

## **Local Plan for the Education of the Gifted 2014-2019**

### **Part I: Vision/Mission, Philosophy, and Goal Statements**

#### **A. Division Vision/Mission Statement/Core Values**

##### **Vision Statement**

Educating Today's Learner, Developing Tomorrow's Future

##### **Mission Statement**

In Rockingham County Schools we consistently strive to provide an innovative, exceptional education that guides students to reach their highest potential both academically and as responsible citizens.

##### **Core Values**

###### **Student Achievement**

We believe in a holistic approach to measuring students' academic and personal growth.

###### **Character Development**

We believe in the development of excellent character in students and adults that focuses on the values of caring, fairness, trustworthiness, citizenship, responsibility, and respect.

###### **Differentiation**

We believe that all students are unique and deserve an education that we customize to meet their needs and help them reach their individual potential.

###### **Excellence and Innovation**

We believe in hiring and retaining the most highly qualified individuals who work diligently to develop progressive and innovative programs through strategic planning, educational best practice, and research-based strategies.

###### **Positive Environment**

We believe in providing a safe, healthy, and supportive learning and working environment that recognizes the accomplishments and celebrates the successes of students and employees.

###### **Partnerships**

We believe in developing and fostering a team concept that values the role of employees, parents, students, and community members.

###### **Trust and Respect**

We believe in the exchange of ideas and are committed to providing opportunities for honest communication in an open environment.

###### **Advocacy and Stewardship**

We believe it is our responsibility to work closely with governing bodies, advocate for the needs of the division, and responsibly utilize resources to best meet the needs of students.

**B. Division Statement of Philosophy for Education of the Gifted**  
[VR 270-01-0002-II-2.4-1]

We subscribe to the philosophy that intellectually gifted students (those of very superior and superior intellectual ability) possess abilities that differ from those of their peers to such a degree that they require intentional and differentiated educational services beyond the general curriculum to meet their educational needs. Without a program of services that differs from what is available in the regular educational program, the superior abilities of many intellectually gifted students will remain undeveloped or underdeveloped.

There is a distinction between students who demonstrate qualities of being gifted, and those who are high achievers and advanced learners. The RCPS Local Plan for the Education of the Gifted is intended to address the needs of gifted students (some of whom may also be high achievers and/or advanced learners). Students who demonstrate qualities of being high achievers and advanced learners, and who do not exhibit qualities of giftedness, as much as possible should not be identified for the Challenge Program. Their needs for differentiation should be met by the regular classroom educational program and advanced course selection in the secondary years.

We believe the educational curriculum and goals for the intellectually gifted should be directed toward a sound, well-planned continuum of differentiated services providing for individualization and enrichment, having continuity throughout the kindergarten to twelfth grade. We believe the learning experiences should reflect teaching techniques and curricula that emphasize the application of principles and concepts, the synthesis of ideas, the evaluation of thoughts and procedures, and the development of skills in research, communication, problem-solving, creativity and self-directed learning.

We believe that teachers who work with intellectually gifted students need to be aware of their unique learning characteristics and styles, and should be able to provide learning experiences appropriate to their needs. Therefore, Rockingham County Schools is committed to providing for faculty and staff an ongoing professional development program, along with resource assistance, to assure a quality program for intellectually gifted students.

**Part I, continued**

**C. Goals [VR 270-01-0002-II-2.4-A-3]**

This section includes the division's five-year goal(s) for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.

**1. Identification:**

To appropriately identify gifted learners, K-12, who demonstrate superior and very superior intellectual ability, task commitment and creativity so outstanding that they require a differentiated curriculum to meet their needs. Students will be formally identified for services in grades 3-12, and informally identified in grades K-2.

**2. Delivery of Services:**

- a. To provide for all identified students, K-12, a differentiated instructional program by offering a variety of program options available to identified gifted students.
- b. To provide the means and expectation for differentiation for identified gifted students in the regular classroom setting.

