifted students have the opportunity to participate in a variety of enriched and accelerated learning opportunities: AP classes, Dual Enrollment, Distance Learning, Online Learning, the Regional Governor's School for Math and Science, the INSIGHT Mentoring Program, or participation in any of the RCPS Specialty Centers (Engineering, Visual Arts and Museum Studies, Mass Communication, and Performing Arts).

Additionally, at the elementary school level, identified gifted students meet regularly with the gifted resource teacher for small group enrichment activities designed to enhance the Elementary Curricular Objectives. Instruction is aligned with individual student strengths and provides gifted students with rigorous learning opportunities. At the middle school level, identified gifted students will meet regularly with the gifted resource teacher for instruction in application of reasoning skills and other student-led projects. They also participate in classroom activities designed to enhance their deeper learning skills.

AREA OF GIFTEDNESS: VPA - Visual Arts (3-12)

The content for gifted art after school and summer programs is designed to bring art content from the middle school level to elementary-aged, gifted art students and art content from the high school to middle school-aged, gifted art students.

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

Classroom teachers are encouraged to use differentiation strategies to allow gifted learners to work independently. These strategies may include the use of independent learning contracts, choice menus and independent projects. In addition, activities provided by the gifted resource teachers may allow students to work independently.

Visual and Performing Arts

The after school and summer programs offer students extended periods of time (2–3-hour periods) during which art concepts and projects not feasible during normal art instruction time can be explored independently.

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

Cluster grouping at the elementary and middle school levels allows the classroom teacher to have an identifiable group of students with similar advanced learning needs within the classroom for whom to plan appropriately challenging activities. These students may be capable of working at a higher-level of knowledge than many of their age peers and possess the ability to process information in the higher-levels of cognitive complexity. Teachers are encouraged to use flexible, small group instruction or tiered lessons with appropriately challenging material 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 the classes that will offer them the appropriate level of challenge to foster 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.

Identified gifted students have unique social-emotional needs. The gifted resource teachers serve as advocates for the identified gifted students within the school community and articulate the students' academic, social, and emotional needs to facilitate understanding and acceptance. Gifted resource teachers may also work with the school counselors to provide services for gifted students in grades K-12, which may include socialization assistance, emotional support, course selection, and college/career counseling.

Visual and Performing Arts

While recognizing the need for a solid foundation in the basics of art, specialists provide differentiated instruction in terms of content, process, and product. Strategies include providing individual and small group instruction, involving opportunity for experiences earlier than in the regular curriculum, providing specialized equipment, giving students extended experiences in various media, encouraging experimentation, advancing the understanding of the elements of design, improving perception skills, and allowing for development of the creative process. During after school and summer programs, students are exposed to and given the opportunity to experiment with media and techniques not normally offered within the general art 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

At the end of the year, gifted students in elementary schools also receive a "Gifted Teacher's Progress Report" that measures growth in the areas outlined by the Elementary Curricular Objectives.

For middle and high school students, current, real-time academic achievement may be monitored via the grade book feature of Synergy. Gifted students at the middle and high schools also receive report cards every 9 weeks which detail the grades earned in the curriculum chosen by the students.

Visual Performing Arts

Identified gifted art students in the regular classroom are most frequently assessed using the same tools and measures used to assess all children within the classroom. These measures might include traditional tests, portfolios, journals, teacher evaluations, peer

assessments, self-assessments, rubrics, and checklists. The art teacher is responsible for the assessment of in-class work and is encouraged to use a variety of assessment tools.

Gifted art students in grades 3-8 who participate in after school or summer programs do so as an enrichment activity and no formal evaluations are conducted.

Part VII: Program of Differentiated Curriculum and Instruction

8VAC20-40-60A.11

The Regulations Governing Educational Services for Gifted Students define 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 the support necessary for students to work at increasing levels of complexity that differ significantly from those of their age-level peers.

General Intellectual Aptitude

Roanoke County Public Schools provides differentiated curriculum and instruction for gifted learners through a continuum of services from kindergarten through grade 12. These services are designed to provide an appropriate level of challenge in students' areas of strength and to promote sustained academic growth, intellectual engagement, creativity, independence, and advanced problem solving.

Differentiation for gifted learners is based on evidence of student readiness, prior knowledge, demonstrated strengths, interests, and learning needs. Teachers may use preassessment, formative assessment, student work, observation, and other relevant data to determine when students have already mastered grade-level content or are ready for work that differs in pace, depth, complexity, or level of abstraction.

