

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Lynchburg City Schools

Local Plan for Students with Attributes of Giftedness

2016-2021

Every Child, By Name and By Need, to Graduation.

Lynchburg City Schools
Mission Statement
Adopted August 7, 2012

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Date Approved by School Board	June 7, 2016

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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.

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) – English	K-12
Specific Academic Aptitude (SAA) – Mathematics	K-12
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA) Instrumental Music, Vocal Music, Visual Arts, Theater	3-12

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 Students with Attributes of Giftedness

Lynchburg City Schools (LCS) believes all students have the potential for learning at high levels. It is the division’s philosophy that students with attributes of giftedness exist within all ethnic, geographic, and socioeconomic groups and there is a range of gifted attributes in students. At the same time, a variety of factors can cause these attributes to either shine or be hidden. It is the responsibility of LCS to ensure that gifted attributes are nurtured and developed, ensuring that all students learn to the best of their capabilities. This learning empowers students with knowledge and skills for the future. Students with attributes of giftedness need support, encouragement, and opportunities to interact with other students who naturally challenge one another. The school division is committed to providing a qualitatively differentiated instructional program to develop the intellectual, creative, and social-emotional growth of our students with attributes of giftedness.

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.

Students who are identified with gifted attributes have the potential to achieve high levels of accomplishment. Rigorous curriculum, instructional experiences that offer deep and complex content, and a variety of services help ensure these needs are recognized and addressed. These students may exhibit unusual performance capability in intellectual endeavors in English and/or mathematics, as assessed through multiple sources of information which include nationally norm-referenced tests, the Gifted Characteristics Checklist, student work samples, and other evidence that supports a need for gifted services. In order to meet students’ needs and develop their abilities, these students require a curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction, which is accomplished through a broad range of opportunities that enrich and extend the program of studies in all subject areas. Acknowledging the many facets of gifted attributes and the developmental stages of giftedness, General Intellectual Aptitude (GIA), Specific Academic Aptitude (SAA), and Visual and Performing Arts (VPA, Instrumental Music, Vocal Music, Theater and Visual Arts) identification and services will be available.

Lynchburg City Schools subscribes to the tenets included 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.” These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in the following areas:

1. **General Intellectual Aptitude:** Student readiness for gifted educational services is determined by multiple and varied criteria:
 - referral information
 - parent recommendation and teacher information forms which include characteristics of students with attributes of giftedness and anecdotal notes based on observations
 - evidence of superior academic performance based on a norm-referenced assessment of aptitude
 - report cards
 - other achievement data
2. **Specific Academic Aptitude:** LCS seeks to find those students who demonstrate remarkable strength and performance in two specific academic aptitudes, English and mathematics. Beginning in kindergarten, students may be referred to determine eligibility for gifted services in the areas of English and/or mathematics. The eligible student will demonstrate strength of aptitude in verbal and/or quantitative domains as substantiated by the following multiple criteria:
 - course grades in the academic area of referral
 - norm-referenced achievement testing
 - a valid and reliable teacher checklist
 - student self-assessment information (grades 6-12)
 - parent information
 - a portfolio of at least three writing samples in the area of English across a variety of genres (grades K-5)
 - an observation of the student actively engaged in problem solving during a mathematics lesson
3. **Visual and Performing Arts Aptitude:** Lynchburg City Schools seeks to recognize those students who demonstrate or have the potential to achieve high levels of accomplishment in the arts. These students also have the potential to demonstrate superior creative reasoning and

imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers. Beginning in grade 4, students may be referred to determine eligibility for gifted services in the areas of music (instructional and/or vocal), visual arts, and theater. The eligible student will demonstrate strength in arts aptitude as substantiated by one or more of the following multiple criteria:

- grade in the arts area of referral
- a portfolio of artwork, including a minimum of two artistic products, theatrical performances, music performances, music auditions, and/or musical compositions
- a teacher checklist
- student self-assessment information (grades 6-11)
- parent information

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.

Lynchburg City Schools gifted program goals and objectives are listed below; timelines for objectives and activities are in the charts that follow.

A. Identification

Goal:

Provide continuous and systematic identification and placement of all students with attributes of giftedness, including a process to evaluate and improve the identification of students that ensures equitable representation of students from historically underrepresented groups (i.e., students of low socioeconomic status, twice exceptional students, and students from diverse cultural, linguistic, and ethnic backgrounds)

Objectives:

1. Use identification data to review and revise procedures for identifying students in grades K-12 in both General Intellectual Aptitude and Specific Academic Aptitude
2. Research, evaluate, identify, and implement assessment measures used for screening and identification that ensure equity in the identification of students from underrepresented populations
3. Identify students with potential through the establishment of the Scholars with Promise program
4. Develop identification criteria for the Visual and Performing Arts program in grades 3-12

B. Delivery of Services

Goal:

Provide a continuum of services which addresses the needs of all identified students with attributes of giftedness and expand services to underrepresented students with gifted attributes

Objectives:

1. Provide and promote rigorous research-based program options that effectively and consistently challenge all students with attributes of giftedness
2. Design services and interventions based on research of effective and evidence based practices to support and develop social-emotional growth for all students identified with attributes of giftedness
3. Scholars with Promise (K-2) – develop a program starting in the elementary schools to identify, support, and provide educational opportunities to students with early indicators of gifted attributes
4. General Intellectual Aptitude (K-12) – provide students with attributes of giftedness instructional experiences within their general education classroom that are designed to enrich and extend the curriculum
5. Gifted Opportunity (G.O.) Center (3-5) – review curriculum and program development and revise as appropriate to students’ needs and the intent of the LCS gifted continuum of services
6. Specific Academic Aptitudes (K-12) – English and Mathematics

Grades K-5 – Continue services for identified students with the Lead Instructional Coach one day a week for a minimum of forty minutes

Grades 6-8 – Provide services through a cluster model, exploratory classes, and open enrollment in advanced level courses

Grades 9-12 – Continue services through advanced classes, Advanced Placement, dual enrollment opportunities, Early College, Central Virginia Governor’s School, and the Summer Residential Governor’s School

7. Construct and implement a Visual and Performing Arts program with support for students in grades 3-12
8. Monitor and ensure appropriate levels of staffing are provided to adequately identify and serve the gifted population in Lynchburg City Schools

C. Curriculum and Instruction

Goal:

Provide differentiated curriculum and instructional opportunities which are reflective of the unique needs of all students with attributes of giftedness

Objectives:

1. Provide differentiated instructional services that are designed to maximize the intellectual and academic growth and learning of identified students
2. Continue to develop identified students' inquiry and research skills through a gifted curriculum which promotes critical and creative thinking and problem solving
3. Continue to infuse the use of varied and advanced technology as a tool for teaching, learning, and production
4. Increase the number of elementary classroom teachers who have gifted training and endorsement to ensure effective delivery of a continuum of K-5 advanced curriculum, instruction, and support services to students

D. Professional Development

Goal:

Provide a comprehensive professional development program that supports teachers in the development and implementation of differentiated instruction for students identified for gifted services, including specialized training in gifted education strategies for teachers of advanced classes in middle and high schools

Objectives:

1. Develop and implement a 5-year comprehensive and differentiated training plan for all Lead Instructional Coaches, teachers who have cluster groups in their classes, teachers at the G.O. Center, IT-DARTs (Instructional Technology-Data Analysis Resource Teachers), gifted visual arts and performance teachers, administrators, and school counselors
2. Provide professional development to all teachers within the division, emphasizing the characteristics and special needs of students in underrepresented groups

3. Develop and implement an ongoing professional development plan for all gifted and instructional staff to become more effective advocates as they increase their understanding of students with attributes of giftedness and their related academic and social-emotional needs
4. Provide training for teachers, focusing on the needs of students with attributes of giftedness, including specialized training for gifted education strategies in problem solving, inquiry based learning, and independent studies
5. Continue to expand the utilization of available technology for the purpose of differentiated professional development, differentiated instruction, and record-keeping
6. Continue to provide opportunities for collaboration between Lead Instructional Coaches and IT-DARTs and identify ways to incorporate school counselors and library media specialists to develop engaging, challenging, and differentiated learning experiences
7. Develop a training plan for the Scholars with Promise program
8. Develop and implement a plan for students with attributes of giftedness as they transition from grade to grade, with special attention to rising sixth, ninth, and twelfth graders

E. Equitable Representation of Students

Goal:

Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of students with attributes of giftedness

Objectives:

1. Reduce disproportionality within the gifted program of black and low socio-economic populations identified with gifted attributes
2. Determine gaps in identification of underrepresented students, analyze data, and implement changes in identification procedures as needed
3. Continue to increase access to gifted services and advanced classes for students from historically underrepresented populations through the implementation of Scholars with Promise in elementary schools and open enrollment in middle and high school advanced classes, Advanced Placement (AP) courses, and dual enrollment courses
4. Verify and identify that assessment tools are not culturally biased and therefore increase equitable representation of students from various backgrounds, including those with limited

English proficiency and those who are economically disadvantaged, culturally diverse, or identified with a disability

5. Provide opportunities in elementary schools for students in the Scholars with Promise program to explore and be introduced to advanced classes and programs such as Central Virginia Governor's School (CVGS) or AP classes, coupled with a mentorship program that highlights opportunities through course of study choices
6. Develop a mentoring program for Scholars with Promise
7. Develop a partnership with the Equity Task Force to plan three Community Meetings that highlight opportunities for underrepresented groups

F. Parent and Community Involvement

Goal:

To strengthen family and community involvement and promote awareness of the unique needs of students with attributes of giftedness among parents, school staff, and the community

Objectives:

1. Provide ongoing information detailing gifted services, identification processes, and opportunities for advanced coursework to all parents in Lynchburg City Schools through the LCS website
2. Provide information and support to parents of students identified for gifted services encompassing programs offered, differentiated curriculum, and the various developmental needs of their children
3. Increase parent participation and involvement in gifted education in order to assist families as they support their children
4. Provide support services for families with students that have attributes of giftedness and are from under-served populations, such as underachieving students, minority populations, students from low socioeconomic backgrounds, and twice exceptional students
5. Increase public awareness and understanding of the need for and the value of Lynchburg City Schools' gifted education programs for students with attributes of giftedness in order to advocate for resources to support gifted education

Part II: Program Goals, Objectives, and Activities

<p>A. Identification</p> <p>Goal Statement Provide continuous and systematic identification and placement of all students with attributes of giftedness, including a process to evaluate and improve the identification of students that ensures equitable representation of students from historically underrepresented groups (i.e., students of low socioeconomic status, twice exceptional students, and students from diverse cultural, linguistic, and ethnic backgrounds)</p>	
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Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>1. Use identification data to review and revise procedures for identifying students in grades K-12 in both General Intellectual Aptitude and Specific Academic Aptitude</p>	<ul style="list-style-type: none"> ▪ Communicate timelines and deadlines for all applications, gifted identification, and appeals processes ▪ Begin implementation of a holistic, case study method to identify students with attributes of giftedness 	<p>Coordinator for Gifted Services</p>	<p>Fall 2016</p>	<ul style="list-style-type: none"> ▪ Parents will be aware of any changes to the identification process ▪ Identification for gifted services of underrepresented groups will increase
<p>2. Research, evaluate, identify, and implement assessment measures used for screening and identification that ensure equity in the identification of students from underrepresented populations</p>	<ul style="list-style-type: none"> ▪ Continue to train teachers on best methods to identify underrepresented groups ▪ Improve understanding among school level personnel of how cultural differences may impact identification for gifted services ▪ Provide alternative assessments when results from initial standardized measures show conflicting data on a student’s overall profile 	<p>Coordinator for Gifted Services</p> <p>School counselors</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Increase number of underrepresented students identified for gifted program services

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Objectives	Activities	Person Responsible	Date Due	Expected Results
	<ul style="list-style-type: none"> ▪ Offer professional development workshops on students with attributes of giftedness, with an emphasis on underrepresented populations, for school personnel as they work toward the goal of enhancing instructional pedagogy that offers opportunities for students to develop and expand their problem solving skills ▪ Improve communication of gifted service options in order to engage parents/guardians from underrepresented populations so that student learning opportunities may be enhanced ▪ Communicate timelines and deadlines for all applications, gifted identification, and appeals processes 			
<p>3. Identify students with potential through the establishment of the Scholars with Promise program</p>	<ul style="list-style-type: none"> ▪ Train all Lead Instructional Coaches, principals, and supervisors on the aspects and need for the development of Scholars with Promise program ▪ Train staff on Scholars with Promise program to understand the intent, goals, and execution of the program ▪ Train all K-2 teachers with Casenex or other division-designed program for development of Scholars with Promise program 	<p>Coordinator for Gifted Services</p>	<p>Summer 2016 ongoing</p> <p>Fall 2016 ongoing</p>	<ul style="list-style-type: none"> ▪ Schools will implement Scholars with Promise program for their students and begin to develop a pool of students to nurture and challenge for the future