**3. Curriculum Development:**

To expand the ways curriculum is modified to address the needs and characteristics of gifted learners in the regular classroom.

**4. Professional Development:**

To provide continuous and comprehensive professional development opportunities that will assist personnel in better meeting the needs of the gifted learner in the regular classroom and in the Challenge Program.

**5. Parent & Community Involvement:**

To increase involvement of parents and the community in the education of gifted students.

**Part II: Current Status of Gifted Education**

**A. Areas of Giftedness/Grade Levels Served in the Division**  
 [VR 270-01-0002.II-2.4-A-3]

Area of Giftedness	Grades Served
General Intellectual Aptitude	K-12
Specific Academic Aptitude	
Practical/Technical Aptitude	
Visual/Arts Aptitude	
Performing Arts Aptitude	

**B. Screening, Identification, Placement Procedures**  
 [VR 270-01-0002-II-2.2]

**1. Screening Procedures** [VR 270-01-0002-II-2.2]

This section describes the process used to create a pool of candidates. It includes the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Section A.

- Area of Giftedness:
- General Intellectual Aptitude
  - Specific Academic Aptitude
  - Practical and Technical Arts Aptitude
  - Visual and Performing Arts Aptitude

- At the end of the first nine weeks, regular classroom teachers in grades K-5 will complete a behavior rating scale on all students in their rooms. The screening measure contains an equal number of descriptive qualities of giftedness as well as those of advanced learners/high achievers. Rating scales are distributed by and returned to the Challenge teacher. The purpose of the screening checklist is to identify those students who consistently demonstrate qualities of being gifted, and to differentiate between those students who should be formally tested for the Challenge Program, and those students who should be considered as advanced learners/high achievers, but not referred for testing for the program.
- Teachers in core subjects in grades 6-8 will be asked to complete a screening form during the third nine weeks. Students named in three or more categories by more than one teacher will be nominated for consideration. Screening forms are distributed by and returned to the Challenge teacher.
- Based on the assessment of the screening data, one of the following recommendations will be made for students in grades 2-5: 1) refer for evaluation, 2) review nomination at a later date with updated information, or 3) discontinue process and make recommendations to classroom teacher.

**2. Referral of Students [8 VAC 20-40-40]**

This section includes a description of the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Part II, Section A. This section should include from whom referrals may be received, to whom they are returned, and the timelines for their acceptance and for the division to provide parents/guardians with the results of the eligibility process.

- At specific times during the academic year, classroom teachers in grades 2-12, school personnel or parents may nominate students for consideration by submitting a Referral Form to the Challenge teacher in the building. Referral forms are distributed by and returned to the Challenge teacher.  
Parents who refer students for consideration will complete a checklist (as described above) to determine whether the child demonstrates qualities of being gifted, being a high achiever/advanced learner, or both.

In elementary schools, transfer students will be referred at the end of the first nine weeks (but can also be referred during the second or third nine weeks). Students in grades 3-5 will be referred during the second nine weeks. Students in grade 2 will be referred during the third nine weeks so that eligibility decisions can be made by the end of the school year in compliance with the 65 school day timeline.

In secondary schools, transfer students will be referred during the first nine weeks (but may also be referred during the second or third nine weeks). Other students in grades 6-12 may be considered for referral during the second and third nine weeks of the academic year.

**Part II, continued**

- Parents of all students enrolled in Rockingham County Schools will receive information describing the Challenge program and the procedures for eligibility determination and placement upon entry in school. In addition, a description of the program and placement procedures will be located on the district's home page. In order to allow for ample time for testing, all referrals must be made by the end of the third nine weeks of the academic year. Eligibility will be determined within 65 school days from the date permission to begin process is received by the Challenge teacher.
- During the screening process, special attention will be paid to the identification and placement of students from underserved populations, i.e., culturally diverse, low SES, and disabled. School psychologists have been requested to refer any students assessed for special education services that they feel might be eligible for the Challenge program. The behavior rating scales used at the elementary level are completed for all students and have been reviewed to ensure appropriateness for culturally diverse populations. At the middle and high schools, teachers are encouraged to consider students from culturally diverse backgrounds for referral to the Challenge program.
- Students who transfer into the district are screened, via their records, by the administrator and secretary in K-5, and the guidance counselor in 6-12, to determine if they have been found eligible for gifted education services in another school district. If they have been found eligible, these records are forwarded to the eligibility committee for review. If prior eligibility was determined prior to date of transfer, the committee may determine from these records that the child is eligible. The committee will have student tested for eligibility into the Rockingham County Public Schools' Challenge Program.

