



Lynchburg City Schools Local Plan for the Education of the Gifted

2011-2015

*The Lynchburg City Schools,
with its Tradition of Excellence,
recognizes the uniqueness and worth
of all students and will teach each student
the concepts, knowledge, and skills necessary
to be a thinking, productive, and responsible citizen.*

Lynchburg City Schools
Mission Statement

2011-2015 Local Plan for the Education of the Gifted

LEA#	115		
Superintendent	Dr. Paul McKendrick		
Mailing Address	915 Court Street, Lynchburg, VA 24505		
Gifted Education Director	April M. Bruce, Director of Testing, Guidance, and Gifted Education	Telephone E-mail	434-522-3700 bruceam@lcsedu.net
Local School Board Chairperson	Mary Ann H. Barker		
Date Approved by School Board	Under Review		

General Information regarding the Gifted Program in Lynchburg City Schools

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

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

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

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

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

General Information regarding the Gifted Program in Lynchburg City 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)	X
Specific Academic Aptitude (SAA)	K-12
Career and Technical Aptitude (CTA)	X
Visual and/or Performing Arts Aptitude (VPA)	X

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

It is important to note that the Lynchburg City Schools does not discriminate in admission or access to, or in treatment in, its educational programs, services, or activities based on race, color, national origin, gender, disability, or age, in accordance with state and federal laws.

The current mission statement of the Lynchburg City Schools encompasses gifted students when it states that the school division recognizes the uniqueness and worth of all students. As an extension of that mission statement, the division's philosophy for the education of gifted students states that students identified as gifted should be provided special academic experiences to nurture their academic growth and development. This philosophy is derived from our definition of giftedness and our rationale for providing services to gifted students.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

The Lynchburg City Schools Gifted Education Advisory Committee has adopted the definition of giftedness set forth in the *Regulations Governing Educational Services for Gifted Students* which defines gifted students as, "those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs."

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

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

A. Identification:

- By 2012, procedures will be in place so that each year one staff member from each of the 11 elementary schools will be trained in the identification and data collection procedures for early elementary students. The school's principal will identify this staff member as the chairman of the building-level gifted identification committee. The training will occur during the first twelve weeks of the school year.
- By 2011, the Naglieri Nonverbal Ability Test (NNAT) will be replaced with the newest version the NNAT II

B. Delivery of Services:

- By 2012, each principal will submit a plan for the education of his or her school's gifted students to the director of gifted education. Based on the service options in the school division's local plan, building plans will specify the services provided for identified students in the areas of mathematics, science, language arts (reading), language arts (writing), and social studies.
- By 2014, a community contact directory and/or resource guide will be developed and distributed to each school to assist in obtaining guest speakers for various school-based activities.

C. Curriculum and Instruction:

- By 2012, the number of eighth grade students completing courses for high school credit will increase.
- By 2011, training on higher level questioning techniques and conducting inquiry based learning activities will be offered to teachers.
- By 2013, schools will explore the expansion of PSAT testing to include gifted middle school students.

D. Professional Development:

- By 2012, procedures will be in place so that each year one or more staff member(s) from each school will be identified and trained in the differentiation of instruction for gifted students. The staff member(s) will then train other faculty members and the chairman of the building-level gifted education committee.

- Beginning in 2011, information regarding adding a gifted endorsement to a teaching license will be provided to teachers on an annual basis.

E. Equitable Representation of Students:

- By 2011, all elementary schools will offer accelerated mathematics
- The Promoting Excellence through Accelerated Learning (PETAL) program will work to accelerate students in English and mathematics by offering summer acceleration programs, bridge courses, block courses, and school-based support.

F. Parent and Community Involvement:

- By 2013, information will be sent to parents regarding regional, state, and national gifted/enrichment opportunities available to students.
- By 2012, principals will address building gifted opportunities during at least one parent advisory committee meeting each school year.

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.

Area of Giftedness: Specific Academic Aptitude

Screening for gifted students begins in kindergarten and continues through grade twelve. Standardized test data, achievement data, gifted referral forms, gifted checklists, division-wide assessments, and other relevant information are reviewed each six weeks and students who demonstrate the need for additional services can be referred for gifted identification.

The most extensive screening for the early identification of young gifted students occurs from December through May of each school year and includes the completion of the Gifted Screening Data Collection Form, standardized tests, and a portfolio assessment. If a student exhibits gifted characteristics the teacher fills out the Achievement Record and Checklist of Learning Characteristics on the Gifted Screening Data Collection Form. This form is reviewed and placed in a red folder in each student's scholastic record. For each year a student is in the data collection process, his or her teacher(s) completes a new Gifted Screening Data Collection Form. The school-level gifted eligibility committee uses these forms as a component in its eligibility decisions.

During the second semester, first grade students take the Naglieri Nonverbal Ability Test. Students whose scores seem indicative of a potential academic gift are referred for gifted identification. Upon approval from the parent/guardian, these students are tagged as potentially academically gifted and may be added to the school's talent pool. The Naglieri Nonverbal Ability Test was selected for administration to students at this level due to its "cultural-fair" design and its recognized value as a screening instrument for under-represented groups.

Toward the middle of the school year, second grade students take the Stanford-10 Achievement Test. This is a nationally-normed test and includes subtests in the areas of reading vocabulary, reading comprehension, math problem solving, math procedures, spelling, language, and environment. Students whose scores seem indicative of a potential academic gift are referred for gifted identification. Upon approval from the parent/guardian, these students are tagged as potentially academically gifted and may be added to the school's talent pool.

During the spring, second grade students complete a portfolio assessment. This assessment includes a writing sample, an illustration, and a number of logical/analytic problems to be solved and explained in writing. These portfolios are reviewed by the classroom teacher and may result in a gifted identification referral. Any scoring of the portfolio assessments for program placement is done by a team of school psychologists.

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.

Area of Giftedness: Specific Academic Aptitude

Referrals for gifted students are accepted for students in kindergarten through grade twelve. Teachers determine whether any of their students have exhibited a specific academic aptitude that merits a referral for gifted identification. Additionally, administrators, parents/guardians, or other concerned adults may refer a student for consideration. Referral forms are available from the guidance department at each building and from the central office, and they are returned to the classroom teacher or school guidance counselor. The referral process for young children is delineated in the brochure, *Elementary Gifted Education in the Lynchburg City Schools*, which is distributed to parents/guardians of elementary students at registration each year.

When a student is referred for gifted identification, the building-level gifted education committee chairman will send a letter to the home asking for permission to collect data on the student and to possibly include the student in the school's talent pool. Students who are placed in their school's talent pool are tagged with the Potentially Gifted Screening tag. This tag allows the generation of a list to make the students' teacher(s) aware of the referrals and to prompt them to provide additional academic opportunities for the students.

The Gifted Screening Data Collection Form is collected and reviewed by the school's Gifted Eligibility Committee. The committee will determine if additional data is needed or what services can be offered to meet the student's needs. A gifted eligibility meeting will occur within 90 days of the original referral. At that time it will be determined if the student is a gifted student.

The majority of formal gifted-eligibility decisions are made during the second semester of a student's second grade year. However, it is important to note that students may have been receiving enrichment and academic challenge opportunities as a member of the school talent pool since the receipt of the signed Permission to Collect Data form.

The length of time dedicated to data collection for kindergarten and first graders is due to the difficulty in distinguishing academic giftedness from the effects of enriching experiences when dealing with these very young students. Past experience has demonstrated that taking the time to collect sufficient information from a variety of sources during kindergarten and first grade helps to eliminate identification errors and their unpleasant repercussions in later years.

Occasionally, however, a student can be identified as profoundly gifted in a given academic area even in kindergarten and first grade. For this rare child, inclusion in the talent pool and associated enrichment activities is appropriate, but may not be sufficient.

The referral form on such a child should recommend, and justify, the immediate consideration for gifted identification by the building-level gifted committee. If the committee determines the student is eligible, a meeting is held with the student's parents/guardians, and an academic plan is created. Such a plan may include acceleration in the area of giftedness. The occurrence of this type of giftedness is by definition an extremely small percentage of the overall population. Classroom teachers are instructed to make any necessary referrals to the building-level gifted committee by the end of the first semester. Even students who have been previously found ineligible for gifted services may be referred. Referral forms are continually accepted from school staff, parents/guardians, peers, and community members. The acceptance of referral forms and the occurrence of building-level gifted eligibility meetings continue through middle school and high school.