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Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>4. Develop identification criteria for the Visual and Performing Arts program in grades 3-12</p>	<ul style="list-style-type: none"> ▪ Develop and utilize a training module that results in criteria for the identification of students with gifted attributes in visual and performing arts for classroom teachers, physical education teachers, and visual and performing arts teachers ▪ Develop parent/guardian VPA questionnaire and a VPA Identification and Procedures Packet 	<p>Coordinator for Gifted Services</p>	<p>Spring 2017</p>	<ul style="list-style-type: none"> ▪ Timeline for particular visual and performing arts categories that will be developed and implemented

B. Delivery of Services

Goal Statement Provide a continuum of services which addresses the needs of all identified students with attributes of giftedness and expand services to underrepresented students with gifted attributes

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>1. Provide and promote rigorous research-based program options that effectively and consistently challenge all students with attributes of giftedness</p>	<ul style="list-style-type: none"> ▪ Ensure that principals and Lead Instructional Coaches provide services in grades K-12 that include: <ul style="list-style-type: none"> ▪ Cluster Grouping ▪ Inquiry-based learning ▪ Experiential learning ▪ Collaboration ▪ Differentiation of instruction ▪ Cognitive coaching ▪ Provide environments for developing many forms of leadership and leadership skills ▪ Increase services provided to middle school students by expanding the use of problem-based and inquiry-based models and experiential learning opportunities in gifted curriculum ▪ Expand collaborations with Career-Technical Education to increase access and opportunities for students with attributes of giftedness ▪ Explore the feasibility of a summer institute for teachers that communicates gifted pedagogies, characteristics of 	<p>Coordinator for Gifted Services</p> <p>Lead Instructional Coaches</p>	<p>2017</p> <p>2017</p> <p>2018</p> <p>Summer 2017</p>	<ul style="list-style-type: none"> ▪ Gifted services, either in the classroom or through pull-out programs, will provide opportunities that challenge students with attributes of giftedness and allow for more rigorous learning

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>2. Design services and interventions based on research of effective and evidence based practices to support and develop social-emotional growth for all students identified with attributes of giftedness</p>	<p>gifted students, and gifted instructional models for classroom-cluster teachers</p> <ul style="list-style-type: none"> ▪ Utilizing baseline data of students exiting gifted programs or advanced classes, design and implement a plan that retains students in all gifted programs ▪ Collaborate with school counselors using underachievement data reports to reduce the number of underachieving students ▪ Provide role models through mentors and community programs such as LINKS, etc. ▪ To better meet the affective needs of students with attributes of giftedness, build collaborative partnerships between the Office for Exceptional Learners and school counselors ▪ Work collaboratively with school counselors to provide information and resources on topics of specific interest to students with attributes of giftedness and their parents, for example: <ul style="list-style-type: none"> ▪ Stress ▪ Perfectionism/fear ▪ Organization/time management ▪ Culturally diverse students 	<p>Coordinator for Gifted Services in collaboration with Director for Engagement, Equity, and Opportunity</p>	<p>Winter 2016 and ongoing</p>	<ul style="list-style-type: none"> ▪ Services and interventions provided to support and develop social-emotional growth for all identified students

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Objectives	Activities	Person Responsible	Date Due	Expected Results
	<ul style="list-style-type: none"> ▪ Establish a safe and encouraging climate for addressing social issues and developing personal responsibility ▪ Develop communication systems to support the needs of students in gifted programs during transition years, with particular emphasis on grades 5 and 8 			
<p>3. Scholars with Promise (K-2) – develop a program starting in the elementary schools to identify, support, and provide educational opportunities to students with early indicators of gifted attributes</p>	<ul style="list-style-type: none"> ▪ Lead Instructional Coaches will support an approach to find, serve, and support young students from underrepresented populations ▪ Develop summer enrichment opportunities through various grants and division programs 	<p>Coordinator for Extended Learning Time</p> <p>Lead Instructional Coaches</p> <p>21st Century Coordinator</p>	<p>2017</p>	
<p>4. General Intellectual Aptitude (K-12) – provide students with attributes of giftedness instructional experiences within their general education classroom that are designed to enrich and extend the curriculum</p>	<ul style="list-style-type: none"> ▪ Lead Instructional Coach will work with classroom teachers to develop critical and creative thinking skills through problem solving and problem-posing activities that challenge students during the regular school day ▪ Concept-Based Curriculum and the Parallel Curriculum Model will be introduced to teachers who work with advanced students 	<p>Coordinator for Gifted Services</p>	<p>Fall 2016</p> <p>Fall 2018</p>	

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Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>5. Gifted Opportunity (G.O.) Center, grades 3-5 – review curriculum and program development and revise as appropriate to students’ needs and the intent of the LCS gifted continuum of services</p>	<ul style="list-style-type: none"> ▪ Design program evaluation plan ▪ Review programs used in the past and current research-based strategies ▪ Develop a plan to improve services for students enrolled in the G.O. Center 			
<p>6. Specific Academic Aptitudes (K-12) – English and Mathematics</p>	<ul style="list-style-type: none"> ▪ Students with attributes of giftedness in mathematics or English will have an opportunity to meet with the Lead Instructional Coach for enriched lessons one session a week ▪ Delivery of services will include a collaborative model where Lead Instructional Coaches become integrated into the total school community and support classroom teachers as they find and nurture students with potential 	<p>Coordinator for Gifted Services</p>	<p>Fall 2016 Fall 2018</p>	<ul style="list-style-type: none"> ▪ Provide more services to students in grades K-12 through a collaborative model
<p>7. Construct and implement a Visual and Performing Arts program with support for students in grades 3-12</p>	<ul style="list-style-type: none"> ▪ Develop and implement Visual and Performing Arts services for students in grades 3-12 that build on services already offered in all schools ▪ Develop methods of support for students identified for visual and performing arts programs in grades 3-12 	<p>Coordinator for Gifted Services</p>	<p>Fall 2016</p>	<ul style="list-style-type: none"> ▪ Begin implementation of VPA program

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Objectives	Activities	Person Responsible	Date Due	Expected Results
	<ul style="list-style-type: none"> ▪ Utilize the strengths of the schools for innovation, TC Miller and Dunbar Middle, in providing services for students with gifted attributes in visual and performing arts 			
<p>8. Monitor and ensure appropriate levels of staffing are provided to adequately identify and serve the gifted population in Lynchburg City Schools</p>	<ul style="list-style-type: none"> ▪ Examine trends of identified students at elementary, middle, and high to determine staffing needs ▪ Designate an Instructional Lead Coach to assume lead role as advocate for students with attributes of giftedness in grades 6-12 	<p>Coordinator for Gifted Services</p>	<p>Winter 2017 and ongoing</p>	<ul style="list-style-type: none"> ▪ Staffing monitored in order to ensure equitable staffing to identify and serve the gifted population

C. Curriculum and Instruction

Goal Statement Provide differentiated curriculum and instructional opportunities which are reflective of the unique needs of all students with attributes of giftedness

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>1. Provide differentiated instructional services that are designed to maximize the intellectual and academic growth and learning of our identified students with attributes of giftedness</p>	<ul style="list-style-type: none"> ▪ Examine materials that are used with students with attributes of giftedness for both GIA and SAA and determine how they promote high-end learning opportunities that include not only acceleration of content materials but also in-depth study, a high degree of complexity, advanced content, and variety in content and form ▪ Ensure that the curriculum for students with attributes of giftedness includes the development of interpersonal and process skills (e.g., decision making, resilience, organization, time management, self-efficacy) ▪ Develop formative and summative assessments and rubrics to ensure that there is purposeful infusion of gifted curriculum benchmarks and indicators into general curriculum, PAR guide, and other assessments ▪ Make recommendations for new/additional materials, books or 	<p>Coordinator for Gifted Services</p> <p>SLS Supervisors for Reading and Mathematics</p>	<p>2016-17</p> <p>2017-18</p> <p>2017-18</p> <p>2017-18</p>	<ul style="list-style-type: none"> ▪ Instructional materials, resources, and technology will be available to meet the student-specific needs of the identified population

Objectives	Activities	Person Responsible	Date Due	Expected Results
	<p>technology to meet the needs of the identified population</p> <ul style="list-style-type: none"> ▪ Train Lead Instructional Coaches on new materials and technology ▪ Develop professional development plan for teachers of students with attributes of giftedness in grades K-12 <p>General Intellectual Aptitude</p> <ul style="list-style-type: none"> ▪ Continue to assess, refine, and develop a gifted curriculum that emphasizes integration of curriculum using a conceptual framework; time will be spent reviewing the Parallel Curriculum Model and Problem Based Learning <p>Specific Academic Aptitude Mathematics and English</p> <ul style="list-style-type: none"> ▪ Mathematics is accelerated throughout the elementary school years with curriculum compacting in grades 4 and 5 ▪ Grade 5 mathematics for students identified for SAA in mathematics addresses grade 6 Standards of Learning (referred to as 5A) and then continues in middle school with students having the option of 6A or 7A ▪ Students may complete Algebra I or Algebra II at the end of middle school ▪ English is accelerated in the elementary school through differentiation of 	<p>Coordinator for Gifted Services</p> <p>Lead Instructional Coaches</p> <p>Mathematics Coach</p> <p>Mathematics Supervisor</p> <p>Supervisor of Language Arts</p>	<p>Fall 2018</p> <p>Fall 2018</p> <p>Fall 2018</p>	<ul style="list-style-type: none"> ▪ Instructional services maximize the opportunities for identified students

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Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>4. Increase the number of elementary classroom teachers who have gifted training and endorsement to ensure effective delivery of a continuum of K-5 advanced curriculum, instruction, and support services to students</p>	<ul style="list-style-type: none"> ▪ Offer professional development that explains the value of gifted education and provide a skill set for those teachers who teach classrooms with clustered identified students, advanced classes, or Advanced Placement courses 	<p>Department for Student Learning and Success</p>	<p>June 2018</p>	

D. Professional Development

Goal Statement

Provide a comprehensive professional development program that supports teachers in the development and implementation of differentiated instruction for students identified for gifted services, including specialized training in gifted education strategies for teachers of advanced classes in middle and high schools

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>1. Develop and implement a 5-year comprehensive and differentiated training plan for all Lead Instructional Coaches, teachers who have cluster groups in their classes, teachers at the G.O. Center, IT-DARTs, gifted visual arts and performance teachers, administrators, and school counselors</p>	<ul style="list-style-type: none"> ▪ Develop a program review on delivery of services and collect data on differentiation in the regular classroom through observations, teacher focus groups, and student surveys ▪ Collect data on teacher training, cluster grouping, and student achievement ▪ Analyze and evaluate data collected and generate recommendations based on data collection for a 5-year professional development plan that supports a variety of pedagogical practices to support personalized learning via differentiation, student-centered instruction, independent study, seminars, and acceleration while promoting the development of interpersonal skills, responsible decision-making, and resilience ▪ Integrate the division’s teacher-learning cycle into the differentiation of curriculum for students with attributes of giftedness to support continuous 	<p>Coordinator for Gifted Services</p>	<p>Spring 2017</p>	<ul style="list-style-type: none"> ▪ A 5-year comprehensive plan will be developed ▪ Teachers, guidance counselors, administrators, and gifted resource teachers are knowledgeable of gifted characteristics and identification processes and are aware of the needs of underrepresented populations

Objectives	Activities	Person Responsible	Date Due	Expected Results
	<p>improvement in the implementation of a balanced assessment system</p> <ul style="list-style-type: none"> ▪ Facilitate opportunities for all gifted staff members—Lead Instructional Coaches, G.O. Center teachers, and central office staff—to work collaboratively, share successes, problem solve, and assess program effectiveness 			
<p>2. Provide professional development to all teachers within the division, emphasizing the characteristics and special needs of students in underrepresented groups</p>	<ul style="list-style-type: none"> ▪ Develop an outline for comprehensive staff development that supports differentiation of curriculum and instruction for students with attributes of giftedness and ensures students continue to utilize their potential and become college or career ready ▪ Examine and share data from underrepresented groups in order to reflect upon and refine current practice ▪ Continue to offer professional development sessions for teachers to refine their ability to refer students, watch for unique characteristics, and examine the development and emergence of gifted behaviors in all subgroups of the general population ▪ Give students from underrepresented groups who received gifted services the opportunity to share their experiences 	<p>Coordinator for Gifted Services</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Teachers, guidance counselors, administrators, and Lead Instructional Coaches are knowledgeable of gifted characteristics and identification processes and are aware of the needs of underrepresented populations