**3. Multiple Criteria Listing [VR 270-01-0002-II-2.3]**

This section includes the four or more criteria that are used by the division to develop a profile or composite for each student being considered. NOTE: No single instrument, score, or criterion is used to exclude or include a child for eligibility.

- Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

- 1. Assessment of student products, performance, portfolio
- 2. Record of observation of in-class behaviors
- 3. Appropriate rating scales, checklists, questionnaires  
\* See Goals
- 4. Individual interviews  
\* See Goals
- 5. Individual or group aptitude test(s)

Specify: OLSAT, Eighth Edition 2007  
NNAT2, 2007

\*A student will be considered for eligibility only once per calendar year.

- 6. Individual or group achievement test(s)

Specify: \_\_\_\_\_

- 7. Record of previous achievements (awards, honors, grades, etc.)
- 8. Additional valid and reliable measures or procedures

Specify: \_\_\_\_\_

- No single criteria is used to exclude or include a child for eligibility.

**Part II, continued**

**4. Identification/Placement Committee [VR 270-01-0002-II-2.2]**

- a. This section includes the number and categories of persons comprising the Identification/Placement Committee by category. This committee must include a professional who knows the child or a written report from a professional who knows the child.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

Classroom Teacher(s)

**K-12**  Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s)

Assessment Specialist(s)

Principal(s) or Designee(s)

Gifted Education Coordinator

Other(s) Specify:

*\*The Challenge teacher who interviewed the student serves as the child's advocate.*

- b. Type of Identification/Placement Committee  
This section indicates the type of Identification/Placement Committee

School-level

Division-wide



**Part II, continued**

**5. Eligibility [VR 270-01-0002-II-2.2]**

This section includes a description of the process used by the committee to make decisions regarding eligibility for services. It includes the timeframe for making eligibility decisions once the individual referral process is initiated.

- Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

The Identification/Placement Committee determines eligibility. A member of the Identification/Placement Committee will be assigned to serve as a case manager for the referral, compiling and presenting the required information and securing the necessary permissions. The committee will consider all identification information and then determine eligibility using the Challenge Program Identification Matrix (formCE2). Consensus of the committee will be required for eligibility. Eligibility will be determined within 65 school days from the date permission to begin process is received by the Challenge teacher. No single criteria is used to determine eligibility.

\*A student will be considered for eligibility only once per calendar year.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Assessment Of Student Products, Portfolio	Current Classroom Teacher, Counselor	School Gifted Education Teacher	School Gifted Education Teacher
Parent Behavioral Rating Scale	Parent	Parent	School Gifted Education Teacher
Teacher Checklist	Current Classroom Teacher	Current Classroom Teacher	School Gifted Education Teacher
Teacher Behavioral Rating Scale	Current Classroom Teacher	Current Classroom Teacher	School Gifted Education Teacher
Student Interview	School Gifted Education Teacher	School Gifted Education Teacher	School Gifted Education Teacher
Individual Or Group Aptitude Test	School Gifted Education Teacher	School Gifted Education Teacher	School Gifted Education Teacher
Record Of Achievements	Counselor	School Gifted Education Teacher	School Gifted Education Teacher

**6. Determination of Services [VR 270-01-0002-II-2.2]**

This section describes the process used to determine appropriate educational service options for identified students, K-12.

- Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

Following determination of eligibility, the Identification/Placement Committee will recommend placement in the Challenge Program. The program provided to students will be determined by the K-12 Challenge curriculum. Gifted consultation is provided to each eligible student in grades 6-8 by the Challenge teacher. The teacher matches services, classes, differentiation, and independent study appropriate to the student's strengths. These students and their parents are informed of and encouraged to select elective classes which are specifically taught by the Challenge teacher, and are designed for Challenge students. Students and parents in grades 9-12 will be notified of all program options and will select from among the available options based on interest.

Program placement will be reevaluated by the Challenge teacher, classroom teacher and parent, and adjustment in services or change in placement will be made as needed with parental approval.

**Part II, continued**

**7. Notification Procedures [VR 270-01-0002-II-2.4-A-4]**

This section includes the procedures used for (1) notifying parents/guardians when the individual identification process is initiated; (2) requesting permission for individual testing and/or collection of additional information; and (3) requesting permission for provision of services.

- Area of Giftedness
- General Intellectual Aptitude
  - Specific Academic Aptitude
  - Practical and Technical Arts Aptitude
  - Visual and Performing Arts Aptitude

Parents of all students enrolled in Rockingham County Schools will have access to information describing the Challenge Program and the procedures for eligibility determination and placement upon entry in school. In addition, a description of the program and placement procedures will be located on the district's home page. Parents have the right to appeal any decision concerning eligibility and placement.

For students referred for eligibility determination, parents will be sent referral notification and parental permission for testing and evaluation (CN2). Following eligibility determination, parents will be notified by letter of the committee's decision (CN3 or CN4). If the student is determined eligible, parental permission for placement in the Challenge program is requested. Commencement of services will begin upon receipt of parental permission. Once a student is found eligible, no reevaluation is conducted unless exit from the program is recommended. A Challenge Newsletter will be sent at the end of each 9 week period for Challenge students in K-5. Students in grades 6-8 receive grades in elective classes each 9 weeks.

**8. Change in Instructional Services [VR 270-01-0002-II-2.4-A-5]**

This section includes the parent/guardian notification procedure used when (1) a change in services is recommended by school staff, or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

- Area of Giftedness:
- General Intellectual Aptitude
  - Specific Academic Aptitude
  - Practical and Technical Arts Aptitude
  - Visual and Performing Arts Aptitude

Change in Placement Procedure:

A student, their parent, or a teacher can initiate a change of placement for the Challenge student.

A student may change from active to inactive status if principal, Challenge teacher, and parent agree that:

- o Student is not benefiting from the program.
- o Placement, at any given time, is not in the best interest of the student.
- o Alternative placement is not appropriate.
- o Student elects not to participate.

Parent or student may request in writing the return to active placement at any time. If the principal, coordinator, and parent agree that the student will benefit from the available program options, the student will be reinstated.

**Part II, continued****Exit Procedure:**

If appropriateness of placement is questioned:

1. A letter of concern will be sent to the parent and the student's performance will be monitored for 9 weeks.
2. Parental notification and permission for testing will be sent if reevaluation is determined as appropriate. If the parent refuses permission for the reevaluation testing, the Identification/Placement Committee will examine all other identification criteria data available and make a decision of continued eligibility for the gifted program.
3. If a student is found to no longer be eligible according to appropriate Challenge Program certification criteria:
  - Parents will be notified of the potential exit.
  - The Challenge eligibility committee will gain written permission for this exit. Parents have the right to appeal a decision made concerning the exit of their child from the program.
  - Documentation of exit will be placed in the student's Scholastic file using the Challenge Program Identification Matrix.
  - Student will be counseled with parental permission.

**9. Appeals [VR 270-01-0002-II-2.4-A-4]**

This section includes the process used when an identification decision is appealed.