Students can be referred into the gifted identification process at any time. Various referral forms are available at each school and individuals can request these from the guidance office. The forms should be completed and returned to the guidance office. The principal, guidance counselor, or gifted education committee chairperson will contact the referring source within ten days and the eligibility process will begin.

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 criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria 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: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

Area of Giftedness: Specific Academic 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
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

2. Additional identification information for Specific Academic Aptitude

Students can be identified as gifted in any core content area. Services will be provided to meet the needs of the individual student.

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

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

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

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

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: resource teacher who works with the student

- b. 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 or legal guardian's consent for assessment.

Specific Academic Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Achievement Record	Current classroom teacher(s)	Guidance Counselor	Gifted Eligibility Chairperson
Checklist of Gifted Characteristics	Current classroom teacher(s)	Guidance Counselor	Gifted Eligibility Chairperson
Naglieri Nonverbal Ability Test	Current classroom teacher(s)	Pearson Assessment	Gifted Eligibility Chairperson
Portfolio Assessment	Current classroom teacher(s)	Team of school Psychologists	Director of Gifted Education
Stanford 10 Achievement Test	Guidance Counselor	Pearson Assessment	Gifted Eligibility Chairperson

Except for the referrals that compel the building-level committee to meet prior to the end of the first semester, the committee will meet during the second semester of each academic year. For students in second, third, fourth, and fifth grades, all referrals and Permission to Collect Data forms that have been received will be reviewed. For the majority of kindergarten and first grade students, enrichment experiences will be provided, and data collection will continue until second grade. However, for those few kindergarten or first grade students who are referred into the gifted identification process the following measures will be used to determine gifted eligibility: Checklist of Gifted Characteristics, Achievement Record Form, Portfolio Assessment, Division-wide Assessment scores, and the Naglieri Nonverbal Ability Test (first grade). The gifted eligibility committee may also request the administration of the other tests to obtain additional information.

Gifted referrals are accepted throughout the year and following a referral, the chairman of the building-level gifted education committee will send home a Permission to Collect Data form. When this signed form is returned, the chairman works with the guidance department in each school to fill out all the standardized testing data on the Gifted Screening Data Collection Form. The chairman also notifies the director of gifted education who tags the student with the Potentially Gifted Screening tag and the student's teacher is notified that the student has been referred and can be included in

the school's talent pool. The teacher observes the student for gifted behaviors and provides enrichment and challenge activities as needed.

After the first semester the teacher fills out the Data Collection Form that includes the Achievement Record /Classroom Performance Scale and the Checklist of Learning Characteristics. If the student is in kindergarten or first grade and is not scheduled for an immediate review by the building-level gifted identification committee, a new data collection form is given to each of the student's teachers each year until the second semester of second grade.

First grade students take the Naglieri Nonverbal Ability Test. This test is administered by the first grade classroom teacher. Second grade students complete a Lynchburg City Schools portfolio administered by the second grade classroom teacher. Also administered in second grade is the Stanford 10 Achievement Test. In later years, classroom teachers administer the VA SOL tests, which may be used to determine specific academic aptitude and/or achievement in a content area. All standardized test scores, portfolio scores, grades, awards, teacher rating scales, and SOL data are reviewed during the gifted eligibility meeting. No single criterion can deny or guarantee access to gifted services.

The building-level committee, based on their professional judgment, experience, and training, makes the eligibility decisions for students in their building. There is no minimum or cut-off score involved in this process. If a student is found ineligible, an Ineligibility Notification form is sent home to the parents/guardians within two weeks of the meeting. If the student is found eligible, the committee will also recommend service options for the student. This information is sent home in a letter requesting permission to provide gifted services to the student. Once this form is signed and returned, the student will receive the recommended services in a timely manner; in-class differentiation and enrichment can begin at once, whereas acceleration to a new grade level in a specific content may need to wait until the end of a semester.

Gifted services are available to identified students in all schools. The Gifted Opportunities Center is a division-wide program for highly gifted students from each elementary school. The Gifted Opportunities Center is one service option for gifted students who reside in the city of Lynchburg. The Gifted Opportunities Center application process is distinct. Due to limited space, there are students identified as gifted and yet are not selected for the Gifted Opportunities Center. The Lynchburg City Schools Gifted Education Advisory Committee has taken this into consideration in designing the selection process.

When a student is referred for application to the Gifted Opportunities Center, each base school guidance counselor is responsible for gathering the applicants' data, including referral forms, standardized test scores, Permission to Collect Data forms, completed Gifted Screening Data Collection forms, and completed portfolios. This information is sent in a red folder to the division director of gifted education. The Achievement Record and Checklist of Learning Characteristics are both rated on a scale from 2 to 10 points as is the student's result on the Naglieri Nonverbal Ability Test (NNAT) and the Stanford 10 Achievement Test. The school division's school psychologists, who meet over a period of two days, score the applicants' portfolios on a scale from 2 to 10 points. All values are then totaled to create an overall score between

10 and 50. Since split scores (i.e., 6/7) are often generated in this process, students may have split total scores as well.

There are two third grade, two fourth grade, and two fifth grade classrooms in the Gifted Opportunities Center. Once students are placed in third grade, they are permitted to remain in the program through fifth grade. To determine which students will be placed in third grade, rising third grade applicants' total scores are ranked, with students having split totals considered to have the average for ranking purposes. The students with the ten highest scores are selected regardless of their base school. The remaining positions are allocated to the highest scoring students in each school based on the school's percentage of the school division's second graders. The division selection committee uses 34 points as a minimum guide for selecting students. Students with a split total are considered to have the higher value relative to meeting the minimum criteria. If a school does not have enough qualified students to fill its allocated positions, those positions revert to the next highest scoring students in the division, regardless of base school.

Division and base school waiting lists are created from all those students who meet the minimum criteria. Those students who do not meet these criteria receive a non-selection letter. As selected students accept or decline placement in the Gifted Opportunities Center, students are selected from the base school or division waiting list. If a base school has no more qualified students on its waiting list, the position is awarded to the next highest qualified student on the division waiting list, regardless of base school. If no qualified students remain on any waiting list, the position is not filled.

In both the building-level gifted identification process and the Gifted Opportunities Center application and selection process, all individuals involved are aware that no single criterion can deny or guarantee access to gifted program services.

Gifted students who reside in the city of Lynchburg in grades 10 & 11 are invited to apply for a position at the Central Virginia Governor's School for Math, Science, and Technology. Lynchburg purchases thirty-two slots as one of the gifted services offered to gifted students. Selection is based on class rank, current level of coursework, standardized test data (PSAT/SAT), teacher and counselor recommendations, average SOL scores, and demonstrated interest as noted in a student essay.

There are also several Summer Residential Governor's School Programs available to students entering grades eleven and twelve. These programs offer a month of intensive study in the areas of foreign languages, humanities, agriculture, life sciences, marine science, math/science/ technology, medicine, visual art, instrumental music, vocal music dance, and theatre.

Gifted services include any of the previously mentioned special programs as well as differentiated instruction within the regular classroom, vertical acceleration, inclusion in school based programs for gifted students, and participation in activities such as ACE, Stock Market Challenge, 24 Math, Chess Club, Lego League, Science Fair, History Day, and other activities that allow gifted students to excel at an individual pace. Access to the school division's numerous Advanced Placement (AP) and college dual enrollment courses are available to students beginning in grade 10.

Lynchburg City Schools

All standard referral and data collection forms are located in appendix B of this document and are consistent with this information. These documents include

- i. Gifted Eligibility Referral (teachers and staff)
- ii. Gifted Eligibility Referral (parents/guardians)
- iii. Gifted Eligibility Referral (peer-referral form)
- iv. Gifted Eligibility Referral (self-referral form)
- v. Gifted Screening Data Collection (K - 2)
- vi. Gifted Screening Data Collection (3 - 5)
- vii. Gifted Screening Data Collection (6 - 8)
- viii. Gifted Screening Data Collection (high school)

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

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

Area of Giftedness: Specific Academic Aptitude

The building-level gifted education committee determines the service options that are appropriate for each student. The committee members consult the Delivery of Services Options available at the student's grade level and recommend and communicate appropriate options to the parent(s)/guardian(s) in the Permission to Receive Gifted Services form.

After the signed form is returned to the school guidance counselor, the recommended services will be made available to the student. While some service options can begin immediately, others (e.g., acceleration to a higher grade in a given content area) may be more appropriately provided at the end of a semester.

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.