Objectives	Activities	Person Responsible	Date Due	Expected Results
	<p>with gifted instructional staff through surveys, panels, or interviews</p> <ul style="list-style-type: none"> ▪ Continue to conduct staff development on the unique characteristics of underrepresented and under-resourced populations for Lead Instructional Coaches, teachers at the G.O. Center, administrators, and school counselors 			
<p>3. Develop and implement an ongoing professional development plan for all gifted and instructional staff to become more effective advocates as they increase their understanding of students with attributes of giftedness and their related academic and social-emotional needs.</p>	<ul style="list-style-type: none"> ▪ Develop a professional development session for gifted staff in which instructional strategies are aligned with gifted characteristics, including students' academic and social-emotional needs ▪ Provide training using case studies/videos to assist in identifying characteristics and addressing the specific needs of identified students with attributes of giftedness ▪ Continue to model and implement strategies for reversing the cycle of underachievement for students with attributes of giftedness as gaps are recognized, monitored, and addressed ▪ Have students share their gifted education experiences with instructional staff in order to examine and refine current practices ▪ Increase advocacy for students gifted in the arts through a variety of activities 	<p>Coordinator for Gifted Services</p> <p>Director for Engagement, Equity, and Opportunity</p> <p>Director for Exceptional Learners</p> <p>Coordinator for Student Learning and Success</p>	<p>Spring 2019</p>	<ul style="list-style-type: none"> ▪ LCS staff understand and provide for the needs of students with attributes of giftedness

Objectives	Activities	Person Responsible	Date Due	Expected Results
	<p>including learning walks, performance attendance, and other activities for all stakeholders</p> <ul style="list-style-type: none"> ▪ Organize professional development sessions that include the use of case studies in specific examples to highlight what teaching twice exceptional students effectively looks like in practice ▪ Expand collaboration between school counselors, special education staff, and gifted staff to include book studies, article studies, and research ▪ Gifted staff will continue to work collaboratively with the Office for Exceptional Learners to develop and implement a comprehensive development plan that encourages shared knowledge on twice exceptional students ▪ Continue to work with the Coordinator for Student Learning and Success in developing and scheduling professional development sessions 			
<p>4. Provide training for teachers, focusing on the needs of students with attributes of giftedness, including specialized training for gifted education</p>	<ul style="list-style-type: none"> ▪ Provide training for teachers of middle school advanced classes and high school Advanced Placement courses ▪ Provide updated/new resources with the necessary and applicable training to use them; this is to include but is not 	<p>Coordinator for Gifted Services</p>	<p>Spring 2018</p>	<ul style="list-style-type: none"> ▪ Teacher will have a variety of differentiated strategies

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>strategies in problem solving, inquiry based learning, and independent studies</p>	<p>limited to the Parallel Curriculum Model, Paul’s Reasoning Model, Problem Based Learning, and Project Based Learning</p> <ul style="list-style-type: none"> ▪ Include accomplished teachers in training sessions in which they can model/share methods and resources they use to better meet the needs of students with attributes of giftedness ▪ Continue to encourage collaboration among gifted staff and coaches on the implementation of resource materials in the context of curriculum, instruction, and assessment using professional development time as appropriate 			
<p>5. Continue to expand the utilization of available technology for the purpose of differentiated professional development, differentiated instruction, and record-keeping</p>	<ul style="list-style-type: none"> ▪ Begin to leverage technology to create and provide professional development for online meetings and modules for training and sharing of resources ▪ Continue training in the use of appropriate technology for data analysis ▪ Continue collaboration with the Instructional Technology - Data Analysis Resource Teachers (IT-DARTs) and library media specialists to address the use of technology as a tool for production and to learn/use new technology and media resources that support student learning 	<p>Supervisor for Instructional Technology</p> <p>Supervisor for Library Media Specialists</p>	<p>Fall 2018</p>	<ul style="list-style-type: none"> ▪ Technology used as a tool for differentiation

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>6. Continue to provide opportunities for collaboration between Lead Instructional Coaches and IT-DARTs and identify ways to incorporate school counselors and library media specialists to develop engaging, challenging, and differentiated learning experiences</p>	<ul style="list-style-type: none"> ▪ Continue to cultivate methods of collaboration across the division, both in person and online to support an ongoing plan for collaborative work which includes Lead Instructional Coaches, cluster teachers, library media specialist, IT-DARTs, and special education teachers ▪ Provide opportunities for on-the job professional growth experiences, including peer observations and learning walks with time for group debriefing and personal reflection among gifted staff members and their colleagues 	<p>Department for Student Learning and Success</p>	<p>Fall 2018</p>	<ul style="list-style-type: none"> ▪ More collaborative environment that ensures student success
<p>7. Develop a training plan for the Scholars with Promise program</p>	<ul style="list-style-type: none"> ▪ Introduction to all elementary schools ▪ Training ▪ Implementation 	<p>Coordinator for Gifted Services</p>	<p>Fall 2016</p>	<ul style="list-style-type: none"> ▪ Begin implementation of Scholars with Promise program in elementary schools
<p>8. Develop and implement a plan for students with attributes of giftedness as they transition from grade to grade, with special attention to rising sixth, ninth, and twelfth graders</p>	<ul style="list-style-type: none"> ▪ Collaborate with guidance services to develop a transition plan for all students with attributes of giftedness with special attention paid to social-emotional needs and career awareness, expiration, and experience in support of students' future aspirations ▪ Develop a transition workshop collaboratively with guidance services 	<p>Coordinator for Gifted Services</p>	<p>Spring 2016 and ongoing</p>	<ul style="list-style-type: none"> ▪ Successful transitioning of students from one year to the next

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Objectives	Activities	Person Responsible	Date Due	Expected Results
	<p>to explain transition plans to students, teachers, administrators, and parents</p> <ul style="list-style-type: none"> ▪ Develop plan for feeder schools to articulate and communicate a school's program for students with attributes of giftedness ▪ Provide the annual structure for communicating students' strengths, learning styles, motivators, and interests to the next year's teachers 			

E. Equitable Representation of Students

Goal Statement Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of students with attributes of giftedness

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>1. Reduce disproportionality within the gifted program of black and low socio-economic populations identified with attributes of giftedness</p>	<ul style="list-style-type: none"> ▪ Improve understanding among school level personnel of how cultural differences may impact identification for gifted services ▪ Develop and use a culturally responsive curriculum that enables students from diverse cultures to identify and connect with curricular content ▪ Examine and share data from underrepresented groups in order to reflect upon and refine current practices to include: culturally sensitive assessments, training for teachers, long term support of students, Scholars with Promise program 	<p>Coordinator for Gifted Services</p> <p>Director for Engagement, Equity, and Opportunity</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Increased participation of black and low socio-economic populations
<p>2. Determine gaps in identification of underrepresented students, analyze data, and implement changes in identification procedures</p>	<ul style="list-style-type: none"> ▪ Continue to review selection data and screening, referral, and identification procedures for part-time and full-time services, advanced classes, Advanced Placement courses, and Dual Enrollment in order to achieve equitable representation of students 	<p>Coordinator for Gifted Services working with Director for Engagement, Equity, and Opportunity</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Continue to review identification procedures
<p>3. Continue to increase access to gifted</p>	<ul style="list-style-type: none"> ▪ Begin implementation of Scholars with Promise program in elementary schools 	<p>Coordinator for Gifted Services</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Increase in numbers of underrepresented

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>services and advanced classes for students from historically underrepresented populations through the implementation of Scholars with Promise in elementary school and open enrollment in middle and high school advanced classes, Advanced Placement (AP) courses, and Dual Enrollment courses</p>	<ul style="list-style-type: none"> ▪ Ensure that curriculum development and G.O. Center programming continues to evolve by addressing the needs of diverse students ▪ Investigate models of effective communication to support transitions between schools and the G.O. Center ▪ Collaborate with the Office for Engagement, Equity, and Opportunity when developing professional development opportunities for all staff ▪ Continue to offer professional development sessions for teachers to refine their ability to refer students, watch for characteristics, and examine the development and emergence of gifted behaviors in all subgroups of the general population 			<p>groups in advanced classes</p>
<p>4. Verify and identify that assessment tools are not culturally biased and therefore can increase equitable representation of students from various backgrounds, including those with limited English proficiency and those who are economically disadvantaged,</p>	<ul style="list-style-type: none"> ▪ Coordinator for Gifted Services to attend State Gifted Education conference ▪ Review latest research on alternative assessments ▪ Work with leaders in the field for additional information 	<p>Coordinator for Gifted Services</p>	<p>Fall 2018</p>	<ul style="list-style-type: none"> ▪ Alternative assessments that better identify students with attributes of giftedness

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Objectives	Activities	Person Responsible	Date Due	Expected Results
culturally diverse, or identified with a disability				
5. Provide opportunities in elementary schools for students in the Scholars with Promise program to explore and be introduced to advanced classes and programs such as Central Virginia Governor’s School (CVGS) or AP classes, coupled with a mentorship program that highlights opportunities through course of study choices	<ul style="list-style-type: none"> ▪ Work with the Office for Engagement, Equity, and Opportunity to coordinate activities for Scholars with Promise ▪ Partner with various educational and community organizations and programs (e.g., CVGS, LINKS) that are committed to developing programs that encourage and inspire underrepresented student groups 	<p>Coordinator for Gifted Services</p> <p>Director for Engagement, Equity, and Opportunity</p>	<p>Fall 2019</p> <p>June 2018</p>	<ul style="list-style-type: none"> ▪ Increase of underrepresented students in advanced classes ▪ Increase of participation with intended groups
6. Develop a mentoring program for Scholars with Promise	<ul style="list-style-type: none"> ▪ Review data ▪ Increase awareness ▪ Develop program ▪ Gather feedback ▪ Revise program for upcoming year ▪ Train school counselors as lead facilitators for mentoring program, making sure elementary counselors touch base with at least six students in 	Coordinator for Gifted Services	Winter 2016	<ul style="list-style-type: none"> ▪ Mentorship program for 16 students ▪ Counselors meeting with Scholars with Promise monthly to facilitate progress in academic studies

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Objectives	Activities	Person Responsible	Date Due	Expected Results
	the Scholars with Promise program each week			
7. Develop a partnership with the Equity Task Force to plan three Community Meetings that highlight opportunities for underrepresented groups	<ul style="list-style-type: none"> ▪ Coordinator for Gifted Services to be part of the meeting agenda; share opportunities for underrepresented groups with the Equity Task Force ▪ Develop materials to be disseminated during informational nights with community 	Coordinator for Gifted Services	Spring 2017	<ul style="list-style-type: none"> ▪ Provide parents with information for opportunities with Equity Task Force

F. Parent and Community Involvement

Goal Statement To strengthen family and community involvement and promote awareness of the unique needs of students with attributes of giftedness among parents, school staff, and the community

Objectives	Activities	Person Responsible	Date Due	Expected Results
<p>1. Provide ongoing information detailing gifted services, identification processes, and opportunities for advanced coursework to all parents in Lynchburg City Schools through the LCS website</p>	<ul style="list-style-type: none"> ▪ Provide workshops, media, print materials, and online resources on LCS website for families ▪ Develop PowerPoint presentation on services offered and identification procedures for all elementary schools ▪ Collaborate with different departments in the school division to ensure high quality presentations and materials are available ▪ Lead Instructional Coaches to provide presentation to school families detailing identification process and opportunities in the school and division ▪ Conduct an Open House in November for the community to “Get to Know the G.O. Center” 	<p>Coordinator for Gifted Services</p> <p>RSP Lead Instructional Coach</p> <p>G.O. Center teachers</p>	<p>Fall 2016 and ongoing</p>	<ul style="list-style-type: none"> ▪ Families have more information about gifted services
<p>2. Provide information and support to parents of students identified for gifted services encompassing programs offered, differentiated curriculum, and the</p>	<ul style="list-style-type: none"> ▪ Informational letter sent quarterly to each identified student at the school level ▪ Orientation for parents and students selected to attend the G.O. Center ▪ Website kept up-to-date 	<p>Lead Instructional Coaches</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Families are more informed of services for identified students