- Area of Giftedness:
- General Intellectual Aptitude
  - Specific Academic Aptitude
  - Practical and Technical Arts Aptitude
  - Visual and Performing Arts Aptitude

In those cases where a parent wishes to appeal the decision of the Identification/Placement Committee, the process shall follow these steps, with the majority of those involved in the appeals process not having served on the Identification/Placement Committee:

**Step 1 – Parent Appeals:** Parent notified principal in writing of determination to appeal Eligibility/Placement Committee's decision within 10 school days of receiving the committee's decision using parent letter. Parent is allowed 10 school days from date of registering appeal in which to review the screening eligibility and placement process.

**Step 2 – Principal and Division Administrator for Challenge Program:** Within 15 school days from date of receiving the appeal, the building principal reviews the appeal and original eligibility decision and either supports or overturns the eligibility decision. Parents may appeal the principal's decision to the Supervisor of the Challenge program. The supervisor reviews the appeal, original eligibility decision, principal's decision, and either supports or overturns the principal's decision. A decision will be rendered no later than 10 school days following receipt of request to appeal the principal's decision. \*See goals; the district has a goal to reformulate Step 2.

\*See Goals (Identification); the district etc.

**Step 3: Assistant Superintendent of Instruction:** If agreement cannot be reached, the Challenge supervisor will notify the Assistant Superintendent of Instruction, who will review the case within 15 working days. The Assistant Superintendent of Instruction will make a final decision regarding a student's eligibility and/or placement in this informal process.

**Part II, continued**

Step 4: School Board: Parents may ultimately appeal to the Superintendent and the School Board.

*Note:* At any point in the appeals process, additional assessment by the school district may be conducted. Independent evaluations will not be provided at school district expense. However, information from an independent evaluation obtained at parental expense may be considered in the appeals process.

**C. Delivery of Services** [VR 270-01-0002-II-2.4-A-9]

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies and (2) evaluated with goals for the program for gifted learners.

Use numbers from code page to complete form.

<b>Levels/Grades</b>	<b>General Intellectual Aptitude</b>	<b>Specific Academic Aptitude</b>	<b>Practical/Technical Aptitude</b>	<b>Visual/Performing Arts Aptitude</b>
Primary Grades <u>K-2</u>	2a, 2b, 8a, 8b, 12a, 12b			
Elementary Grades <u>3-5</u>	2a, 2b, 8a, 8b, 12a, 12b			
Middle School Grades <u>6-8</u>	2a, 2b, 11, 12a, 12b, 13a, 13b			
High School Grades <u>9-12</u>	1, 3a-f, 4a-f, 6, 7a, 7b, 11, 13b, 14, 15			

**Part II, continued**

Codes (All appropriate codes for each area of giftedness the division serves will be entered on the Chart in Part II, C. Delivery of Services)

1. Academic-year Governor's School
2. Acceleration based on individual needs
  - 2a. Content area
  - 2b. Grade level
3. Advanced/Honors classes in specific content areas
 

3a. English	3c. Mathematics	3e. Social Studies
3b. Foreign language	3d. Science	3f. Other _____
4. Advanced Placement
 

4a. English	4c. Mathematics	4e. Social Studies
4b. Foreign language	4d. Science	4f. Other _____
5. Center-based program
 

5a. Biweekly	5c. Weekly
5b. Full time	5d. Other _____
6. Dual enrollment
7. Guidance services addressing special needs of the gifted
 

7a. College/career counseling	7c. Other _____
7b. Small group sessions	
8. In-class differentiation by regular classroom teacher
 

8a. Cluster grouped	8c. Homogeneously grouped
8b. Heterogeneously grouped	8d. Multi-age grouped
9. Independent study
 

9a. Credit	9b. Non-credit
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10. International Baccalaureate
11. Mentorship program
12. Resource teacher
 

12a. Pull-out	12b. Within regular classroom
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13. Special seminars
 

13a. Credit	13b. Non-credit
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14. Summer Regional Governor's School
15. Summer Residential Governor's School

A listing of all center-based programs is included on a separate sheet of paper in this section. The type of school or program and the grades served are noted on the attached sheet.