Area of Giftedness: Specific Academic Aptitude

When a student is referred for gifted identification, or if a student is screened into the process through a score on a standardized test or performance on the portfolio assessment, a High Score Letter or Permission to Collect Data form is sent to the parent/guardian. This form states that the student has been referred for gifted identification and that data will be collected on this student's abilities and achievement. It also may indicate that with the parent/guardian's permission the student will be included in the school's talent pool. After this signed form is returned, the data collection process begins and the student may be included in the school's talent pool.

Once a student has been found eligible to receive gifted services, a Permission to Receive Gifted Services letter will be sent to the parent/guardian. This letter will request permission for the student to receive specific services recommended by the building-level gifted education committee.

All standard notification and permission forms are located in appendix C of this document and are consistent with this information. These documents include

- i. Permission to Collect Data and Participate in Talent Pool
- ii. Gifted Opportunities Center Eligibility Summary Sheet
- iii. Permission to Receive Gifted Services

Local Plan for the Education of the Gifted

- iv. Gifted Services Ineligibility Notification
- v. Selection to the Gifted Opportunities Center (with accept/decline form)
- vi. Waiting List for the Gifted Opportunities Center
- vii. Non-selection to the Gifted Opportunities Center
- viii. Upgrade Waiting List Status to Selected for Gifted Opportunities Center

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.

Area of Giftedness: Specific Academic Aptitude

Students who are receiving gifted services will continually be evaluated by their classroom teacher(s). If a teacher has a concern about an identified student's achievement, that teacher is expected to work with the student and family to determine the origin of the problem. If it is determined and documented that the gifted service being provided is inappropriate, the teacher fills out a Change in Services Request Form and submits it to the chairman of the building-level gifted education committee.

If a parent/guardian decides to fill out a Change in Services Request Form, those forms are available from the guidance counselor in each school. The form, once completed, can be returned to the student's teacher or the guidance counselor and will be forwarded to the chairman of the building-level gifted education committee. In all cases the parent/guardian will be involved in any decision to change services specific to the child.

If, during the meeting, the committee determines that gifted services may no longer be appropriate for a student, an evaluation plan will be developed. This plan will include specific academic criteria the student must meet in order to remain in the gifted program. The evaluation period will be for no less than six weeks.

The student's teacher(s) will maintain contact with the family throughout the evaluation period. At the end of the evaluation period, the committee will meet with the parent/guardian again to discuss the results. The committee may determine that the student met the criteria and will continue to receive gifted services, that another evaluation period is necessary, or that the student is no longer eligible for gifted services. When a student is exited from the gifted program he/she would go back through the entire gifted eligibility process again to receive gifted services.

Forms necessary for a change in services or for exiting the program are available in appendix D. These include:

- i. Change in Services Form
- ii. Exit Form

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.

Area of Giftedness: Specific Academic Aptitude

Students in grades K-12 are assessed each six weeks through our division-wide assessment program and other frequent assessments. All schools have enrichment periods built into the school day where students experience academic enrichment in their area of strength. Students at all levels can choose from a wide variety of accelerated and advanced classes. Teachers are trained in differentiated instruction so they can tailor instruction to meet the needs of the students enrolled in those courses.

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.

Area of Giftedness: Specific Academic Aptitude

When students are identified as a gifted student in a specific content area one service option available is vertical acceleration. If this option is selected to meet the needs of the student, every effort is made to accelerate the student only in the content area of strength. The student will remain with age-level peers for all other content areas. There are rare cases where a student is accelerated into the next grade level. When this occurs opportunities are made available for the student to interact with their age-level peers through electives, athletics, clubs, and special school programs.

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.

Area of Giftedness: Specific Academic Aptitude

All Lynchburg City Schools teachers have been or will go through the course, the Skillful Teacher: Using Data Day to Day. This course has a strong emphasis on differentiated instruction. Students are grouped in a way that allows teachers to accelerate and enrich students during regular class time. In addition, all schools have built in enrichment periods to further extend/accelerate learning for our gifted 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.

Area of Giftedness: Specific Academic Aptitude

Various instructional models are used when working with gifted students. Much of the independent work focuses on inquiry based learning and problem solving. This approach allows students to work independently to find appropriate resolutions to a given assignment. Independent work occurs at times throughout regular classes and during enrichment periods.

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.

Area of Giftedness: Specific Academic Aptitude

Across the spectrum of available service options there are a number of instructional strategies used to accelerate and enrich the education of gifted learners. In the area of mathematics, for example, gifted students are often accelerated fully into the next year's curriculum.

Even with this type of acceleration, enrichment is often necessary. To make this determination the teacher must assess the student's prior knowledge, usually with some form of pretest. The teacher then uses that assessment information to compact the curriculum. The remaining time allows students to explore the applications of the content, additional related content, integration between subjects, and/or to create projects related to the content.

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.

Area of Giftedness: Specific Academic Aptitude

Teachers assess the solution, products, or projects resulting from the curricula presented to gifted learners in a variety of ways. This variation is usually related to the grade level of the student and the content of the course. The primary method teachers use to assess the work of gifted students is to establish a set of criteria or a rubric prior to the beginning of the work, and then use that criteria and rubric to assess the results. In many cases the teacher requests that students maintain a record of their progress and complete a self-assessment. The final assessment then becomes a type of discussion and negotiation.

In some cases, teachers and students prefer to establish individual contracts of expectations and accomplishments. These contracts have a variety of elements, and more specific information regarding their use can be found in the training tools we use with our teachers.

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

Area of Giftedness: Specific Academic Aptitude

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

The Lynchburg City Schools school division believes that no single model can effectively meet the needs of all identified students, and that a variety of programs provided K-12 will offer the necessary program options and differentiated educational opportunities to meet their needs. Three models that are used with gifted students in the Lynchburg City Schools are Joseph Renzulli's enrichment model that focuses on exploration, skill development, and investigation; Carol A. Tomlinson's differentiated instruction model; and The Skillful Teacher model by Jon Saphier, Mary Ann Haley-Speca, and Robert Gower.

The primary intent is to provide each student with sufficient challenge and opportunities in the specific academic area of his or her giftedness. Teachers working with gifted students must differentiate the content, process, and products of instruction for their gifted students while at the same time ensuring that students meet the minimum content standards of the Virginia Standards of Learning. Teachers of the gifted are required to accelerate and enrich students beyond the grade level or course requirements. Teachers of the gifted are also required to incorporate problem solving, critical inquiry, creativity, and self-directed learning into their classes. Courses for gifted students are designed to promote academic rigor, complexity, and abstractedness to challenge students beyond the regular curriculum.

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.

Area of Giftedness: Specific Academic Aptitude

Assessment and enrichment begins in kindergarten for students in the Lynchburg City Schools. Beginning in second grade, accelerated math is offered at all elementary schools. Students are exposed to third grade material in an effort to prepare them for the highest math courses offered later in their academic career. Students who need additional academic support to reach high level courses can participate in the Promoting Excellence Through Accelerated Learning (PETAL) program. This program offers various summer classes and block math courses in grades six and nine. The offerings of Advanced Placement (AP), dual enrollment, career technical and advanced courses are extensive. Some of the secondary level courses do have prerequisite courses to ensure students are prepared for the enriched and in-depth curriculum.

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

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

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

- c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

The integration of gifted education and general education is evident in all of our schools. Teachers are trained in differentiating instruction to meet the needs of all learners. Differentiation is a large part of the teacher training course, The Skillful Teacher. Our schools offer a wide-range of homogenous and heterogeneous classes and activities.

Each school has a parental involvement plan that includes the many programs delivered to students. Each plan encourages the collaboration of staff, students, parents, and the community. Planned activities and goals involving parents are clearly defined. At the division level there are three specific programs that encourage parental and community involvement and support the education of our students. These are our Parent Academies, Partners in Education, and Education Foundation Grant programs. The Parent Academies are held twice each year. Parents attend sessions on a variety of relevant topics and have the opportunity to browse through vendor exhibits with information about community resources available to students. Our Partners in Education program has over 200 formal partnership agreements between local businesses and specific schools. These partners provide volunteers, materials, and monetary contributions to our schools. The Education Foundation Grant program provides grants to teachers or other staff members to assist with the implementation and delivery of innovative programs.

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Extensive training occurs to ensure our teachers fully understand the characteristics and needs of our gifted students. This training occurs through our Skillful Teacher course, building/division level professional development, and through various sessions at our annual Best Practices Conference. The gifted eligibility chairs and/or guidance counselors from each school are trained annually on recognizing the characteristics of gifted students and are provided with specific information on understanding and addressing the social-emotional needs of students from a wide-range of diverse backgrounds.