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Objectives	Activities	Person Responsible	Date Due	Expected Results
various developmental needs of their children				
3. Increase parent participation and involvement in gifted education in order to assist families as they support their children	<ul style="list-style-type: none"> ▪ Build relationships with the parents of students with attributes of giftedness to communicate support for them and their child ▪ Share available resources with parents (presentations, workshops, seminars, conferences) to increase their knowledge base and offer opportunities to increase enrichment activities ▪ Assess parent, community, and student interests and needs through surveys, focus groups, interviewing educational and community leaders, and blogs 	<p>Coordinator for Gifted Services</p> <p>Lead Instructional Coaches</p>	2020	<ul style="list-style-type: none"> ▪ Review survey and use it to make changes as needed
4. Provide support services for families with students that have attributes of giftedness and are from under-served populations, such as underachieving students, minority populations, students from low socioeconomic backgrounds, and twice exceptional students	<ul style="list-style-type: none"> ▪ Utilize results from surveys, focus groups, and parent workshops to provide relevant community resources for parents and families ▪ Lead Instructional Coaches and community groups will create a mechanism to coach parents on how to collaborate effectively with teachers when they need to advocate for their students ▪ Provide workshops, online resources, and mentor programs to prepare students receiving gifted services for significant transitions (e.g., G.O. 	<p>Coordinator for Gifted Services</p> <p>Lead Instructional Coaches</p>	<p>Ongoing</p> <p>Beginning of each school year</p>	<ul style="list-style-type: none"> ▪ A variety of resources to parents and community that are readily accessible and well-publicized

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Objectives	Activities	Person Responsible	Date Due	Expected Results
	<p>Center, middle school, Dual Enrollment, Central Virginia Governor’s School)</p> <ul style="list-style-type: none"> ▪ Develop workshops and materials that are parent friendly in terms of vocabulary while ensuring a culture of respect for all groups and individuals. 			
<p>5. Increase public awareness and understanding of the need for and the value of Lynchburg City Schools’ gifted education programs for students with attributes of giftedness in order to advocate for resources to support gifted education</p>	<ul style="list-style-type: none"> ▪ Offer presentations to community organizations about the value of gifted education ▪ Provide materials to various community groups that promote the gifted program ▪ Submit stories, testimonials, and research articles for publication in school system and public media about the accomplishments and successes of current and former students with attributes of giftedness and the LCS gifted program ▪ Present at state and national conferences different aspects of the LCS gifted program ▪ Offer user-friendly opportunities for parents and the community to comment on and make suggestions regarding gifted programs ▪ Develop partnerships with community mentors to support students with attributes of giftedness with service 	<p>Coordinator for Gifted Services</p> <p>Lead Instructional Coaches</p> <p>Media Relations</p>	<p>2018 and annually thereafter</p>	<ul style="list-style-type: none"> ▪ Increase in public awareness of LCS Gifted Education Program

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Objectives	Activities	Person Responsible	Date Due	Expected Results
	<p>learning, including mentorships and internships</p> <ul style="list-style-type: none"> ▪ Promote relationships with local colleges and universities to provide resources such as workshops, research, expertise, and support materials for students with attributes of giftedness, families, and educators ▪ Begin to develop a system-wide database to contact guest speakers to share expertise in areas of giftedness 			

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

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.

Lynchburg City Schools' identification process is designed to allow for an equitable representation of students from various backgrounds. This includes economically disadvantaged, culturally diverse, identified with a disability, and limited English proficiency students in grades K-12.

The Identification and Procedures Manual is updated as needed and posted on the LCS website with a hard copy available at each school. This procedural manual provides schools with guidelines and timelines for screening, referral, identification, placement, and appeal. (Attachment A)

Students must be registered, enrolled, and attending a Lynchburg City Schools' program in order to be screened for the gifted identification/placement process. Extenuating circumstances are taken into consideration when, for example, a student registers during the summer.

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

Screening Procedures for General Intellectual Aptitude, Specific Academic Aptitude, and Visual and Performing Arts

Screening for students with attributes of giftedness begins in kindergarten and continues through twelfth grade. The following information is reviewed from the second quarter through the fourth quarter of school:

- standardized test data
- achievement data
- gifted referral forms
- gifted checklists
- portfolios
- auditions
- division-wide assessments
- other relevant information

Identification of students is a continuous, multifaceted process for students who demonstrate the need for additional services.

1. General Intellectual Aptitude and Specific Academic Aptitude in English or Mathematics (Grades K–5)

All Lynchburg City Schools students in grades K-5 are considered each year for gifted services using multiple criteria including local data, teacher ratings, classroom performance, and norm referenced ability and achievement data. All information is considered through a holistic case study approach that focuses on student strengths and needs. This is critical for twice exceptional students and students from historically underrepresented populations who may have an uneven pattern of strengths and with differentiation are successful in high level, rigorous classes. Local school eligibility committees determine a need for differentiated services or school-based part-time gifted services at the elementary level. Students are screened and selected for full-time services at the G.O. Center (grades 3-5) by a central selection committee.

Whole grade level screening with a nationally standardized abilities test, Naglieri Nonverbal Ability Test (NNAT3), will take place during the second quarter of first grade and whole grade level screening with a nationally standardized achievement test, Stanford Achievement, is administered during the second quarter of second grade. All grade K-5 students are considered for gifted services through an annual review of ability test scores, achievement test scores, progress reports, writing samples, and a gifted characteristics checklist. A database of student profiles will be created by the Lead Instructional Coach to assist in identifying candidates for further evaluation. In addition, students referred by teacher, parent, and/or student referrals are considered for identification. Referral forms are available at each school or on the division's website. The Lead Instructional Coach at each elementary school reviews data for students at that school and collaborates with classroom teachers and other school professionals to identify a pool of students who may need additional challenges through part-time gifted services. All decisions are made by the committee using guidelines from the Gifted Identification and Procedures Manual. (Attachment A)

Training on the identification of economically disadvantaged students and underrepresented populations (including ELL and students receiving special education services) for gifted services will be provided at the beginning of each school year by the Lead Instructional Coach for each elementary school.

In addition, Parent Gifted Information Nights are held in each school to inform parents about the program and referral and identification procedures.

Starting in 2016-17, elementary schools will begin to incorporate the Scholars with Promise model.

2. Gifted Opportunity Center (Full-time Gifted Services), General Intellectual Aptitude (Grades 3–5)

Schools administer the Naglieri Nonverbal Ability Test (NNATIII) to all first grade students and the Stanford Achievement Test to all second grade students. Subtest scores for Reading Comprehension and Mathematics Problem Solving on the Stanford and the ability index on the NNATIII are used to determine a second grade pool of candidates who are automatically screened for full-time services. In addition, students in grades two through four may be screened upon referral from parents or legal guardians, teachers, professionals, students, peers, self, or others. The Gifted Characteristics Checklist is completed at each school with input from teachers who work with the student and the Lead Instructional Coach. The Lead Instructional Coach prepares and submits the completed screening files to the Office for Exceptional Learners for division-wide committee review. The division-wide central selection committee reviews the following data:

- Ability test scores
- Achievement test scores
- Gifted Characteristics Checklist with Commentary
- Progress reports
- Work samples produced at school, not to exceed three per language arts and two per mathematics
- Interview and observation of student by Lead Instructional Coach
- Parent questionnaire
- Awards and letters of recommendation, optional
- Additional test data, optional

The central selection committee determines eligibility for full-time gifted services based on a holistic case study approach. A training for the committee on the holistic case study approach is provided by the Coordinator for Gifted Services. Parents/guardians receive notification of eligibility by mail.

3. General Intellectual Aptitude and Specific Academic Aptitude in English or Mathematics (Grades 6–12)

At the middle school level, students self-select for advanced classes and are a part of the cluster model. High school students may self-select for advanced classes, Advanced Placement, Central Virginia Governor's School, Dual Enrollment, or Early College. Middle school and high school counselors are to review ability test scores, achievement test scores, and progress

reports in order to encourage students from underrepresented populations to enroll in advanced classes in areas of strength or interest.

4. **Screening Procedures for Visual and/or Performing Arts Aptitude (Grades 3–12)**

The screening process begins by creating a screening pool of potential students who may or may not be referred for gifted identification, with a particular emphasis on underserved populations. For currently enrolled students, screening and referrals begin second semester of the third grade year. Any of the following sources of information may place students in the screening process:

- Pre-Screening Checklists of Gifted Characteristics – The art or music teacher documents students’ gifted characteristics and behaviors.
- Inquiries – The school’s Lead Instructional Coach or art/music teacher receives inquiries about gifted services from parent/guardian, professional educators, community members, peers, or students.
- Students’ Performance/Work/Audition – The art/music and theater teachers review students’ classroom work samples/performance using a rubric for evidence of advanced talent.

Measure of Musical Audiation administered by the music teacher to 3rd grade students.

The following chart summarizes the screening activities for Lynchburg City Schools:

Screening Activities for Gifted Identification			
Time of Year	Activity	Contact Person	Person Responsible
August/ September	Training for all elementary teachers on characteristics of gifted students including those students from underrepresented populations.	Lead Instructional Coach	Coordinator for Gifted Services
September- November	Parent Meeting—Gifted Information Meeting at each elementary school	Lead Instructional Coach	Lead Instructional Coach & Principal
September- January	Lead Instructional Coach and 2 nd grade Classroom Teacher do 2 co-observations	Lead Instructional Coach	Lead Instructional Coach
September- February	Writing samples, including a specific prompt for all 2nd grade students, not more than three	Lead Instructional Coach	Lead Instructional Coach
November	Open House and Informational Session for all interested parents on the division wide Gifted Opportunity (G.O.) Center, Full-Time Service Center, grades 3-5, and Visual and Performing Arts	Coordinator for Gifted Services	Coordinator for Gifted Services & School Principal
November	Naglieri Nonverbal Ability Test-III administered to all 1 st grade students	School Counselor	Director of Testing
December	Stanford Achievement Test administered to all 2 nd grade students	School Counselor	Director of Testing
March-May	Review of classroom performance, SOL Assessments, PSAT, SAT	Teachers, School Counselors	Teachers, School Counselors, Lead Instructional Coach, Principal

B. Referral Procedures

General Intellectual Aptitude

Specific Academic Aptitude

All eligible Lynchburg City Schools students have access to a continuum of gifted services. Lynchburg City Schools conducts an active search for students who should be evaluated for identification for gifted services in general intellectual aptitude, specific academic aptitude, and visual and performing arts. The referral process is formally initiated in the fall when the timeline of the identification process is shared and the Lead Instructional Coach in each school conducts a faculty workshop on gifted identification procedures and the characteristics of gifted students.

1. The referral process is ongoing for school-based part-time gifted services in grades K-5. Teachers, other school personnel, parents/guardians, community leaders, and students can initiate a referral for any student. A referral form is available from the school counselor or on the division's website.
2. All students in grades 1-2 are screened in order to create a pool of potential candidates. A norm-referenced nonverbal group ability test is given to all first graders the 2nd nine weeks of school. All students whose ability index is 120 or higher become part of the pool. A norm-referenced group achievement test is given to all second graders the 2nd nine weeks of school. Students who score in the 86% or higher become part of the pool of students with attributes of giftedness. Parents/guardians of students in this initial pool are sent an information/permission form to collect additional information on the student. Parents/guardians, teachers, the prospective student, peers, or a community member may also initial a referral for students who did not score at the 86% or above but wish to be considered for identification for gifted services.
3. Students in grades K-5 are also assessed through curriculum assessment materials to determine potential and advanced proficiency in the areas of English and mathematics. Upon the request of the principal, classroom teachers or coaches may administer additional reading and mathematics assessments.
4. When students transfer into the division, every attempt is made to review information from the student's previous school division and apply the supportive criteria to LCS' identification process. The Commonwealth of Virginia's Regulations Governing Education Services for Gifted Students provide guidelines to be used by all school divisions in the identification of students with attributes of giftedness. If a transfer student's records lack a group norm-referenced achievement of ability test, additional testing may be done by the division's school psychologist, facilitated by the Coordinator for Gifted Services.