**Part II, continued**

**D. Curriculum Frameworks [270-01-0002-II-2.4-A-10]**

**1. Theoretical Foundations**

This section describes the theoretical foundations that frame the division's curricula for gifted learners.

- Area of Giftedness:
- General Intellectual Aptitude
  - Specific Academic Aptitude
  - Practical and Technical Arts Aptitude
  - Visual and Performing Arts Aptitude

The Challenge instructional program is based on the sound research and best practices developed by Carol Tomlinson (differentiation), James Gallagher, and Joseph Renzulli.

The goal of providing a sound, well planned, continuum of differentiated services for individualization and enrichment, K-12, is addressed.

**2. Instructional Strategies**

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.

- Area of Giftedness:
- General Intellectual Aptitude
  - Specific Academic Aptitude
  - Practical and Technical Arts Aptitude
  - Visual and Performing Arts Aptitude

Exploratory experiences designed to expose students to new ideas and fields of knowledge not ordinarily covered in the regular curriculum (Type I) are provided to a wide range of students K-12 (identified GT and other students) by classroom and Challenge teachers.

Activities accelerate and/or enrich grade level expectations as indicated for the SOL. These focus on academic rigor, complexity, and abstractedness targeted to the strength areas of identified students in the Challenge program in grades K-5, Challenge electives in grades 6-8, and Governor's School and dual enrollment options for grades 9-12. Activities could include speakers, field trips, interest centers, competitions, integration of technology, children's engineering, self directed learning, critical inquiry, leadership skills, and other creative processes are encouraged by the Challenge staff.

**Part II, continued**

**3. Assessment Strategies**

This section includes the assessment strategies used to assess the solutions, products, or projects resulting from the accelerated, enriched, and/or differentiated curricula presented to gifted learners.

- Area of Giftedness:
- General Intellectual Aptitude
  - Specific Academic Aptitude
  - Practical and Technical Arts Aptitude
  - Visual and Performing Arts Aptitude

Student products in grades K-8 are evaluated using children’s engineering design briefs, portfolios, and rubrics. Students in grades 9-12 participating in Governor’s School programs and University classes are evaluated by these programs.

**E. Personnel and Required Training [VR 270-01-0002-II-A-11]**

**1. Designation of Personnel and Training Requirements**

Teachers who are considered teachers of the gifted, whether in full or part time positions, are designated in this section. The section includes training requirements for the designation.

<u>Full-time Teachers of the Gifted</u>	<u>Program</u>
6 at K-5	GIA
4 at 6-12	

Required Training

Gifted teachers will be endorsed or actively working toward an endorsement in gifted education and must earn 15 staff development points in gifted education every five years through approved workshops, seminars, conferences, or similar inservice opportunities.

<u>Part-time Teachers of the Gifted</u>	<u>Program</u>
2 at K-5	GIA
0 at 6-12	

Required Training

Gifted teachers will be endorsed or actively working toward an endorsement in gifted education and must earn 15 staff development points in gifted education every five years through approved workshops, seminars, conferences or similar inservice opportunities.

Note: Classroom teachers are encouraged to take at least 3 hours college credit or earn 90 staff development points in gifted education each recertification period.



## **Part II, continued**

### **2. Methods of Selection**

This section includes the methods used to select teachers of the gifted.

Challenge teachers are selected by the Building Administration and the Executive Director of Human Resources, in consultation with the Challenge supervisor. Selection is based upon the candidate's:

- Demonstrated motivation for working with gifted learners;
- Knowledge and training about the characteristics and needs of gifted learners and about appropriate ways to meet those needs;
- Endorsement in Gifted Education (or active engagement in seeking such endorsements).

### **3. Methods of Evaluation**

This section includes methods used to evaluate teachers of the gifted.

Evaluations of Challenge teachers are the responsibility of the Building Administration with assistance from the Challenge Supervisor, as appropriate.

## **F. Parent and Community Involvement [VR 270-01-0002-II-A-13]**

This section includes the strategies used to encourage parents and community members to become and remain actively involved in the education of gifted learners.