Appropriately differentiated instruction for gifted learners may include:

- advanced or above-grade-level content;
- increased depth and complexity;
- accelerated pacing;
- curriculum compacting;
- subject or grade-level acceleration;
- flexible grouping based on readiness and instructional need;
- advanced texts, resources, concepts, and problems;
- inquiry, original research, and authentic problem solving;
- opportunities for creative and critical production;
- interdisciplinary study;

Roanoke County Public Schools

- independent study and mentorship; and
- student choice within appropriately challenging learning goals.

Differentiation does not consist primarily of assigning a greater quantity of work. Students who demonstrate mastery of required content should receive opportunities to move beyond repetition and routine practice into more advanced, complex, or original work. The level and form of differentiation may vary according to the student, area of strength, grade level, course, and learning objective.

Elementary School

Identified gifted students in grades K–5 are cluster grouped in accordance with division procedures. Cluster grouping provides identified students with regular opportunities to learn alongside intellectual and academic peers while remaining part of a heterogeneous classroom community.

Classroom teachers serving gifted clusters are expected to provide appropriately differentiated instruction in students' identified areas of strength. Gifted resource teachers collaborate with classroom teachers by assisting with preassessment, instructional planning, differentiated resources, curriculum compacting, flexible grouping, advanced learning experiences, and other strategies appropriate to the needs of gifted learners.

When students demonstrate mastery of grade-level standards, teachers may reduce or eliminate unnecessary repetition and provide enrichment or acceleration. Enrichment should extend required learning through greater depth, complexity, inquiry, problem solving, creativity, or application rather than through additional routine work.

Gifted resource teachers also provide direct small-group instruction to identified students. These learning experiences develop advanced thinking and reasoning through convergent, divergent, visual-spatial, evaluative, creative, and critical-thinking activities. Instruction is aligned with the division's elementary gifted curricular objectives and is designed to become increasingly complex and independent across grade levels.

Flexible grouping may be used within and across classrooms when it allows students to receive instruction at an appropriate level of readiness. Grouping decisions should be based on current instructional data and may change as student needs and areas of strength develop.

Middle School

At the middle-school level, differentiated services include access to advanced and accelerated courses, clustering of identified gifted learners when appropriate, classroom differentiation, and direct services from a gifted resource teacher.

Advanced courses in English, science, and social studies and accelerated pathways in mathematics provide students with opportunities to study content at greater levels of

pace, depth, complexity, and abstraction. Placement and course-selection decisions should consider student readiness, achievement, interests, long-term goals, and need for appropriate challenge.

Teachers of courses containing identified gifted students are expected to provide differentiation when the standard course experience does not adequately address a student's demonstrated readiness or learning needs. Differentiation may include advanced materials, compacted instruction, complex questioning, inquiry, problem-based learning, original research or production, interdisciplinary applications, and increased student independence.

Through the Endeavor program, the middle-school gifted resource teacher provides direct instruction to identified students in areas such as logic, argumentation, debate, ethical reasoning, critical and creative thinking, research, communication, and student-selected areas of inquiry. These experiences are intended to supplement advanced coursework by developing transferable habits of mind and providing opportunities for gifted students to investigate complex issues with intellectual peers.

The gifted resource teacher also collaborates with classroom teachers, counselors, and administrators to support appropriate course placement, instructional differentiation, and student academic and social-emotional needs.

High School

At the high-school level, gifted learners receive differentiated services primarily through advanced academic pathways, individualized course planning, mentorship, independent study, specialty programs, and opportunities extending beyond the standard curriculum. Available options may include Advanced Placement courses, dual-enrollment courses, advanced electives, online and distance-learning opportunities, the Roanoke Valley Governor's School for Science and Technology, RCPS specialty centers, the INSIGHT Mentoring Program, and other regional, state, or national opportunities for advanced study.

School counselors work with students and families to develop course sequences that provide appropriate challenge and support students' academic, career, and postsecondary goals. Students should be encouraged to select advanced opportunities based on readiness and interest rather than gifted identification alone. Gifted identification does not guarantee that every advanced course is appropriate for an individual student, nor is gifted identification required for access to advanced coursework.

When existing courses do not fully address a gifted student's learning needs or specialized interests, schools may consider independent study, mentorship, online coursework, dual enrollment, subject acceleration, or other individualized options consistent with division policy and available resources.

The INSIGHT Mentoring Program provides eligible eleventh- and twelfth-grade students with opportunities to work with mentors in career fields of interest while participating in seminars supporting personal, academic, and professional development. Other programs, including summer residential Governor's Schools, language academies, specialty centers, and college-planning seminars, provide additional opportunities for advanced study and preparation.

Acceleration

Academic acceleration is an appropriate intervention for some gifted and advanced learners when existing grade-level instruction does not provide sufficient challenge. Acceleration may include curriculum compacting, advanced instructional groups, above-grade-level materials, subject acceleration, early access to secondary courses, dual enrollment, or whole-grade advancement.