5. To reach out to parents, each school holds an informational meeting on the topic of gifted services each year before the end of November. The Lead Instructional Coach shares identification information with parents during this meeting. The Coordinator for Gifted Services provides all Lead Instructional Coaches with a PowerPoint presentation which provides background information on LCS Gifted Services in addition to outlining identification procedures.

Timeline for Referrals	
August - May	Lead Instructional Coach receives referrals and collaborates with classroom teacher for information for screening process – grades, Gifted Characteristics Checklist, and co-observations. Lead Instructional Coach also collects information throughout the school year on students with potential via teacher and Lead Instructional Coach co-observations, grades, and test scores.
October	Students who are new to LCS or who were ineligible for services and now have additional information are referred for part-time gifted services.
December	All students in second grade are screened with a nationally normed achievement test in order to create a pool of potential candidates. A referral folder is prepared for students scoring 86% or higher and additional information is gathered for a referral for either part-time or full-time services.
January	All students in first grade are screened with a nationally normed non-verbal test in order to create a pool of potential candidates. A referral folder is started for students with a standard score of 120 or higher and additional information is gathered for a referral for either part-time or full-time services.
February	Students in grades 1-4 are referred for part-time gifted services at their zoned elementary school.
March	Students in grades 2-4 are referred for full-time gifted services at the G.O. Center, which is housed at R.S. Payne Elementary School.
April	Local school staff review student data to encourage students with attributes of giftedness in grades 6-11 who are doing well academically to consider advanced classes, Advanced Placement, Central Virginia Governor’s School, Dual Enrollment, or Early College.

Referral Procedures for Visual and/or Performing Arts Aptitude (Grades 3–12)

Individual Referral Procedures (Grades 3–12)

1. Parent/guardian, professional educators, community members, peers, or student must submit to the school's art teacher, music teacher, or Lead Instructional Coach a Referral Form for VPA Gifted Services to the school where the student is currently enrolled. The referral form is available on the LCS website or through the school's Lead Instructional Coach, art, music, or theater teacher.
2. If the Referral Form was submitted by someone other than a parent/guardian, the school's Lead Instructional Coach sends the parent/guardian of the student: 1) Parent/Guardian Questionnaire, 2) VPA Identification Procedures Packet, and 3) Parent Notification of Referral Form. These must be returned to the school within ten instructional days.
3. The school's Lead Instructional Coach, art, music, or theater teacher indicates on the Referral Form the date the parent/guardian returns the signed form.

C. Identification Procedures

1. Identification Process for General Intellectual, Specific Academic Aptitude, and Visual and Performing Arts

Multiple Criteria Listing

1. Assessment of appropriate student products, performance, or portfolio
 - English/Mathematics: Product and student work samples completed in the classroom
 - Art/Music: Performance, products, and portfolio(s) completed in school
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: VA Standards of Learning test scores, parent/guardian questionnaire, work samples, anecdotal records, student audition, Intermediate Measure of Musical Audiation (IMMA)

2. **Additional Identification Information for General Intellectual and Specific Academic Aptitude**

Criteria from the list above are used to determine eligibility for gifted services, Scholars with Promise (K-12), part-time services at the zoned school (K-5), and full-time services at the G.O. Center (3-5). Multiple criteria are reviewed and no one piece of information can determine eligibility or ineligibility. If a student is found ineligible for full-time services, he or she may be considered by the local school committee for part-time school-based services. If a student is found ineligible for gifted services, the decision may be appealed by the parents or the student. Students may also be referred again the following school year if there is additional information not available during the initial referral. Each file is read by committee members until at least four agree that the student is eligible or ineligible. Each reader takes a holistic case study approach to the file and reads all of the information to determine if there is enough evidence to support the need for services for students with attributes of giftedness.

At the middle and high school level, students self-select for advanced classes. At the high school level, students may self-select for Advanced Placement courses, Central Virginia Governor's School, Dual Enrollment, and Early College.

For Specific Academic Aptitude students can be identified as gifted in English or Mathematics (grades K-12). Services will be provided to meet the needs of the individual student.

An appeals process is in place for all gifted programs. Parents/guardians are notified of the appeals process in the letter explaining the decision of the Gifted Identification and Placement Committee and on the school division's website (www.lcsedu.net/).

3. **Identification Process for Visual and/or Performing Arts Aptitude (Grades 3–12)**

The identification process begins March 1. Once parent/guardian permission has been received, Lynchburg City Schools has 90 instructional days to complete the division-level process, make a recommendation on the eligibility status of each student, and send the student profile for review to the Coordinator for Gifted Services. The process includes the following:

- a. The school's Lead Instructional Coach provides the art, music, or theater teacher with a professional questionnaire to complete and return three weeks prior to the Identification Team meeting.

The school's Lead Instructional Coach and art, music, or theater teacher collects other relevant information needed to complete the identification process as indicated in the section Multiple Criteria Listing (8 VAC 20-40-40D.3).

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)

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

- a. A minimum of four professional staff members from the following categories serves on each school's Identification and Placement Committee and a minimum of six professional staff members serve on the division-level committee.

- Classroom Teacher
- Lead Instructional Coach
- Counselor
- School Psychologist
- Assessment Specialist
- Principal or Designee
- Coordinator for Gifted Services (division-level)
- Other(s): Director for Engagement, Equity, and Opportunity; ESL teacher if student is an ELL learner; special education teacher if student is twice exceptional; VPA – Art, Music, or Theater Teacher; Language Arts Supervisor; Mathematics Supervisor; Supervisor for Engagement, Equity, and Opportunity

Type of Identification/Placement Committee

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

School-level

Division-level

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

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

General Intellectual Aptitude

Specific Academic Aptitude

Visual and Performing Arts

Measure	Administered/ Completed by	Scored by	Provided to the Committee by
Gifted Behaviors Rating Scale	Classroom teacher; Art, Music, or Theater teacher; Lead Instructional Coach	Local or Division Committee	Lead Instructional Coach
Naglieri Nonverbal Ability Test-II or NNAT-III	Classroom teacher(s) or other school professionals	Pearson Assessment	Department of Testing
Progress Reports	Classroom teacher(s)	Classroom teacher(s)	Gifted Eligibility Chairperson
Nationally Normed Achievement Test	Classroom teacher(s) or other school professionals	Scoring Service	Department of Testing
Division Reading Assessments	Classroom teacher(s) or other school professionals	Classroom teacher(s)	Gifted Eligibility Chairperson
Division Mathematics Assessments	Classroom teacher(s) or other school professionals	Classroom teacher(s)	Gifted Eligibility Chairperson
State Standards of Learning Tests	Classroom teacher(s) or other school professionals	Scoring Services	Gifted Eligibility Chairperson
Parent/Guardian Questionnaire	Parents/guardians	N/A	Gifted Eligibility Chairperson
Work Samples, Written Samples, Portfolio	Current classroom teacher(s); Lead Instructional Coach; Art, Music, or Theater teacher; Parents/guardians	N/A	Gifted Eligibility Chairperson
Student Interview/Observation	Lead Instructional Coach	N/A	Lead Instructional Coach
Record of Previous Achievements	Parents/guardians; Classroom teacher; Lead Instructional Coach; Cumulative Record Review	N/A	Gifted Eligibility Chairperson

Multiple criteria are used to create a profile of the candidates. This profile is reviewed to identify students with attributes of giftedness requiring differentiated part-time or full-time services. The Gifted Eligibility Chairperson assembles the profile and facilitates the collection of parent information, the permission to evaluate form, teacher information, achievement data, and aptitude data.

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

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

Parents/guardians and school staff work together to ensure that each student receives an appropriate level of academic services. Lynchburg City Schools offers a continuum of services that provides all students with opportunities to engage in a variety of complex subject matters and helps prepare them for more challenging and rigorous classes as they advance in grade level. All Lynchburg City Schools students in grades K-12 receive differentiated instruction. Multiple sources of information are reviewed as students are considered for gifted services in various grade levels. In addition, school-based services provide opportunities for students with strengths in the areas of language arts and mathematics. Full-time services provide challenging curriculum and instruction to students in the four core academic subject areas through full-time placement in the G.O. Center.

Lynchburg City Schools provides specific academic aptitude services through classroom enrichment, differentiated curriculum, and instruction through collaboration between the Lead Instructional Coach and the classroom teachers, as well as Lead Instructional Coach whole group and flexible group lessons. Identified students are clustered together in groups of 5-7 within their general education classroom. These students are provided instructional experiences designed to enrich and extend the curriculum. General intellectual aptitude services are available at the G.O. Center for students in grades 3-5 who require full-time services.

1. Specific Academic Aptitude – English & Mathematics

Lynchburg City Schools offers services for students with attributes of giftedness in specific academic areas through several programming options: differentiation of instruction in general education classes, advanced classes, Advanced Placement courses, and Dual Enrollment. For a student with specific gifted attributes, the Gifted Eligibility committee determines services for the student within existing programs based on the student's gifted attributes profile.

Middle school students may enroll in one or more advanced classes in areas of academic strength/interest and are clustered in classrooms in their middle level schools. In addition, school-based activities and clubs are offered allowing students to be challenged in their areas of interest and explore other subjects. At the high school level, advanced courses, Advanced Placement, and Dual Enrollment are open to all students who have met the proper course prerequisites (if required).

High school staff, including the school counselor, conduct conferences with students and parents/guardians regarding Advanced Placement, Dual Enrollment, and student progress. The Central Virginia Governor's School (CVGS) conducts a competitive application process to select students who would benefit from a strong focus on mathematics, science, and technology

in grades 11-12. Students with gifted attributes who reside in Lynchburg are invited to apply for one of the 42 positions at CVGS. 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 11 and 12. These programs offer a month of intensive study in the areas of foreign languages, humanities, agriculture, life sciences, marine science, mathematics/science, technology, medicine, visual art, instrumental music, vocal music, dance, and theatre. Applications are available in the school counseling office.

2. General Intellectual Aptitude

Full-time placements at the G.O. Center are determined once a year by the division-level Gifted Eligibility Committee. However, when there are new students to the division or an appeal process is upheld, the division is receptive to these students and their needs. The decision to place a student at the G.O. Center is based on multiple criteria. The Coordinator for Gifted Services is responsible for notifying the parent/guardian of each student of the decision of the Gifted Eligibility Committee. This is communicated to the parent/guardian in a letter containing a permission form. After the signed form is returned to the Office for Exceptional Learners, the recommended services are made available to the student. Written parent/guardian permission is required for students to receive gifted services at the G.O. Center.

Middle school students may enroll in one or more advanced/accelerated classes in areas of academic strength/interest. At the high school level, advanced classes, Advanced Placement courses, Dual Enrollment, and Early College are open to students who have met the proper course prerequisites (if required). The Central Virginia's Governor's School conducts a competitive application process to select students who would benefit from a strong focus on mathematics, science, and technology.

3. Visual and Performing Arts

Students found eligible for visual arts, music (vocal and instrumental), and theater are provided a range of differentiated learning experiences during regularly scheduled resource classes or VPA. In addition, they can participate in after-school seminars and enrichment classes that cover a variety of topics and skills appropriate for their respective ages in the Arts. Program development is in the early stages for summer opportunities in visual and performance arts. A listing of upcoming after-school and summer opportunities is mailed to each student, and they register for those sessions that are of interest and fit their respective after-school or summer schedules. Adjustments in services are made as needed with parental notification.

T.C. Miller Elementary School and Dunbar Middle School are both schools of innovation with an emphasis on the visual and performing arts. Both schools have a selection process, and

starting in the 2017-18 school year, slots will be available for selected students with attributes of giftedness in visual and performing arts.

High school students entering 11th and 12th grades are encouraged to apply for the Summer Residential Governor's School for Visual and Performing Arts at Radford University. Interested students are guided in the application process and assisted in assembling their application portfolios.

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

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

General Intellectual Aptitude
Specific Academic Aptitude
Visual and Performing Arts

Gifted Services Information Nights are held annually to help parents and the community be informed about the education of students with attributes of giftedness and the referral process. All schools are asked to include information about the application process in their newsletters and other communications with parents/guardians. The LCS website also includes information about the screening, referral, identification, and service procedures.