- Annually, Challenge teachers hold parent/community informational meetings at each school to provide orientation and overview information on the Challenge program.
- The Local Advisory Committee may, at any time, request inservice from the Challenge Supervisor on any subject related to the education of the gifted.
- Local Advisory Committee members are encouraged to attend conferences, courses, and workshops related to the education of the gifted.
- The Challenge Supervisor and Challenge teachers distribute program information through the schools and community,
- The Supervisor of Challenge provides news releases regarding issues and activities related to gifted education, which might be of interest to the general public as well as parents and patrons of the Challenge program.
- Parents become involved in Challenge as speakers, mentors, team leaders (Destination Imagination), and chaperones.

### **Part III: Plan for the Education of the Gifted**

This section includes the objectives, activities, responsible position, timelines, and results expected to enable the division to attain its stated goals in the following components of a five-year plan:

- 1. Identification**
- 2. Delivery of Services**
- 3. Curriculum Development**
- 4. Staff Development**
- 5. Parent and Community Involvement**

Using the goals established in Part I, Section C, the five-year plan will be submitted on Form A. Form B provides a format for a division to summarize the objectives due yearly (optional).

**Part III of the RCPS Local Plan for the Gifted will be revised during the 2014-2015 school year (including goals, objectives, timelines, and evaluation methods), and will be based upon the input of all stakeholders.**

**Part IV: Local Advisory Committee and Assurances**

- A. Local Advisory Committee** [VR 270-01-002-II-2.4-B]  
 The local advisory committee is now required under Virginia Code.

**1. Composition of Local Advisory Committee (LAC)**

<b>Categories</b>	<b>Number Represented</b>
Parents	15
Teachers	4
Administrators	0
Support Staff	0
Community <input type="checkbox"/> representatives of business, industry, arts	0
Community <input checked="" type="checkbox"/> persons who are not parents of identified students	2
Students (optional)	0

- 2. Selection of Members for the Local Advisory Committee**  
 This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced.

Membership on the Rockingham County Public Schools Challenge Local Advisory Committee is by invitation of the Superintendent in consultation with the program supervisor. Members serve for one year and then rotate off the Committee. Nominations for members of the Challenge Local Advisory Committee are solicited from building principals and Challenge teachers by the program supervisor. From the pool of nominations, the supervisor generates a slate of candidates to recommend to the Superintendent composed of parents, school personnel and other community members which reflect the geographic and ethnic composition of the school division as mandated by Article III, Section 2.6.

- 3. Meeting Schedule of the Local Advisory Committee**  
 Number of times the committee is scheduled to meet annually.

- Monthly                     
  3 times                     
  4 times                     
  5 times  
 Other: Specify \_\_\_\_\_

**Part IV, continued**

**A. Assurances**

The applicant for approval of the Local Plan for the Education of Gifted Students hereby assures the Superintendent of Public Instruction that:

1. Records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia."
2. Testing and evaluative materials selected and administered to gifted students are sensitive to cultural, racial, and linguistic differences.
3. Procedures used to identify gifted students are constructed so that they identify high potential/ability in all underserved and culturally diverse, low socio-economic, and disabled populations.
4. Standardized tests have been validated for the specific purpose for which they are used.
5. Multiple criteria are used in the identification of students for the gifted education programs.
6. The division requires teachers of the gifted to pursue the add-on gifted endorsement.
7. The division has designated an administrator with responsibility for supervising the gifted education program.

**B. Superintendent's Certification**

I, the undersigned authorized official of the local school division, agree to comply with all assurances. To the best of my knowledge, all information in this Local Plan for the Education of the Gifted is accurate and meets the requirements as specified in the Regulations Governing Educational Services for Gifted Students. I further certify that the local plan was approved by the local school board on

\_\_\_\_\_.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
School Division Name

\_\_\_\_\_  
Superintendent's Name

\_\_\_\_\_  
Date