Typically the guidance counselors serve as the building level gifted eligibility committee chairperson. These individuals work closely with the director of gifted education to assess, evaluate, and gather data on students referred into the gifted identification process. These individuals have a full understanding of the five items used to aid committees as they make eligibility decisions about students. These items include the Naglieri Nonverbal Ability Test, Stanford 10 Achievement test, Portfolio Assessment, Achievement Record, and Gifted Characteristics Checklist.

Teachers in the Lynchburg City Schools are trained using three models to assist them as they work with gifted students. These are Joseph Renzulli's enrichment model that focuses on exploration, skill development, and investigation; Carol A. Tomlinson's differentiated instruction model; and The Skillful Teacher model by Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. The wide-range of advanced/accelerated courses and the implementation of enrichment periods at each school have made it possible to provide our gifted students with additional opportunities for critical thinking and inquiry based activities that promote creativity and discovery.

Teachers of the gifted are required to provide students with a learning environment designed to meet the distinct needs of gifted students. The use of inquiry based learning, graphic organizers, creative projects, hands-on experiments, service projects, rubrics, and enriched learning opportunities are used to meet the needs of these students. The incorporation of technology into activities is strongly encouraged. Items such as Smartboards, GPS, netbooks, i-pods, digital imagers, graphing calculators, science equipment, and many software programs are available for students to use.

The director of gifted education is responsible for sharing current issues in gifted education with the gifted eligibility chairs from each school and with the Gifted Education Advisory Committee. The director of gifted education attends regional and state conferences to gather information and reviews information from national and state professional publications. This information is shared with administrators and school personnel on a regular basis.

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 Lynchburg City Schools Gifted Education Advisory Committee is comprised of the Director of Gifted Education, counselors, principals, teachers, and parents. This group reviews the local plan each year and makes recommendations for changes. These recommendations are taken to the division elementary and secondary leadership teams for further discussion. The plan will be reviewed and taken to the school board prior to the beginning of each school year.

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

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

PURPOSE

The Gifted Education Advisory Committee is authorized to

1. Review and revise, as needed, the annual Local Gifted Plan as prepared by the designated director of gifted education for the Lynchburg City Schools.
2. Participate in an on-going review of the gifted programs in the division throughout the school year and make recommendations for changes as deemed necessary.
3. Function as a liaison between the schools and the community to foster community involvement and promote community access to available resources.
4. Report to the superintendent and school board, through the director of gifted education, any recommendations for changes to the Local Gifted Plan.

MEMBERSHIP

The membership shall include but is not limited to

1. the director of gifted education for Lynchburg City Schools,
2. a faculty or administrative representative from a variety of the division's 16 schools,
3. a faculty representative from the GO Center,
4. a representative from the Central Virginia Governor's School,
5. parent representatives from each Lynchburg district (as available),
6. a school-business partner (as available).

The desired term of service shall be two years, after which committee members may decide to accept or decline further service as they choose. The terms of membership shall be staggered so as to maintain some continuity from year to year.

Membership selection will be by principal recommendation for administrators and faculty. Parents can be recommended either by faculty or by other committee members. Parents can also contact the building principal or director of gifted education if interested in serving on this committee.

OFFICERS

Committee officers shall include a chairman, vice-chairman, and a recorder, all of whom shall be appointed during the first meeting of the operating year, and who shall serve as such for the entire operating year. It shall be the duty of the chairman to determine and prepare the meeting agenda. The vice-chair shall fulfill the duties of the chairman as needed. The recorder shall take accurate account of the meeting's events and recommendations and provide this to the director of gifted education. The director will send this information in the form of minutes to the membership at least one week before the next scheduled meeting.

MEETINGS

Meetings of the Gifted Education Advisory Committee shall take place at least three times per operating year and shall be open to permit interested persons or organizations to present their views and recommendations for consideration by the committee. Written material may be filed in lieu of oral reports or as a supplement for review by the committee. In the event that a committee decision is necessary and debate does not lead to consensus, a formal vote will be taken and recorded and the filing of a minority report will be allowed. Decisions made by the Gifted Education Advisory Committee shall be made available to the public through open dissemination of the minutes of each meeting and at any other time by request to the director of gifted education.

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.

Superintendent Printed Name

Division Superintendent’s Signature

Date

Part XIII: Appendices

Appendix A:

- i. Narrative of the division's services
Description of the division's program that includes an overview of its K-12 area(s) of service, identification, program design, curriculum, staffing, parent and community involvement, and local advisory committee, and gifted education coordinator contact information

The Lynchburg City Schools identifies and provides additional services to students who demonstrate giftedness as a specific academic ability. This ability may be identified in math, reading and writing, social studies, or science. The Lynchburg City Schools does not discriminate in evaluation or programming on the basis of race, national origin, disability, or gender in the operation of the gifted education program.

A teacher, parent/guardian, peer, or self-referral can initiate the gifted identification process at any time. These referrals can begin as early as kindergarten. The majority of referred students will have data collected by classroom teachers until a gifted identification meeting is held during the second semester of second grade. However, in extreme cases, special standardized tests may be administered and an individual program established for a child as early as kindergarten. Such a program may involve differentiated instruction and/or accelerating the student to the next grade level in the area of giftedness.

To refer a student into the gifted identification process, contact should be made with the guidance counselor at the student's school. The counselor can provide the proper gifted identification referral form. By completing and returning this form, the student's teachers will begin collecting information related to gifted characteristics and achievement. The information includes ratings of school achievement, a checklist of gifted characteristics, standardized test scores, and examples of the child's work. The gifted identification committee will use this information to determine if the child requires gifted services and will notify parents of their finding.

If it is determined that a student requires gifted services, the committee will collect a form, signed by the parent or guardian, granting permission to include the student in the gifted program. The gifted program offerings differ at each level and each school provides a customized program for the students it serves.

Elementary gifted services include in-class differentiation, pull-out programs, advanced classes, accelerated classes in math, and special seminars and/or field trips. Additionally, a full-time center-based program is available for selected gifted students in grades 3-5. This program, the Gifted Opportunities (GO) Center, is one service option for gifted students. The GO Center offers a differentiated, expanded curriculum. The GO Center teachers, who have studied the theories and techniques of gifted education, use instructional methodologies that promote higher order thinking and student-directed learning.

Middle School gifted services include in-class differentiation, pull-out programs, advanced classes, accelerated classes in math, science and foreign

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language, and special seminars and/or field trips. Gifted students in middle school frequently participate in various activities such as Math Counts, Math League, 24 Math Team, Science Fair, History Day Fair, Stock Market Challenge, Lego League, and other activities and contests.

High School gifted services include in-class differentiation in advanced level classes, dual enrollment courses, nineteen available Advanced Placement (AP) courses, and special seminars and/or field trips. Gifted students in high school frequently participate in various activities such as science fair, ACE competitions, and other activities and contests. Students in grades 10 and 11 are eligible to apply to attend the Central Virginia Governor's School for Math, Science, and Technology. The Lynchburg City Schools pays for 32 students to attend this half-day regional program.

Students in grades 10 and 11 are also eligible to apply to attend various, month-long Summer Residential Governor's School programs that occur throughout the state. This is provided to students at no cost.

Even if the committee determines that a student does not currently require gifted services, he or she will still have areas of strength enriched and developed by the classroom teacher, and can still be placed in advanced or accelerated levels of classes when appropriate.

If there is disagreement with the gifted eligibility committee's decision, an appeal can be initiated by contacting the school guidance counselor. The Lynchburg City Schools faculty and staff recognize that a child's experiences and developmental stages play a role in the exhibition of gifted characteristics. A child who does not require additional services at one point may need to be re-assessed for a specific academic ability at a later time. If you have any questions concerning the referral process or questions about any specific gifted service available at your child's school, please contact your child's guidance counselor.

The Gifted Education Advisory Committee, which consists of teachers, counselors, administrators, parents, and community members, meets at least three times per year to evaluate the school division's local gifted plan. Individuals are welcome to contact the building principal to volunteer to serve on this committee.

For additional information related to the *Lynchburg City Schools Local Plan for Gifted Education*, the Lynchburg City Schools Gifted Opportunity (GO) Center, Central Virginia Governor's School or any other programs for gifted students, please contact April M. Bruce, Director of Testing, Guidance, and Gifted Education, by phone at (434) 522-3700, ext. 136.