1. When a student is referred for consideration for gifted services for general intelligence or a specific academic or arts area, the following notification processes are in place:
 - The Lead Instructional Coach sends a letter to parents/guardians notifying them of the referral and requesting parents complete and return the Notification of Referral Form. This form provides permission for schools to engage in the evaluation/eligibility process, collect multiple criteria data, and provide any needed testing for the identification process.
 - The identification process is initiated when the signed parental Notification of Referral Form is received by the principal or the Lead Instructional Coach and data collection begins.
2. After the Identification and Placement Committee has reached a consensus, it will make one of three recommendations:
 - a. Eligible for services:
 - Parents/guardians are notified of the final Identification and Placement Committee decision by letter.
 - If the decision has been made to identify the student, a parent permission form for the student to receive gifted services is also included.
 - b. Not eligible for services at this time:
 - If a student is not found eligible for services, the Coordinator for Gifted Services mails a letter to the parent to review the identification decision.
 - Appeal information is included in the letter sent home to parents to notify them of a non-identification.

- If a parent/guardian appeals a decision, the appeals process goes into effect. Appeals for part-time services are to be submitted in writing and sent to the school principal. Appeals for full-time services are sent to the Coordinator for Gifted Services.
- c. Placed on Monitor Status
- Student is monitored and may be reevaluated the following year with the collection of additional evidence.

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

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

General Intellectual Aptitude
Specific Academic Aptitude
Visual and Performing Arts

Students who are identified for gifted services retain their identification from the point of identification until graduation. It is the philosophy of Lynchburg City Schools that students need learning experiences based on their readiness level, their interest, and their learning profile. Because a continuum of services and varied delivery models are offered, gifted services are dynamic and fluid. Parents/guardians may request that students not take part in the gifted services that are offered. This is a school-level decision that is facilitated by the parents/guardians, teacher(s), principal, and the Lead Instructional Coach. When this occurs, the parent/guardian may write a letter requesting the change in service. This letter is then placed in the student's scholastic file. The student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the gifted program as available. Gifted staff remain in contact with the student and parent/guardian to make service modifications and disseminate program information as needed.

At the G.O. Center, support and intervention processes have been put in place. These processes provide opportunities for students to develop strategies to be successful in the event they experience difficulties. Rarely, a change in placement take place; however, if this is a consideration the Assistant Superintendent for Student Learning and Success and the Coordinator for Gifted Services will be notified in writing. Students are not exited out of the gifted program. Every area of service consistently assesses the needs of the students and modifications are made accordingly. Furthermore, there is an emphasis on the transition points of elementary to middle, middle to high, and zoned school to select school to ensure that students meet with success to minimize a need for a change in services.

Appeals

This section includes the process used when an identification, change in placement, or exit decision is appealed for general intellectual aptitude, specific academic aptitude, visual and performing arts, and selection to the G.O. Center.

1. Level One Appeal—School-Based and G.O. Center

Part-Time Services

Parents/guardians, teachers, or others who disagree for any reason with the decision of the Gifted Eligibility Committee may appeal the decision within 10 instructional days after being informed

of the committee's decision. Appeals cover non-eligibility decisions for initial referrals and changes in service. For part-time gifted services, parents/guardians have the opportunity to meet with the school-based administrator to discuss the decision and review the identification paperwork. A formal appeal must be submitted in writing to the principal of the student's school.

Following the receipt of an appeal, the principal and Lead Instructional Coach, acting as representatives of the Gifted Eligibility Committee, meet with the parents/guardians within 20 instructional days. Together there is a review of the identification file results. Decisions are filed in the student's confidential cumulative file.

Full-Time Services

For full-time gifted services at the G.O. Center, requests for appeals are addressed by the Coordinator for Gifted Services. Appeals cover non-eligibility decisions for referrals and changes in service. The formal appeal must be submitted in writing to the Coordinator for Gifted Services. Appeals are reviewed by a disposition committee which may be composed of the Coordinator for Gifted Services; one or more Lead Instructional Coaches; a school counselor; a principal; an art, music, theater, ELL, or special education teacher, as appropriate; the Supervisor for Language Arts and Mathematics; the Director for Equity, Engagement, and Opportunity; and the Director for Exceptional Learners. Parents/guardians and students are invited to present additional, pertinent information that they feel would be helpful to the committee in making their decision. At the committee's meeting on the appeal, the committee will review all data that has been collected. Any additional material may be submitted by the parents/guardians, school staff, professional staff, and others who know or instruct the student. This additional material may include recent school work, products developed at school, end of school year testing, and grades. At this time, the committee will decide if additional assessment data is needed, and if so, will make a request to the Office for Exceptional Learners for individual test(s) to be administered; or, the committee may determine that based on the data that has been submitted, no additional data is needed. Any testing administered as part of an appeal must be administered by staff of Lynchburg City Schools. No testing conducted outside the school division will be considered in the appeals process.

The committee's decisions may include one of the following:

- Uphold the original decision of the identification and placement committee or selection committee.
- Reverse the decision of the identification and placement committee or selection committee.
- Place the student on hold for further assessment or information.

Committee minutes and decisions are filed in the student's confidential cumulative file. The chair of the committee is responsible for notifying parents/guardians and/or the individual initiating the appeal of the decision within twenty instructional days of receipt of the written appeal.

2. Level Two Appeal—Central Office Administrative Appeal

Requests for a Level Two Appeal must submit a written request for review to the Coordinator for Gifted Services within twenty days after the Level One Appeal. The parents/guardians have up to forty-five instructional days from the receipt of the written appeal letter to submit new data from within or outside the division to support their appeal.

The Assistant Superintendent of Student Learning and Success, who serves as the chairperson of the Appeals Committee, directs the appeals process. Personnel serving on the committee may include the Director for Exceptional Learners, the Director for Engagement, Equity, and Opportunity, and the Supervisor for Language Arts and Mathematics.

At the committee's meeting on the appeal, the committee will review all data that has been collected. Decisions made by the Appeals Committee are of two types:

1. The student is eligible for placement in appropriate program options.
2. The student is not eligible for placement in program options at this time.

Committee minutes and decisions are filed in the student's confidential cumulative file. All decisions of the committee are final. The chair of the committee is responsible for notifying parents/guardians and/or the individual initiating the appeal of the decision within twenty instructional days of receipt of the written appeal. All decisions made by the Central Office Appeal Committee are final.

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

The unique characteristics of individual students should determine the type and level of support services the student receives. Some students with gifted attributes will require more intensive services than others. At all levels, the students in Lynchburg City Schools are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. By seeking out students early in their educational career, showing the potential or ability to achieve, creatively think, or problem-solve, these students will be provided with learning experiences specially designed to challenge and engage them. The division provides challenging learning experiences that are designed to meet the unique learning profile of a broad range of students with gifted attributes in grades K-12. Through a continuum of academic services, students engage in complex subject matter, thereby preparing them for more challenging and rigorous classes as they advance from grade to grade. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both the academic and visual and performing arts programs.

Lynchburg City Schools					
Continuum of Sequential Curricula and Instruction for GIA, SAA, & VPA					
Elementary	Young Scholars K-12				
	Critical and Problem Solving Skills Grades K-2 (GIA)	Differentiation in Language Arts, Mathematics, Art, Music Grades K-5 (SAA) Grades 4-6 (VPA)	Advanced Curriculum Mathematics Grades 4-5	Part-Time Gifted Services Grades 3-5 (GIA, SAA)	Full-Time Academic Program Grades 3-5 (GIA)
Middle	Advanced Classes in Area of Academic Strength/Interest Grades 6-8 (GIA) & (SAA)	Differentiation in Art, Music, Theater Grades 6-8 (SAA-Mathematics)		Advanced Curriculum Acceleration for high school credit- Algebra I, Algebra II Grades 6-8 (SAA-Mathematics)	
High	Advanced Classes AP Classes Dual Enrollment Grades 9-12 (GIA)	Advanced Classes AP Classes Independent Study Dual Enrollment Summer Residential Governor’s School VPA Grades 9-12 (SAA-English, Art, Music, Theater)		Advanced Classes AP Classes Dual Enrollment Central Virginia Governor’s School Grades 9-12 (SAA Mathematics)	

The unique characteristics of individual students should determine the type and level of support services the student receives. Some students with gifted attributes will require more intensive services than others. The following definitions help to ensure that a continuum of services, delivery, and programming options are part of the gifted program in LCS and are referenced in this plan of service.

- **A continuum of services** is the variety of delivery and K-12 programming options available to students with gifted attributes for meeting educational and affective needs.
- **A continuum of delivery of services** refers to where students with gifted attributes receive services: general education classroom, Lead Instructional Coach with pull-out group, classroom cluster groups, interest groups, full-time services at special schools for students with gifted attributes (G.O. Center, T.C. Miller Elementary School for Innovation, P.L. Dunbar Middle School for Innovation, and CVGS), learning clusters for special interests or topics, mentorships, Dual Enrollment, or Early College opportunities.
- **The continuum of learning** refers to Lynchburg City Schools K-12 content standards and benchmarks that allow for continuous learning and/or acceleration based upon progress monitoring and student achievement of the content benchmarks.
- **A continuum of programming options** refers to the curricular and affective opportunities provided through implementation of programming components (structure, content options, differentiated instruction, and affective guidance).

Elementary School

Specific Academic Aptitude
General Intellectual Aptitude
Visual and Performing Arts

Specific Academic Aptitude (SAA) and General Intellectual Aptitude services are available for elementary students in grades K-5. Services for students in grades K-2 are provided by the classroom teachers in collaboration with the Lead Instructional Coach. Differentiated instruction results from staff development provided to teachers, collaboration between the teachers in the schools and the Lead Instructional Coach, extension activities, whole group lessons, or various configurations of small groupings of students based on readiness and interest. A range of differential learning experiences will be part of regularly scheduled art, music, and theater classes.

Those students who are identified as GIA in grades 3-5 receive services through a full-time placement—the Gifted Opportunity Center, a school within a school, housed in R.S. Payne Elementary School. Pull-out services for those students identified as SAA are available with the Lead Instructional Coach and a cluster model providing differentiated instructional and curricular experiences in the classroom. The Lead Instructional Coach is trained in understanding gifted characteristics, using specific instructional strategies, and developing specialized curriculum and collaborates with classroom teachers to ensure the needs of students with gifted attributes are met.

Middle School

Specific Academic Aptitude
General Intellectual Aptitude
Visual and Performing Arts

The sequence of gifted education services continues for identified middle school students in grades 6-8 in GIA, SAA, and VPA. Advanced courses and acceleration for high school credit are available to students with gifted attributes. Middle schools are encouraged to utilize the cluster grouping model. Teachers of students in advanced classes are trained in a variety of instructional strategies to foster intellectual and academic growth. In middle school, students in VPA begin developing a portfolio for future adjudications.

High School

Specific Academic Aptitude
General Intellectual Aptitude
Visual and Performing Arts

The sequence of gifted education services continues for identified high school students in grades 9-12 in both GIA and SAA. Advanced courses and Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. Advanced courses uses a curriculum that extends the SOLs in depth and complexity and prepares students for advanced academic coursework. The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations. Independent study is available for students who desire the opportunity to investigate, research, and work independently through advanced study.

Central Virginia Governor's School (Grades 11–12)

The Central Virginia Governor's School (CVGS) provides an innovative, specialized learning environment for highly motivated students in a dynamic educational community exploring the connections between mathematics, science, and technology. Students at CVGS conduct original research projects, use sophisticated equipment and software, participate in an award-winning internship program, and pursue a rigorous academic curriculum. Students are those who have a genuine interest in biological, physical, mathematical, and computer sciences. This is a half-day program with students finishing their day at their home school.

Dual Enrollment (Grades 11–12)

Dual enrollment courses are offered in conjunction with Central Virginia Community College (CVCC). The dual enrollment program with CVCC allows students who are enrolled in certain high school courses to receive both high school and college credit. These college level courses

include Advanced Composition, Advanced Pre-Calculus/Applied Calculus, and Advanced College Biology. Student interest defines which courses will be taught on a yearly basis.

Early College Program

The Early College Program is designed for high school juniors and seniors who have exhibited the dedication to academics necessary to succeed in a more rigorous program. These individuals are driven to excellence and welcome the challenge of tackling a college curriculum while completing their secondary education requirements. The Early College Program provides an opportunity for students to receive their high school diploma and their Associate of Arts and Sciences degree in General Studies from CVCC at the same time. The Associate of Arts and Sciences degree in General Studies is a flexible program for those who wish to transfer to a four-year college or university. The Early College curriculum includes a distribution of general education courses which are usually required in the first two years of many baccalaureate programs. Students successfully completing all course requirements will be awarded the Associate of Arts and Sciences in General Studies from CVCC.