Decisions regarding acceleration should be based on multiple sources of evidence and should consider the student's demonstrated mastery, aptitude, achievement, motivation, academic readiness, social-emotional readiness, and the availability of appropriate instructional placements. Decisions should be made collaboratively with the student, family, teachers, administrators, counselors, gifted-education personnel, and other specialists as appropriate.

When whole-grade or substantial subject acceleration is considered, the division will use a systematic process to evaluate student readiness and develop an appropriate transition and progress-monitoring plan. Acceleration decisions should not be denied solely because of a student's age or generalized concerns about social development.

Professional Learning and Instructional Support

Classroom teachers in core academic subjects who serve identified gifted students are required to complete at least five hours of professional learning specific to gifted learners every five years. Professional learning may address:

- characteristics and learning needs of gifted and twice-exceptional students;
- equitable identification and recognition of advanced potential;
- preassessment and formative assessment;
- curriculum compacting and acceleration;
- differentiation by readiness, depth, complexity, pace, and abstraction;
- advanced questioning, inquiry, research, and problem solving;
- cluster grouping and flexible grouping;
- creativity and original production;
- supporting student independence and productive struggle; and
- social-emotional considerations associated with advanced ability.

Gifted resource teachers support implementation through consultation, collaborative planning, modeling, instructional resources, direct student services, and professional learning. School administrators are responsible for supporting the scheduling, grouping,

instructional planning, and professional learning needed to implement gifted services consistently.

The effectiveness of differentiation should be evaluated through evidence of student learning and growth rather than through the presence of a particular activity or instructional strategy. Teachers and gifted resource staff should review student performance, products, engagement, progress, and readiness for increasing levels of challenge when planning subsequent instruction.

Visual and/or Performing Arts Aptitude—Visual Arts

Roanoke County Public Schools provides differentiated experiences for students identified as gifted in visual arts through regular art instruction and supplementary opportunities outside the regular school day.

Within regular art classes, teachers are encouraged to adjust content, process, product, pacing, materials, and levels of independence in response to the demonstrated readiness and artistic needs of identified students. Differentiated visual-arts instruction may include:

- advanced concepts, techniques, and media;
- increased complexity and sophistication of artistic problems;
- extended opportunities for original production;
- greater independence in artistic decision-making;
- investigation of themes, artistic traditions, and contemporary issues;
- development and refinement of an individual artistic voice;
- critique, reflection, revision, and portfolio development;
- access to specialized tools or materials when available; and
- opportunities to study and interact with practicing artists and community arts institutions.

After-school and summer programs provide identified students in grades 3–8 with sustained opportunities to work with artistic peers and pursue experiences not ordinarily feasible within the time or resource constraints of the regular art program. Instruction may include advanced media, extended studio work, creative problem finding and solving, critique, original production, and exploration of ideas across artistic disciplines.

At the high-school level, artistically gifted students may pursue advanced study through visual-arts electives, Advanced Placement art courses, the Specialty Center for Visual Arts and Museum Studies, and other available school or community opportunities. These pathways provide increasing levels of technical skill, conceptual development, artistic independence, original production, critique, and portfolio preparation.

Differentiated visual-arts services are intended to provide greater challenge, depth, complexity, and opportunity for artistic development. Participation in supplementary programs does not replace the responsibility of regular art instruction to respond appropriately to an identified student's demonstrated level of readiness and artistic need.

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

Identified gifted students in grades K – 5 are mandated to be cluster grouped. Flexible grouping enables teachers to vary content, product, and/or process according to the students' interests or readiness levels. 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 or through grade advancement.

The RCPS Registration Guide lists the following options for middle and high school students interested in advanced courses of study. Information regarding program/course requirements is available from the guidance department at each high school.

Classes designated as Advanced: Advanced classes are rigorous classes that prepare middle and high school students for the Advanced Placement Program in high school. The classes strengthen the skills every student needs to succeed in Advanced Placement, in college, and in careers. Advanced classes help students develop thinking and problem-solving skills. There is a heavy emphasis on developing analytical writing and critical reading and thinking. Students may be referred for Advanced classes by the previous year's teacher(s) or by parents.

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. Current AP offerings include: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, English 11: Language and Composition, English 12: Literature and Composition, French Language, German Language, Latin Language, Physics, Spanish Language, Statistics, Studio Art, US Government and Politics, US History, Psychology, Human Geography and World History. Any student may enroll in AP courses. There are no artificial barriers to entry.

Dual Enrollment: RCPS/Virginia Western Community College: RCPS offers a rigorous course of study that includes the offering of dual enrollment classes for college credit. Virginia Western Community College has agreed to give credit for courses being offered at each of the high schools. The courses will be taught at the high school by college-accredited high school staff members. Students who successfully complete the course(s) will earn college credit.