Appendix B:

- i. Gifted Eligibility Referral (teachers and staff)
- ii. Gifted Eligibility Referral (parents/guardians)
- iii. Gifted Eligibility Referral (peer-referral form)
- iv. Gifted Eligibility Referral (self-referral form)
- v. Gifted Screening Data Collection (K - 2)
- vi. Gifted Screening Data Collection (3 - 5)
- vii. Gifted Screening Data Collection (6 - 8)
- viii. Gifted Screening Data Collection (high school)



**Gifted Eligibility Referral Form
(for use by teachers, administrators, & staff)**

Student's Name: _____

Teacher's Name: _____

School: _____ **Grade:** _____ **Date:** _____

The Lynchburg City Schools Gifted Education Advisory Committee has adopted the state Board of Education's definition of a gifted student as a child "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences and/or the humanities as demonstrated by advanced skills, concepts, and creative expression in those areas.

When you have completed this referral form, please turn it in to this child's guidance counselor. This will initiate the gifted eligibility data collection process.

- 1. Please describe the area(s) in which you believe this child is gifted.**

- 2. Please note specific comments, behaviors, interests, advanced skills, achievements, or instances of creative expressions that give evidence of this child's specific academic aptitude.**



Gifted Eligibility Referral Form (for use by parents/guardians)

Student's Name: _____

Parent/Guardian's Name: _____

School: _____ Grade: _____ Date: _____

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences, English (reading and writing), foreign languages, and history as demonstrated by advanced skills, concepts, and creative expression in those areas.

When you have completed this referral form, please turn it in to your child's guidance counselor. This will initiate the gifted eligibility data collection process and will allow you to learn more about the process at that time.

- 1. Please describe the academic area(s) in which you believe your child is gifted.**

- 2. Please note specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence of your child's specific academic aptitude(s).**



Gifted Eligibility Referral Form (peer referral)

Student's Name: _____

Peer's Name: _____

School: _____ Grade: _____ Date: _____

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences, English (reading and writing), foreign languages, and history as demonstrated by advanced skills, concepts, and creative expression in those areas.

When you have completed this referral form, please turn it in to this student's guidance counselor. This will initiate the gifted eligibility data collection process.

- 1. Please describe the academic area(s) in which you believe your peer is gifted.**

- 2. Please note specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence of your peer's specific academic aptitude(s).**



Gifted Eligibility Referral Form (self referral)

Student's Name: _____

School: _____ Grade: _____ Date: _____

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences, English (reading and writing), foreign languages, and history as demonstrated by advanced skills, concepts, and creative expression in those areas.

When you have completed this referral form, please turn it in to your guidance counselor. This will initiate the gifted eligibility data collection process and will allow you to learn more about the process at that time.

- 1. Please describe the academic area(s) in which you believe you are gifted.**

- 2. Please note specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence your specific academic aptitude(s).**



Gifted Screening Data Collection Form (For students in Kindergarten, First, or Second Grade)

This form is to be used as information is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in kindergarten, first, or second grade. (Please attach the open-ended referral form to this sheet.).

Except in extreme cases, providing gifted services, data collection and assessment will continue until a gifted identification meeting is held during the second semester of the second grade year. However, students may be referred, evaluated, and served in kindergarten and 1st grade when appropriate.

Once a child has been screened into the pool of gifted identification candidates, his/her teacher(s) should be notified near the beginning of each year. One additional Data Collection Form should be completed by the teacher(s) near the end of each year up to and including the second grade year. At that time the building level gifted committee will make a determination of eligibility.

Name: _____ Student # _____

School _____ Grade Level _____

Referred by: _____ Relationship: _____ Date: _____

Parent(s) _____

Street Address: _____

Zip Code: _____ Phone Number: _____

Standardized Test Data

NNAT Local Percentile Rank-Stanine (L/PR-S) Score: _____ Date Tested: _____

Stanford 10 Complete Battery Local Grade Percentile Score: _____ Date Tested: _____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 10, with a 1 indicating below grade-level achievement, a 5 denoting average work, and a 10 indicating consistent excellence and above grade-level achievement and performance in that subject area.)

✓ Note: Scores should be consistent with the academic performance as noted on report cards.

Reading: _____ Math: _____ Social Studies: _____ Language Arts: _____ Science: _____

Checklist of Learning Characteristics Score: (from back of this form): _____

(Use the following as a guide for determining an overall score, but feel free to give range scores e.g., "8/9" when appropriate.)

avg. 1 = 10	avg. 2.5 = 7	avg. 4 = 4
avg. 1.5 = 9	avg. 3 = 6	avg. 4.5 = 3
avg. 2 = 8	avg. 3.5 = 5	avg. 5 = 2

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Checklist of Learning Characteristics:

(Please rank this child compared to students at the same grade level on the child's demonstration of the following learning characteristics. A ranking of **1 indicates that the child exhibits that characteristic consistently**, and a ranking of **5 indicates that the child does not exhibit that characteristic.**)

1. Develops products or performs beyond the expectations of the grade level	1	2	3	4	5
2. Learns rapidly and requires little practice to retain information	1	2	3	4	5
3. Deals effectively with abstractions and generalizations –sees the big picture or anticipates possible outcomes	1	2	3	4	5
4. Has a broad range of interests and abilities-seeks information on many topics	1	2	3	4	5
5. Has a long attention span or a very good memory for details	1	2	3	4	5
6. Expresses thoughts effectively or is able to elaborate (adds on to ideas)	1	2	3	4	5
7. Thinks analytically, asks questions that demonstrate in-depth understanding	1	2	3	4	5
8. Is curious about the environment or the universe	1	2	3	4	5
9. Approaches problem-solving in a creative or unique way	1	2	3	4	5
10. Demonstrates a high level of task commitment to school-related activities	1	2	3	4	5
11. Demonstrates a high level of task commitment to activities of special interest	1	2	3	4	5
12. Gives unusual, clever, unique responses	1	2	3	4	5
13. Solves problems in math easily <u>or</u> reads material significantly above grade level	1	2	3	4	5
14. Demonstrates an extended vocabulary and understands the meaning(s) of words	1	2	3	4	5

Committee Decision: _____ **Chair:** _____ **Date:** _____



**Gifted Screening Data Collection Form
(For students in Third, Fourth, or Fifth Grade)**

This form is to be used as information is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in third, fourth or fifth grade.

Name: _____ Student # _____

School _____ Grade Level _____

Referred by: _____ Relationship: _____ Date: _____

Parent(s) _____

Street Address: _____

Zip Code: _____ Phone Number: _____

Standardized Test Data

Grade 1 NNAT Percentile Rank-Stanine Score: _____ Date Tested: _____

Grade 2 Stanford 10 Complete Battery Local Grade Percentile Score: _____ Date Tested: _____

	Grade 3 SOL	Grade 4 SOL	Grade 5 SOL
English	_____	_____	RLR _____ Writing _____
Math	_____	_____	_____
History & Social Science	_____	_____	_____
Science	_____	_____	_____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 10, with a 1 indicating below grade-level achievement, a 5 denoting average work, and a 10 indicating consistent excellence and above grade-level achievement and performance in that subject area).

✓ Note: Scores should be consistent with the academic performance as noted on report cards.

Reading: _____ Math: _____ Social Studies: _____ Language Arts: _____ Science: _____

Checklist of Learning Characteristics Score: (from back of this form):

(Use the following as a guide for determining an overall score, but feel free to give range scores e.g., "8/9" when appropriate.)

avg. 1 = 10	avg. 2.5 = 7	avg. 4 = 4
avg. 1.5 = 9	avg. 3 = 6	avg. 4.5 = 3
avg. 2 = 8	avg. 3.5 = 5	avg. 5 = 2

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Checklist of Learning Characteristics:

(Please rank this child compared to students at the same grade level on the child's demonstration of the following learning characteristics. A ranking of **1 indicates that the child exhibits that characteristic consistently**, and a ranking of **5 indicates that the child does not exhibit that characteristic.**)

1. Develops products or performs beyond the expectations of the grade level	1	2	3	4	5
2. Learns rapidly and requires little practice to retain information	1	2	3	4	5
3. Deals effectively with abstractions and generalizations –sees the big picture or anticipates possible outcomes	1	2	3	4	5
4. Has a broad range of interests and abilities-seeks information on many topics	1	2	3	4	5
5. Has a long attention span or a very good memory for details	1	2	3	4	5
6. Expresses thoughts effectively or is able to elaborate (adds on to ideas)	1	2	3	4	5
7. Thinks analytically, asks questions that demonstrate in-depth understanding.	1	2	3	4	5
8. Is curious about the environment or the universe	1	2	3	4	5
9. Approaches problem-solving in a creative or unique way	1	2	3	4	5
10. Demonstrates a high level of task commitment to school-related activities	1	2	3	4	5
11. Demonstrates a high level of task commitment to activities of special interest	1	2	3	4	5
12. Gives unusual, clever, unique responses	1	2	3	4	5
13. Solves problems in math easily <u>or</u> reads material significantly above grade level	1	2	3	4	5
14. Demonstrates an extended vocabulary and understands the meaning(s) of words	1	2	3	4	5

Committee Decision: _____ **Chair:** _____ **Date:** _____



**Gifted Screening Data Collection Form
(For Students in (Sixth, Seventh, or Eighth Grade))**

This form is to be used as information is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in sixth, seventh, or eighth grade.