Summer Residential Governor's Schools

Summer Residential Governor's Schools provides gifted high school juniors and seniors with intensive educational experiences in visual and performing arts, humanities, mathematics, science, and technology. Mentorships in marine science, medicine and health sciences, and engineering are also available.

Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day throughout the program.

Scholars with Promise

Lynchburg City Schools is committed to exploring a range of unique and purposeful ways to meet the needs of our underrepresented students. After the investigation of several other divisions, whose plans addressed a variety of ways to find and nurture students with attributes of giftedness from historically underrepresented populations, it was decided that LCS would embark on a program that identified, supported, and offered opportunities for students from various underrepresented groups to achieve academic success. Modeled after the successful Young Scholars program in Fairfax County Public Schools, Lynchburg City Schools is in the first phase of developing a program entitled Scholars with Promise.

The first phase of the program is designed to find and nurture students with academic potential beginning in primary grades. In 2016-17 the division will begin Scholars with Promise programs in all elementary schools, focusing initially on grades K-2. In subsequent years this program will be expanded as deemed appropriate, providing a continuum of services for students who will benefit from activities that foster intellectual curiosity and promote academic growth. Beginning in grades K-2, the Lead Instructional Coach will work in collaboration with classroom teachers to stimulate the development of advanced thinking skills and creative applications of knowledge. In the early stages, special attention will be devoted to 2nd and 5th grade students where pivotal changes are made for future advanced classes.

The Scholars with Promise program embeds high expectations, powerful learning, and deep understanding into its curriculum for all students. The Lead Instructional Coach works with staff to ensure that powerful academic learning is available for all, with teacher training being the keystone for success.

The second phase of this program is to identify students as Scholars with Promise as early as possible. An understanding of the dimensions of gifted characteristics better allows teachers to realize these characteristics can present in both positive and negative representations. Therefore, non-traditional forms of identification have the ability to open the gateway to a challenging learning path for years to come. Many of these students can be successful if the school can provide experiences to succeed. Students will be identified as early as kindergarten with cluster grouping at each grade level. Experiential learning and enrichment activities will take place during the school day and also during the division's two intercessions and summer break.

Another outgrowth of this program is to offer students the opportunity to visit the division's Gifted Opportunity Center. The G.O. Center offers full-time gifted programs for students in grades 3-5. Once a month, students from various schools will have the opportunity to visit the G.O. Center for a day to experience a more hands-on, project-based environment. Lynchburg City Schools' Gifted Opportunity Center is a school within a school.

Visual and performing arts students will also have the opportunity to visit T.C. Miller Elementary School for Innovation, a city magnet school that offers an expansion of curriculum through the arts. Each semester, exploratory opportunities will be made for visiting students.

Examples of Continuous Service Options

General Intellectual Aptitude (GIA) Instructional Services	Specific Academic Aptitude (SAA) Instructional Services	Visual and Performing Arts (VPA) Instructional Services
<ul style="list-style-type: none"> ▪ Instruct students in the multiple steps of creative problem solving: identify problem, explore data, generate ideas, develop solutions, and build acceptance. ▪ Use challenging programs/materials (e.g., William & Mary Curriculum, Project M3). ▪ Coach students in SCAMPER technique to substitute, combine, adapt, modify, put to other uses, eliminate, and rearrange. ▪ Teach brainstorming techniques so students can generate numerous and innovative ideas or alternatives in a safe environment where judgment is withheld. ▪ Use high-level problem solving approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions. ▪ Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across the discipline. 	<ul style="list-style-type: none"> ▪ Utilize pre-assessment and formative assessment data to identify material mastered and replace with enriched and accelerated material. ▪ Differentiation of instruction in general education classes that are offered within the elementary school advancement or compacting of curriculum. ▪ Advanced/accelerated classes, Advanced Placement classes, Dual Enrollment, and Early College ▪ Collaborate with the Lead Instructional Coach to provide content learning that requires students with gifted attributes to be engaged in higher-level thinking, abstract thinking, and problem solving. ▪ Use flexible, non-permanent instructional grouping practices designed to facilitate accelerated/advanced academic learning (cluster groups, cross-age groups, interest groups, etc.). ▪ Provide high-level materials, activities, and product options that facilitate use of analytical and critical thinking skills. ▪ Encourage participation in creative writing opportunities, debate, or advanced literacy activities. ▪ Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields. ▪ Embed multiple intelligence strength areas into instruction. ▪ Offer choice in student assignments and assessments so students can use their strengths to demonstrate their knowledge. 	<ul style="list-style-type: none"> ▪ Provide opportunities for “real world” experiences (in-depth study of real problems, career exploration, and master classes). ▪ Encourage fluency, flexibility, originality, and elaboration through open-ended classroom activities and products. ▪ Provide opportunities for creative problem solving and divergent thinking techniques. ▪ Utilize biographies of creative/talented individuals to promote success and to provide awareness of gifted characteristics. ▪ Utilize “think, pair, share” strategies. ▪ Integrate creative thinking skills and problem solving strategies with content and objectives. ▪ Emphasize mastery of concepts and minimize rote practice. ▪ Create story boards. ▪ Help students transfer abstract thinking into a variety of forms of expression. ▪ Begin portfolio development to use for future adjudications. ▪ Select music ensembles to perfect specific musical skills.

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

General Intellectual Aptitude

Specific Academic Aptitude

Visual and Performing Arts

1. Differentiation

Lynchburg City Schools provides a lesson plan format that allows all teachers to align instructional practices in the classroom. Planning of lessons and then execution of the lesson now have an alignment with a focus on student learning, student engagement, and teaching approaches used. This approach then lends itself to differentiation within the classroom. Differentiation is the modifying of:

- what students will know (content)
- how students will think (critical, creative, and problem solving skills)
- how students will access and use resources (research skills)
- how students will summarize and share their learning (products)

Differentiation is a teacher's response to students' needs and is guided by general principles of differentiation, such as respectful tasks, flexible grouping, ongoing assessment, and adjustment.

Acceleration of Knowing	Depth	Complexity	Novelty
<ul style="list-style-type: none"> ▪ Acceleration of thinking and knowing involves differentiating the core curriculum to provide challenges and opportunities above and beyond the core content. 	<ul style="list-style-type: none"> ▪ Depth refers to approaching or studying the core curriculum in various thinking patterns (complex to simple, parts to whole, abstract to complex) in order to pursue the topic in greater detail with a greater degree of understanding. 	<ul style="list-style-type: none"> ▪ Complexity involves moving beyond a surface level understanding, from an analysis of what is intended to what is inferential. ▪ Differentiation using complexity involves extending the content to the study of issues, topics, and themes. 	<ul style="list-style-type: none"> ▪ Novelty provides inquiry and exploration into the core curriculum that affords students opportunities to create new, original, and/or reorganized knowledge structures.
<ul style="list-style-type: none"> ▪ Thinking like a disciplinarian ▪ Universal concepts ▪ Big ideas 	<ul style="list-style-type: none"> ▪ Language of the discipline ▪ Details ▪ Patterns ▪ Rules ▪ Trends ▪ Ethics ▪ Unanswered questions ▪ Process ▪ Impact ▪ Motive ▪ Proof 	<ul style="list-style-type: none"> ▪ Multiple perspectives ▪ Interdisciplinary connections ▪ Context ▪ Translate original ▪ Judgment 	<ul style="list-style-type: none"> ▪ Critical thinking ▪ Creative thinking ▪ Problem solving ▪ Independent study

2. Resource-Cluster Model

The resource-cluster model is an arrangement in which a group (cluster) of identified students with gifted attributes is assigned to a classroom with a cluster teacher who collaborates with the Lead Instructional Coach to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines. The cluster teacher is responsible for delivering gifted services in collaboration with the Lead Instructional Coach. The Lead Instructional Coach gives continuous training and support to the cluster teacher in the development of curriculum and the implementation of differentiated instruction in the classroom. In grades K-5 the Lead Instructional Coach also works with small groups of gifted or high academic-ability students who have indicated mastery of skills on special assignments

in flexible groups. In grades 6-12 students spend instructional time with age-level peers in all classes. This model provides opportunities for students to work independently with intellectual and chronological peers.

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

General Intellectual Aptitude
Specific Academic Aptitude
Visual and Performing Arts

Instructional strategies and content in English/language arts and mathematics allow students to have opportunities for acceleration and enrichment beyond their grade-level or course-level peers. Services are designed to provide enrichment to the LCS curriculum, develop advanced thinking skills, and provide opportunities for creative expression and problem solving for students identified with gifted attributes in art, music, and theater.

Full-time and part-time services provide acceleration and enrichment opportunities for identified students with attributes of giftedness. These are offered through instructional groupings and full-time placement at the G.O. Center. English and mathematics services are offered in cluster grouping within specific classrooms. This provides time with an intellectual peer group for instruction. Students in grades 3-5 in zoned schools also have opportunities to collaborate and create new learning experiences during planned times with the Lead Instructional Coach.

Students in grades 6-8 are clustered in advanced classes and accelerated courses. This provides the opportunity for students to collaborate, discuss, and debate within their advanced classes. Students in grades 9-12 continue with advanced classes, Advanced Placement courses, and dual enrollment that provide opportunities for enrichment experiences with intellectual and academic peer group instruction and interaction.

Furthermore, other opportunities for acceleration are achieved through:

- Compacting curriculum to provide students with gifted attributes the opportunity to demonstrate mastery of objectives and their facility for expedient work in specific content areas.
- Accelerating the rate of instruction in classrooms for students with gifted attributes is achieved by focusing on broad-based concepts and themes in lieu of repetitive drill and practice.
- Using above grade level materials and providing tiered activities appropriate to the abilities of students with attributes of giftedness affords them the opportunity to go beyond grade level standards.
- Condensing year-long courses into a semester or less by pre-assessing students' knowledge, understanding, and skills within and across content areas. With the time compacted, students with attributes of giftedness can focus on areas of interest or go deeper into the content.

D. Service Options Provide Instructional Time to Work Independently

- General Intellectual Aptitude
- Specific Academic Aptitude
- Visual & Performing Arts

A variety of instructional programs allows students with gifted attributes to work independently. These strategies and models include problem-based learning, project-based learning, independent research projects, curriculum compacting, individualized reading and writing activities, creative projects and productions, learning centers, pull out groups, mentors, product choice menus, independent contracts, and tiered lessons. Different strategies are chosen based on students' needs, which allows classroom teachers and the Lead Instructional Coach to tailor curriculum and differentiate by product, interest, and/or rigor. Students receive guidance or instruction from classroom teachers, art/music teachers, Lead Instructional Coaches, IT-DARTs, librarians, and/or community members.

E. Service Options Foster Intellectual and Academic Growth

Lynchburg City Schools provides opportunities for students with attributes of giftedness to participate in challenging and meaningful educational experiences which promote intellectual and academic growth and nurture 21st century learning skills. To foster growth, students' program placement, academic setting, and program curriculum are monitored by the Lead Instructional Coach, classroom teachers, art/music teachers, school counselors, and administrators. Identified students are recommended for program service options based on an area of academic or visual and performing arts strength. Teachers select, adapt, and employ a repertoire of instructional strategies which address the distinctive needs of students with attributes of giftedness.