Associate's degree available through Virginia Western Community College: A Roanoke County student may earn an associate's degree through VWCC by taking dual enrollment courses and AP courses (a 3 or better must be achieved on the AP College Board exam before VWCC credit is awarded).

RCPS Online: RCPS Online is a program that allows students to work independently. Three sessions are offered: summer, fall, and spring. During the year (fall and spring sessions) the RCPS Online courses are offered in addition to the regular school day and are open to any rising 9th – 12th grade student who chooses to take additional classes, provided they meet the criteria for the class. Advanced and AP options are now available on RCPS online.

Virtual Virginia

Virtual Virginia is a state online course provider that offers required or supplemental courses as available. These courses may be available if they are not otherwise provided in the home school or are not accessible due to scheduling conflicts. Principals must approve any student who takes a class through the Virginia Virtual Advanced Placement School.

Roanoke Valley Governor's School for Science and Technology: The Roanoke Valley Governor's School for Science and Technology opened in August 1985. It offers a rigorous half-day program designed for ninth through twelfth grade students who have creative, capable minds, and a strong interest in science and technology. Positions are awarded based on the strength of the student's application.

Visual and performing Arts

The Roanoke County Public Schools Gifted Art Program offers enrollment in after school and summer enrichment programs for students in grades three (3) through eight (8) identified as exceptionally talented in art. In high school, the Center for Visual Arts and Museum Studies is a four-year advanced art program for 9th - 12th graders that all students can apply to attend.

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 [8VAC20-543-320](#) below.

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and

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

- e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
- a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

General Intellectual Aptitude

K-12 full-time gifted resource teachers

K-8 classroom teachers who instruct gifted students with the cluster grouping model

9th – 12th grade teachers of Advanced, Advanced Placement or Dual Enrollment classes.

Gifted resource teachers in RCPS must hold a current Virginia teaching license with a Gifted Education endorsement. They should also understand the characteristics and needs of gifted learners and knowledge of differentiation strategies and curriculum development. Yearly attendance at professional development opportunities {conferences (VAG, NAGC, ASCD, etc), workshops, classes, etc.} allows Gifted resource teachers to stay current on topics of interest and trends in gifted education at the state and national levels. The Gifted resource teachers work closely with administrators, teachers, and parents to provide gifted learners with appropriately challenging educational experiences.

Part-time teachers of the gifted (i.e. teachers in the core areas who teach gifted students) are required to complete 5 hours of in-service training in the field of gifted education (characteristics, identification, strategies, etc.) within every 5-year cycle. Teachers may complete these hours by attending conferences, taking college-level courses or short courses designed by gifted department personnel and housed on Canvas, participating in county-wide in-service opportunities, or taking part in specially designed activities within their schools. Principals may also approve other activities that they believe will improve the teacher's understanding of working with the gifted student. Also, all teachers at the elementary level are involved in collecting and reviewing formative and summative data regularly throughout the school year. This data will support and inform differentiation decisions.

9th – 12th grade teachers of Advanced, Advanced Placement or Dual Enrollment classes should have appropriate training and licensure to instruct these advanced-level courses.

Each principal selects the teachers responsible for the instruction of the identified gifted students in their schools. Consideration is given to the teacher's demonstrated skill and desire to work with gifted students and their ability to provide learning experiences that meet the needs of the gifted learner. The Gifted resource teachers are available for consultation related to specific student needs.

Visual and Performing Arts

Part-time teachers of the artistically gifted will participate in a one-hour on-site in-service on gifted education in the fall of each year that they will be teachers for the gifted art after school or summer programs.

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 RCPS Gifted Education Program (General Intellectual Aptitude and Visual and Performing Arts) shall comply with the Code of Virginia and the Regulations Governing Educational Services for Gifted Services. The RCPS gifted staff will perform an annual review of the effectiveness of the gifted education program that includes

A report on division screening and selection processes that includes the number of students referred, screened, and found eligible,

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 Director of Assessment and Research observes and evaluates the Gifted resource teachers annually regarding effective implementation of assigned duties and goals.

Analysis of data regarding the program's effectiveness solicited from students, parents, and teachers using surveys and questionnaires during the planning phase of each new Gifted Plan cycle.

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.

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In lieu of a Local Advisory Committee, the gifted department staff will offer informational sessions to all parents of gifted students on various topics which may include, but are not limited to, the social and emotional development of gifted students; opportunities for gifted students in RCPS at the elementary, middle and high school levels; and college planning for gifted students. Each informational session will be followed by a question/answer period where parents may share feedback about the gifted program.

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