Name: _____ Student # _____

School _____ Grade Level _____

Referred by: _____ Relationship: _____ Date: _____

Parent(s) _____

Address: _____

Zip Code: _____ Phone Number: _____

SOL Scaled Scores	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
English	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
History & Social Science	_____	_____	_____	_____	_____
Science	_____	_____	_____	_____	_____
Writing	_____	_____	_____	_____	_____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 10, with a 1 indicating below grade-level achievement, a 5 denoting average work, and a 10 indicating consistent excellence and above grade-level achievement and performance in that subject area).

- ✓ Note: Scores should be consistent with the academic performance as noted on report cards.

Reading: _____ Math: _____ Social Studies: _____ Language Arts: _____ Science: _____

Checklist of Learning Characteristics Score: (from back of this form): _____

(Use the following as a guide for determining an overall score, but feel free to give range scores e.g., "8/9" when appropriate.)

avg. 1 = 10	avg. 2.5 = 7	avg. 4 = 4
avg. 1.5 = 9	avg. 3 = 6	avg. 4.5 = 3
avg. 2 = 8	avg. 3.5 = 5	avg. 5 = 2

Lynchburg City Schools

Checklist of Learning Characteristics:

(Please rank this child compared to students at the same grade level on the child's demonstration of the following learning characteristics. A ranking of 1 indicates that the child exhibits that characteristic consistently, and a ranking of 5 indicates that the child does not exhibit that characteristic.)

1. Develops products or performs beyond the expectations of the grade level	1	2	3	4	5
2. Learns rapidly and requires little practice to retain information	1	2	3	4	5
3. Deals effectively with abstractions and generalizations –sees the big picture or anticipates possible outcomes	1	2	3	4	5
4. Has a broad range of interests and abilities-seeks information on many topics	1	2	3	4	5
5. Has a long attention span or a very good memory for details	1	2	3	4	5
6. Expresses thoughts effectively or is able to elaborate (adds on to ideas)	1	2	3	4	5
7. Thinks analytically, asks questions that demonstrate in-depth understanding	1	2	3	4	5
8. Is curious about the environment or the universe	1	2	3	4	5
9. Approaches problem-solving in a creative or unique way	1	2	3	4	5
10. Demonstrates a high level of task commitment to school-related activities	1	2	3	4	5
11. Demonstrates a high level of task commitment to activities of special interest	1	2	3	4	5
12. Gives unusual, clever, unique responses	1	2	3	4	5
13. Solves problems in math easily <u>or</u> reads material significantly above grade level	1	2	3	4	5
14. Demonstrates an extended vocabulary and understands the meaning(s) of words	1	2	3	4	5

Committee Decision: _____ **Chair:** _____ **Date:** _____



Gifted Screening Data Collection Form

(For Students in High School)

This form is to be used as information is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in High School.
(Please attach the open-ended referral form to this sheet.)

Name: _____ Student # _____

School _____ Grade Level _____

Referred by: _____ Relationship: _____ Date: _____

Parent(s) _____

Street Address: _____

Zip Code: _____ Phone Number: _____

SOL Scaled Scores

8th Grade English _____

8th Grade Writing _____

8th Grade Math _____

8th Grade History _____

8th Grade Science _____

End of Course SOL Scores

Grade 11 RLR Score _____

Grade 11 Writing Score _____

Test _____ Score _____

Test _____ Score _____

Test _____ Score _____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 10, with a 1 indicating below grade-level achievement, a 5 denoting average work, and a 10 indicating consistent excellence and above grade-level achievement and performance in that subject area).

- ✓ Note: Scores should be consistent with the academic performance as noted on report cards.

Current Reading: _____ Math: _____ History: _____ Language Arts: _____ Science: _____

Checklist of Learning Characteristics Score (from back of this form): _____

(Use the following as a guide for determining an overall score, but feel free to give range scores e.g., "8/9" when appropriate.)

avg. 1 = 10	avg. 2.5 = 7	avg. 4 = 4
avg. 1.5 = 9	avg. 3 = 6	avg. 4.5 = 3
avg. 2 = 8	avg. 3.5 = 5	avg. 5 = 2

Lynchburg City Schools

Checklist of Learning Characteristics:

(Please rank this child compared to students at the same grade level on the child's demonstration of the following learning characteristics. **A ranking of 1 indicates that the child exhibits that characteristic consistently**, and a **ranking of 5 indicates that the child does not exhibit that characteristic.**)

Circle the appropriate score

- | | | | | | |
|---|---|---|---|---|---|
| 1. Develops products or performs beyond the expectations of the grade level | 1 | 2 | 3 | 4 | 5 |
| 2. Learns rapidly and requires little practice to retain information | 1 | 2 | 3 | 4 | 5 |
| 3. Deals effectively with abstractions and generalizations –sees the big picture or anticipates possible outcomes | 1 | 2 | 3 | 4 | 5 |
| 4. Has a broad range of interests and abilities-seeks information on many topics | 1 | 2 | 3 | 4 | 5 |
| 5. Has a long attention span or a very good memory for details | 1 | 2 | 3 | 4 | 5 |
| 6. Expresses thoughts effectively or is able to elaborate (adds on to ideas) | 1 | 2 | 3 | 4 | 5 |
| 7. Thinks analytically, asks questions that demonstrate in-depth understanding | 1 | 2 | 3 | 4 | 5 |
| 8. Is curious about the environment or the universe | 1 | 2 | 3 | 4 | 5 |
| 9. Approaches problem-solving in a creative or unique way | 1 | 2 | 3 | 4 | 5 |
| 10. Demonstrates a high level of task commitment to school-related activities | 1 | 2 | 3 | 4 | 5 |
| 11. Demonstrates a high level of task commitment to activities of special interest | 1 | 2 | 3 | 4 | 5 |
| 12. Gives unusual, clever, unique responses | 1 | 2 | 3 | 4 | 5 |
| 13. Solves problems in math easily <u>or</u> reads material significantly above grade level | 1 | 2 | 3 | 4 | 5 |
| 14. Demonstrates an extended vocabulary and understands the meaning(s) of words | 1 | 2 | 3 | 4 | 5 |

Committee Decision: _____ **Chair:** _____ **Date:** _____

Part V, continued

Appendix C:

- i. Permission to Collect Data and Participate in Talent Pool
- ii. Gifted Opportunities Center Eligibility Summary Sheet
- iii. Permission to Receive Gifted Services
- iv. Gifted Services Ineligibility Notification
- v. Selection to the Gifted Opportunities Center (with accept/decline form)
- vi. Waiting List for the Gifted Opportunities Center
- vii. Non-selection to the Gifted Opportunities Center
- viii. Upgrade Waiting List Status to Selected for Gifted Opportunities Center



[School Name]

[School Address]

To the parents/guardians of _____:

This letter is to inform you that your child has been referred into our gifted identification process. A teacher, an administrator, your child's score on a standardized assessment, or you or another parent or guardian may have generated this referral. That information, along with the rationale for the referral, is available to you in your child's scholastic record.

In order to begin the gifted identification process, we would like your permission to collect information on your child's academic abilities as they relate to your child's potential giftedness. Each of your child's teachers would be asked to fill out a Data Collection Sheet for your child.

In addition, we would like your permission to provide additional enrichment opportunities to your child. These activities may include differentiated instruction in the classroom, placement in advance groups, and enrichment activities.

If you consent to our collecting data for the gifted identification process and to having your student enriched, please place a check next to the first statement, sign the form, and return this page to your child's guidance counselor. If you do not give this permission, please place a check next to the second statement, sign the form, and then return this page. If you have any questions related to your child's referral form, the data that is collected, or any other aspect of the gifted identification process, please contact your child's guidance counselor.

Sincerely,

[Name of chairman of the school's Gifted Eligibility Committee]
Chairman of [school's] Gifted Eligibility Committee

Do Not Detach

_____ I give permission for my child to participate enrichment activities and for data to be collected for the gifted identification process.

_____ I do not give permission for my child to participate in enrichment activities and for data to be collected for the gifted identification process.

Parent/Guardian's Name (please print)
print)

Student's Name (please print)

Parent/Guardian's Signature

Date _____

GO Center Eligibility Summary Sheet

Current Grade

School: _____ Student #: _____

Student's Last Name (Print): _____

Student's Given First Name (Print): _____

Please Note: For all scoring areas it can be appropriate to record a split value rather than one number, i.e., if a child earned 10's and one 9 on the Achievement Record, record a 9/10.

I. Achievement Record: Value: _____

All 10s = 10,	8s - 9s = 7,	mostly 7s = 4,
9s - 10s = 9,	mostly 8s = 6,	mostly 6s = 3,
mostly 9s = 8,	7s - 8s = 5,	below 6s = 2

II. Checklist of Characteristics: Value: _____

Avg. 1 = 10,	Avg. 2.5 = 7,	Avg. 4 = 4,
Avg. 1.5 = 9,	Avg. 3 = 6,	Avg. 4.5 = 3,
Avg. 2 = 8,	Avg. 3.5 = 5,	Avg. 5 = 2

III. Grade 1 NNAT Local Grade Percentile: Score: _____ = Value: _____

97—99 = 10,	88—90 = 7,	79—81 = 4,
94—96 = 9,	85—87 = 6,	76—78 = 3,
91—93 = 8,	82—84 = 5,	< 75 = 2

IV. Portfolio: Value: _____

Writing (3) Illustration (3) Problem Solving (4)

V. Grade 2 Stanford 10 Local Grade Percentile: Score: _____ Value: _____

97—99 = 10,	88—90 = 7,	79—81 = 4,
94—96 = 9,	85—87 = 6,	76—78 = 3,
91—93 = 8,	82—84 = 5,	< 75 = 2

Total Score:

Note: a minimum score of 34/50 is required for GO Center eligibility



[School Name]

[School Address]

To the parents/guardians of _____

This letter is to inform you of our gifted education committee's determination regarding the current academic needs of your child. After an evaluation of teacher assessments, classroom behaviors, classroom achievement indicators, and standardized test scores, your child has been determined eligible to receive gifted services. Gifted services in the Lynchburg City Schools are offered in the academic areas of math, science, language arts, and social studies. Services may include differentiated instruction in the classroom, placement in advance groups, enrichment activities, and other opportunities as deemed appropriate by your child's school.

Before making a placement into the gifted program, we need your permission. If you consent to having your child placed in this program, please place a check next to the first statement, sign the form, and return this page to the school office or to your child's teacher. If you do not, please place a check next to the second statement, sign the form, and then return this page.

If you have any questions related to your child's referral form, the data that is collected, or any other aspect of the gifted identification process, please contact your child's guidance counselor.

Sincerely,

[Name of chairman of the school's Gifted Eligibility Committee]
Chairman of [school's] Gifted Eligibility Committee

Do Not Detach

_____ I give permission for my child to receive gifted services.

_____ I do not give permission for my child to receive gifted services.

Parent/Guardian's Name (please print)

Student's Name (please print)

Parent/Guardian's Signature

Date



[School Name]

[School Address]

[date]

To the parents/guardians of _____

This letter is to inform you of the gifted education committee's determination regarding the current academic needs of your child. After an evaluation of teacher assessments, classroom behaviors, classroom achievement indicators, and standardized test scores, it has been determined that, at this time, the standard academic program in our school will appropriately serve your child's academic needs.

However, we recognize that each child's abilities will develop at different rates and may be expressed at different levels at different times. In keeping with this belief, we encourage parents and guardians to refer their children into the gifted identification process at any time they feel the standard academic program is insufficient to meet their child's demonstrated academic needs. An additional referral will re-initiate the data collection and gifted eligibility process.

If you would like to appeal this decision, you may do so by obtaining a Gifted Eligibility Appeal form from your child's guidance counselor. By completing and returning this form, you will put the appeal process in motion. Once this form is received, the data collected for your child's gifted eligibility meeting will be forwarded to the supervisor for gifted education in the administration building. An appeal committee will be convened within four weeks of the receipt of this information, and you will be notified of the appeal committee's decision within two weeks of the meeting.

If you have any questions related to the data that has been collected, initiating a referral, the appeal procedures, or any other aspect of the gifted identification process, please contact your child's guidance counselor.

Sincerely,

[Name of chairman of the school's Gifted Eligibility Committee]
Chairman of [school's] Gifted Eligibility Committee

*****Please Sign & Return-Do Not Detach*****

Parent/Guardian's Name (please print)

Student's Name (please print)

Parent/Guardian's Signature

Date



SCHOOL ADMINISTRATION BUILDING

915 Court Street
Post Office Box 1599
Lynchburg, Virginia 24505-1599

[date]

Dear Parent or Guardian:

Your student, «FNAME» «LNAME», has been selected to receive services in the Gifted Opportunity (GO) Center (in grade «GRADE») at Robert S. Payne Elementary School. Please congratulate «FNAME» on this achievement as the strength of the approximately one hundred sixty students referred to the committee made the eligibility decisions extremely difficult.

Due to the limited enrollment opportunities of this program, it is critically important for us to determine (in writing) which students will attend and which choose to decline. We are excited about the program and your student's opportunity to participate in it. By accepting this opportunity and returning the completed form in a timely fashion, you will be able to secure your student's placement in the program. If your family chooses to decline, a prompt response will make it possible for us to select another student to participate.

The deadline for this form to be received in our office is 5 p.m. on [date]. Please fill in the necessary information, sign this form, and return it in the enclosed envelope. If you have any questions or concerns, please call me at (434) 522-3700, ext. 136.

Sincerely,

[Name of the Director of Gifted Education]

YES, I give permission for «FNAME» «LNAME», to receive services in the Gifted Opportunity program at Robert S. Payne Elementary School.

NO, I do not wish for «FNAME» «LNAME», to attend the GO Center, and would prefer for «FNAME» to remain at our base school.

Parent/Guardian's Name (Please Print): _____

Parent or Guardian's Signature: _____

Date: _____



SCHOOL ADMINISTRATION BUILDING

915 Court Street
Post Office Box 1599
Lynchburg, Virginia 24505-1599

[date]

Recently, «FNAME» «LNAME» was referred to the Lynchburg City Schools' Gifted Education Eligibility Committee for consideration for attendance at the Gifted Opportunity (GO) Center at Robert S. Payne Elementary School. Following a review of assessment data (a checklist of learning characteristics, school achievement, standardized testing, and a portfolio), we are unable to offer «FNAME» a position at the GO Center at this time. However, we are pleased to inform you that «FNAME» has been placed on the waiting list of eligible students.

Please commend «FNAME», not only on being referred for eligibility, but also for achieving a position on the waiting list; both are clear indications of the high quality of «FNAME»'s abilities and talents. The strength of the approximately one hundred sixty students referred to the committee made the eligibility decisions extremely difficult. The students were selected to attend or were placed on the waiting list according to the guidelines published in the Lynchburg City Schools' Local Plan for the Education of Gifted Students. Students who do not attend the GO Center will be considered for eligibility to participate in school-based enrichment activities provided for gifted and talented students. Each of our schools provides appropriate instruction for a full range of student abilities.

Should a position become available for «FNAME» during the summer, you will receive an acceptance form to fill out and return. If you do not receive further notice over the summer, «FNAME» will remain in the program at the base school for the coming academic year and can be reconsidered next school year.

If you have any questions, comments, or concerns, please feel free to contact me at 522-3700, ext. 136.

Sincerely,

[Name of the Director of Gifted
Education]



SCHOOL ADMINISTRATION BUILDING

915 Court Street
Post Office Box 1599
Lynchburg, Virginia 24505-1599

[date]

Dear Parent or Guardian:

Recently, «FNAME» «LNAME» was referred to the Lynchburg City Schools' Gifted Education Eligibility Committee for consideration for attendance at the Gifted Opportunity (GO) Center at Robert S. Payne Elementary School. Following a review of assessment data (a checklist of learning characteristics, school achievement, standardized testing, and a portfolio), we are unable to offer «FNAME» a position at the GO Center.

This decision in no way diminishes «FNAME»'s accomplishments or ability. The strength of the approximately one hundred sixty students referred to the committee made the eligibility decisions extremely difficult. Students who do not attend the GO Center will be considered for eligibility to participate in school-based enrichment activities provided for gifted and talented students. Each of our schools provides appropriate instruction for a full range of student abilities.

Of course, as educators, we are concerned whenever we must select students for any program that must limit the number of participants. Whether it is sports teams, Governor's School, or the GO Center, we desire to minimize any negative effect on those students not selected. You may help us by employing the following specific strategies should your child express concern about not attending the GO center.

- Tell «FNAME» that many students referred to the committee are not found eligible. There are simply more exceptional students than there are positions available. This is why there are excellent gifted activities provided at each elementary school.
- Emphasize that «FNAME» will still be able to pursue the most advanced and challenging programs offered in the middle and high schools.
- Compliment «FNAME» for being referred, indicating that the referral itself is a recognition of the high quality of «FNAME»'s abilities and talents.

Should you have questions or require additional information please contact the guidance counselor at your child's school or you may call me at 522-3700, ext. 136.

Sincerely,

[Name of the Director of Gifted
Education]



SCHOOL ADMINISTRATION BUILDING

915 Court Street
Post Office Box 1599
Lynchburg, Virginia 24505-1599

[date]

Dear Parent or Guardian:

Thank you for your patience as we work through our selection process. At this time your student, «FNAME» «LNAME», has been selected to receive services in the Gifted Opportunity (GO) Center (in grade «GRADE») at Robert S. Payne Elementary School. Please congratulate «FNAME» «LNAME» on this achievement as the strength of the approximately one hundred sixty students referred to the committee continues to make the eligibility decisions extremely difficult.

Due to the limited enrollment opportunities of this program, it is critically important for us to determine (in writing) which students will attend and which choose to decline. We are excited about the program and your student's opportunity to participate in it. By accepting this opportunity and returning the completed form in a timely fashion, you will be able to secure your student's placement in the program. If your family chooses to decline, a prompt response will make it possible for us to select another student to participate.

The deadline for this form to be received in our office is [date]. Please fill in the necessary information, sign this form, and return it in the enclosed envelope. If you have any questions or concerns, please call me at (434) 522-3700, ext. 136.

Sincerely,

[Name of the Director of Gifted Education]

YES, I give permission for «FNAME» «LNAME», to receive services in the Gifted Opportunity program at Robert S. Payne Elementary School.

NO, I do not wish for «FNAME» «LNAME», to attend the GO Center, and would prefer for «FNAME» to remain at our base school.

Parent/Guardian's Name (Please Print): _____

Parent or Guardian's Signature: _____

Date: _____

Appendix D:

- i. Change in Services Form
- ii. Exit Form



Change in Services Request Form

Student's Name: _____

Parent/Guardian's Name: _____

School: _____ Grade: _____ Date: _____

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences, language arts, and social studies, as demonstrated by advanced skills, concepts, and creative expression in those areas.

If your child has been identified as gifted in a specific academic area and you would like to have a change in the services being provided to your child, please fill out this form and return it to your child's guidance counselor.

- 1. Please describe the academic area(s) in which you believe your child is gifted.**

- 2. Please note the specific change(s) you would like to see in your child's gifted education services.**

Lynchburg City Schools



[School Name]

[School Address]

[date]

To the parents/guardians of _____

This letter is to inform you of the gifted education committee's determination regarding the current academic needs of your child. After an evaluation of teacher assessments, classroom behaviors, classroom achievement indicators, and standardized test scores, it has been determined that, at this time, the standard academic program in our school will appropriately serve your child's academic needs.

However, we recognize that each child's abilities will develop at different rates and may be expressed at different levels at different times. In keeping with this belief, we encourage parents and guardians to refer their children into the gifted identification process at any time they feel the standard academic program is insufficient to meet their child's demonstrated academic needs. An additional referral will re-initiate the data collection and gifted eligibility process.

If you would like to appeal this decision, you may do so by obtaining a Gifted Eligibility Appeal form from your child's guidance counselor. By completing and returning this form, you will put the appeal process in motion. Once this form is received, the data collected for your child's gifted eligibility meeting will be forwarded to the supervisor for gifted education in the administration building. An appeal committee will be convened within four weeks of the receipt of this information, and you will be notified of the appeal committee's decision within two weeks of the meeting.

If you have any questions related to the data that has been collected, initiating a referral, the appeal procedures, or any other aspect of the gifted identification process, please contact your child's guidance counselor.

Sincerely,

[Name of chairman of the school's Gifted Eligibility Committee]
Chairman of [school's] Gifted Eligibility Committee

Please Sign & Return-Do Not Detach

Parent/Guardian's Name (please print)

Student's Name (please print)

Parent/Guardian's Signature

Date

Appendix E:

- i. Gifted Eligibility Appeal
- ii. Gifted Opportunities Center Non-selection Appeal
- iii. Central Virginia Governor's School Appeal



Gifted Eligibility Appeal Form

Student's Name: _____

Parent/Guardian's Name: _____

School: _____ Grade: ____ Date: _____

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the State Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences, language arts, and social studies, as demonstrated by advanced skills, concepts, and creative expression in those areas.

This form is available to be filled out by parents or guardians of students who have been through the gifted identification process. It is intended to allow parents or guardians to provide the specific academic information that justifies an appeal of the building-level gifted eligibility committee's decision. This information will then be considered, along with all the data previously collected, by the appeal committee.

When you have completed this referral form, please turn it in to your child's guidance counselor. This will initiate the appeal process and will allow you to learn more about the process at that time.

- 1. Please describe the academic area(s) in which you believe your child is gifted.**

- 2. Please note the specific behaviors, interests, advanced skills, achievements, or instances of creative expression that give evidence of your child's need for special academic services and justify an appeal of the building level gifted eligibility committee's decision.**



Gifted Opportunities Center Eligibility Appeal Form

Student's Name: _____

Parent/Guardian's Name: _____

School: _____ Grade: ____ Date: _____

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences, language arts, and social studies, as demonstrated by advanced skills, concepts, and creative expression in those areas.

As one service option, the Lynchburg City Schools provide a self-contained gifted program called the Gifted Opportunities Center. This program is housed at R.S. Payne Elementary School and has a limited enrollment of no more than 50 students in each grade level, third through fifth. Due to this limited size, some students who are identified as having specific academic gifts are unable to attend. The academic needs of these students are served through the gifted programs in their base schools. This form is available to be filled out by parents or guardians of students who have applied for a position at the Gifted Opportunity Center and have not been selected to attend. It is intended to allow parents or guardians to provide the additional specific academic information that they believe justifies an appeal. Turning this form in to the director of gifted education, located in the administration building, will initiate the appeal process and will allow you to ask any questions you might have at that time. The information you have shared will then be considered, along with all the data previously collected, by the appeal committee.

- 1. Please describe the academic area(s) in which you believe your child is gifted.**

- 2. Please note the specific academic or testing results that give evidence of your child's specific academic aptitude(s) and that justify an appeal of the division level selection process for the Gifted Opportunities Center.**



Central Virginia Governor's School for Science & Technology Non-Selection Appeal Form

Student's Name: _____

Parent/Guardian's Name: _____

School: _____ Grade: ____ Date: _____

The Lynchburg City Schools' Gifted Education Advisory Committee has adopted the state Board of Education's definition of gifted students as children "whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Lynchburg City Schools identifies and provides a gifted program for those students who are gifted in the area of specific academic aptitude. This includes students with specific aptitudes in mathematics, the sciences, language arts, and social studies, as demonstrated by advanced skills, concepts, and creative expression in those areas.

As a high school service option, the Lynchburg City Schools pays for 32 slots at the Central Virginia Governor's School for Science & Technology. Due to this limited size, some students who are identified as having specific academic gifts are unable to attend. The academic needs of these students are served through the gifted programs in their base schools. This form is available to be filled out by parents or guardians of students who have applied for a position at the Central Virginia Governor's School for Science & Technology and have not been selected to attend. It is intended to allow parents or guardians to provide the additional specific academic information that they believe justifies an appeal. Turning this form in to the director of gifted education, located in the administration building, will initiate the appeal process and will allow you to ask any questions you might have at that time. The information you have shared will then be considered, along with all the data previously collected, by the appeal committee.

- 1. Please describe the math, science, and technology related area(s) in which you believe your child is gifted.**

- 2. Please note the specific academic or testing results that give evidence of your child's specific academic aptitude(s) and that justify an appeal of the division level selection process for the Central Virginia Governor's School for Science & Technology.**