A sampling of instructional strategies utilized include:

<p>Authentic assessment Using approaches such as product or performance-based activities that allow students to demonstrate what they have learned as a result of meaningful instruction.</p>	<p>Interdisciplinary connections Guiding students in making connections among and between content areas and disciplines through the use of overarching concepts, issues, and themes.</p>
<p>Curriculum compacting The elimination of material that students already know to allow for instruction of new material or extension activities.</p>	<p>Metacognition Students develop the skill of thinking about their own thinking and reflecting on learning processes.</p>

<p>Decision-making Student choice supported and valued while guidance is given to build decision-making skills.</p>	<p>Parallel Curriculum Four parallels: core curriculum, curriculum of connections, curriculum of practice, and curriculum of identity, with each aspect of the model focused on building ascending intellectual demand into the curriculum.</p>
<p>Diagnostic-prescriptive instruction Continuous informal and formal assessments used to plan instruction to meet objectives.</p>	<p>Problem-based learning Providing students with unstructured problems or situations where they must discover answers, solutions, and concepts or draw conclusions and generalizations.</p>
<p>Differentiation Varying curriculum and instruction through process/thinking skills, content, and pursuing material in greater depth.</p>	<p>Problem solving Providing students with problem solving strategies matched to differing problem types.</p>
<p>Discussion Providing both teacher and student directed discussion to probe student thinking and in-depth exploration.</p>	<p>Questioning techniques Questions used in discussion or activities that draw on advanced levels of information and require challenging thinking.</p>
<p>Goal setting and planning Students involved in personal goal setting and involvement in planning, monitoring, and assessing their own learning for efficient and effective use of time and resources.</p>	<p>Self-directed projects Structured projects agreed upon by student and teacher that allow a student to investigate an area of high interest or to advance knowledge.</p>
<p>Higher-order thinking Analytical skills developed to allow students to explore and grasp complex concepts.</p>	<p>Student competitions Various opportunities provided through the classroom, school, and community.</p>
<p>In-depth topic development Extended instruction to provide opportunities for greater exploration and knowledge acquisition.</p>	<p>Technology Technology used to deliver instruction and as a tool for student learning and product development.</p>

F. Procedures for Assessing Academic Growth of Gifted Students

Lynchburg City Schools uses a variety of procedures to assess academic growth for K-12 students with attributes of giftedness. Students are assessed using both formal and informal measures, in conjunction with summative and formative assessments. Assessment is ongoing and provides the data for teachers to make informed decisions about the readiness levels, interest areas, and learning styles of their students. In addition, classroom teachers and Lead Instructional Coaches provide additional growth assessments through student portfolios, teacher narratives, pre- and post-

assessments, diagnostic tests, student self-assessments, peer assessments, and product rubrics. Individual student data is available on Infinite Campus, an electronic system for data collection. For Visual and Performing Arts students, portfolios and/or performances are used to assess student growth in their art discipline. Data collected from the various assessments is used to guide program placement and instruction.

- Lynchburg City Schools offers instructional and curricular benchmark guides for students in grades K-12. Curriculum and instruction is designed to meet the needs of students with gifted attributes and is in alignment with the division learner outcomes. Assessment resources for teachers offer vertical alignment and assessment options and include the Pacing and Resource (PAR) guides for the four content areas (English, mathematics, science, and social studies) and a mathematics toolbox binder for each mathematics Virginia Standards of Learning.
- A balanced-assessment system is in place throughout the division which is focused on multiple and varied methods of assessment. Infinite Campus, an electronic data management system, allows for data input and provides a student academic profile.
- Course grade data provides evidence that intellectually gifted students demonstrate success in rigorous courses.
- AP test score data provides evidence that students have high levels of understanding, knowledge, and skills.
- Data regarding performance on division-wide performance benchmarks and digital profiles provides evidence that students with attributes of giftedness demonstrate higher-order thinking skills. Also, teachers are able to report data indicating whether underachieving gifted students improve their performance.
- SOL test score data provides evidence that students with attributes of giftedness have high levels of understanding, knowledge, and skills.
- Scores on national assessments such as the ACT, PSAT, and SAT provide evidence that students have high levels of understanding, knowledge, and skills.
- Course grade data provides evidence that students with attributes of giftedness in the arts demonstrate high levels of understanding, knowledge, and skills.
- Graduation data demonstrates that students with attributes of giftedness acquire high levels of understanding, knowledge, and skills.

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

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

General Intellectual Aptitude

Specific Academic Aptitude

Visual and Performing Arts

Students with attributes of giftedness in Lynchburg City Schools are provided instruction by means of a differentiated curriculum that is responsive to the educational needs of the students. At all educational levels, the gifted program is grounded in general education curriculum based on the Virginia Standards of Learning, but is differentiated, modified, and expanded to provide appropriate learning challenges in general and specific areas of giftedness. Differentiated instruction for Lynchburg City Schools is characterized by the introduction of advanced content, open-ended tasks, variations in pacing, and complexity of thought. The dual commitment to establishing strong foundations in the core learning objectives for all grades and implementing curriculum extensions is a key to modifying learning for students with attributes of giftedness. Teachers working with these students recognize that the principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and affect. Teachers of students with attributes of giftedness are also required to incorporate problem solving, critical inquiry, creativity, and self-directed learning into their classes. Cluster grouping is utilized to provide flexible instructional groups to accommodate different instructional needs within the classroom. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both academic and visual and performing arts programs.

The theoretical curriculum framework provides a learning environment that encourages a spirit of inquiry where students think independently and acquire the skills necessary to promote creative productivity in their lives.

1. Theoretical Foundations

This section describes the theoretical foundations that frame the division's curricula and instruction for gifted learners. The theoretical curriculum framework provides a learning environment that encourages a spirit of inquiry where students think independently and acquire the skills necessary to promote creative productivity in their lives.

General Intellectual Aptitude

Specific Academic Aptitude

Visual and Performing Arts

No one model provides the theoretical framework for the Lynchburg City Schools gifted curriculum. It is an eclectic mix that incorporates the best practices of several gifted education models, such as Robert Marzano's Dimensions of Learning, National Association for Gifted Children (NAGC), Parallel Curriculum Model, facets of Renzulli's Enrichment Triad model, the differentiated instruction model of Carol Ann Tomlinson, and the depth and complexity model developed by Sandra Kaplan.

Students with attributes of giftedness in Lynchburg City Schools are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. Program options are available to gifted students at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in general education curriculum that is differentiated, modified, and expanded to provide appropriate learning challenges. The concept-based curriculum focuses on major universal themes in grades K-12. The generalizations/enduring understandings provide the framework for organizing and internalizing information. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both the academic and visual and performing arts programs. Complexity and depth is grounded in a strong content base and is also reflected in interdisciplinary units of study.

The curriculum goals for gifted programs K-12 are:

- To develop critical thinking, creative abilities, and problem solving skills
- To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding
- To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world

Programs for students with attributes of giftedness in art and music provide for skill, concept, and creative development for selected students beginning in fourth grade with visual arts, music, and theatre. In addition, the program emphasizes the following:

- Knowledge of media, skills, and processes
- Form and design (basic design elements and principles)
- Principles of visual perception

- Art history and appreciation of artists and their work
- Aesthetic development and art criticism with critical evaluation of art

The music education program provides a curriculum that emphasizes the following:

- Critical thinking skills that facilitate the analysis and evaluation of problems with more than one solution
- Processes for developing emotional awareness and growth
- Understandings of how history, culture, and society influence original creations, re-creations, and creative thinking processes
- Expressiveness, beyond notes and technique, such as when a sustained and focused effort results in a memorable performance
- Music theory that provides an understanding of music history, appreciation, and criticism
- Knowledge and concepts that guide the musician, such as anatomy, nutrition, physics, and kinesiology

The theater education program provides a curriculum that emphasizes the following:

- Acting – creative dramatic expression, articulate speaking, and introspective listening
- Production concepts – sound, lighting, costuming, makeup, design techniques, and theatre technology
- Understanding ideas within historical/social context
- Voice control/modulation, good health, stamina, and body coordination

2. Instructional Strategies

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners.

General Intellectual Aptitude

Specific Academic Aptitude

Visual and Performing Arts

Lynchburg City Schools' program for students with attributes of giftedness enhances student learning through appropriately differentiated curriculum and instruction. Part of the Teaching, Learning Cycle that LCS teachers use in planning instructional content has as a core element—differentiation as part of the day to day planning that teachers acknowledge as the starting point to meeting the needs of all of their students. The Lesson Observation Learning Engagement Tool and the Classroom Observation Learning Engagement Tool help guide the teachers to employ a repertoire of strategies based on the tenets of differentiation - content, process, and product - within

a supportive environment which actively engages students in meaningful learning experiences and promotes continual growth.

Differentiation is the process of modifying learning experiences based upon a student's readiness level, interest level, and learning profile. The principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and affect.

Tenets of differentiation include:

- Content differentiation modifies what the students are to know, understand, and be able to do by the end of the unit of study. When modifying the content, teachers seek to move the students to the conceptual or thematic level instead of isolating information and skills. The levels of abstractness, complexity, and variety are used to determine the degree to which the core content is differentiated.
- Process differentiation modifies how the students are engaged in using skills and information to make sense of the content they are learning. When modifying processes, teachers incorporate strategies and methods of student-centered instruction that seek to actively engage students in the learning process. The extent to which higher level questioning, open-endedness, freedom of choice, and group interaction are used determines the degree to which the processes of teaching and learning are differentiated.
- Product differentiation modifies the methods students use to show evidence of their learning. When differentiating this area, teachers look first to the discipline and engage students in those products which people in the field of study would create. Product differentiation seeks to help students engage in authentic products for real audiences and allows for the transformation of information. Evaluation of differentiated products is a collaborative effort among the student, teacher, and someone in the field of study whenever possible.
- Learning environment differentiation encourages independence, openness, acceptance, and high mobility. Teachers who are differentiating the learning atmosphere create complex classrooms rich with resources, materials for hands-on exploration, centers, learning stations, and student-centered patterns of interaction.
- Differentiation to meet students' affective needs focuses on the social and emotional needs of students with attributes of giftedness. In order to attend to affect, teachers must first understand the varied socio-emotional needs of students with attributes of giftedness and then modify curriculum and instruction to scaffold for students as appropriate.
- Pre-assessments provide information on a student's prior knowledge, preferred modes of learning, and degrees of challenge need. Through pre-assessment students may opt out of material they already know and proceed at their own pace through learning new material.
- Acceleration and curriculum compacting are instructional strategies that enable teachers to meet the needs of students with attributes of giftedness. Acceleration may take the form of advancement in grade level or it may be advancement in a particular course or area of study. For example, students in elementary school may take mathematics at a neighboring middle school, while middle school students may take advanced courses in their middle school or at a

neighboring high school. In addition, high school students have the opportunity to take courses at the local community college, Central Virginia Community College, while still in high school,

- Providing students with advanced curricula is another method for accelerating their learning. Beginning credit-bearing courses at the middle school level enables students to enter high school with one to five credits. Students take advanced placement courses as a means of accelerating the high school learning experience.
- Compacting curriculum is another instructional strategy that is used frequently to allow students who have already mastered material or who can master the content more quickly to do so; thus, giving them time to engage in other content that they find more challenging or interesting.
- Problem-based learning presents students with attributes of giftedness at all instructional levels with ill-structured problems that must be solved. This instructional strategy enables the students to tackle the complexities that will be facing them as citizens in a global community, as well as in their daily lives. The students are asked to grapple with issues that provide powerful learning opportunities.

Lead Instructional Coaches use both teacher developed and commercially created units of instruction that incorporate advanced, in-depth, and conceptually challenging content. Units developed from the Center for Gifted Education at the College of William and Mary, Projects M2 and M3, and Junior Great Books are some of the purchased materials that are utilized as part of the program's resources. Instructional planning emphasizes educators' use of critical-thinking and creative-thinking strategies as well as problem solving and inquiry models to meet the intellectual needs of students with attributes of giftedness. High quality resources and materials are provided to expand curriculum and instructional plans which enhance the teaching-learning process.

Instructional strategies that foster intellectual and academic growth of students with attributes of giftedness within the general education classroom in grades K-12 may include, but are not limited to, the strategies in the chart below.

Differentiated Instructional Strategies

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson

Strategy	Description of Strategy	Why Appropriate for Students with Attributes of Giftedness
Assessment	Assessment is ongoing and diagnostic. It provides the teacher with day-to-day data on students' readiness, interests, and learning profiles. Assessment has more to do with helping students grow than with cataloging their mistakes.	<ul style="list-style-type: none"> ▪ Used to formally record student growth and determine the point at which a student can access the curriculum ▪ To determine whether to differentiate content, process, or product
Most Difficult First	Students can demonstrate mastery of a concept by completing the five most difficult problems with 85% accuracy. Students who can demonstrate mastery do not need to practice anymore.	<ul style="list-style-type: none"> ▪ Eliminates unnecessary drill and practice ▪ Allows for a differentiated assignment or homework adjusted to student's mastery level
Flexible Skills Grouping	Students are matched to skills work by virtue of readiness, not with the assumption that all need the same spelling task, computation drill, writing assignment, etc. Movement among groups is common, based on individual student readiness on a given skill and growth in that skill.	<ul style="list-style-type: none"> ▪ Exempts students from basic skills work in areas where they demonstrate a high level of performance ▪ Allows for independent work at a student's own pace ▪ Allows for differentiated assignments
Choice Boards, Tic-Tac-Toe RAFT	Students make a work selection from a certain row or column. Teachers can target work toward student needs while giving students choice.	<ul style="list-style-type: none"> ▪ Allows for student choice ▪ Addresses student readiness, interest, and learning profiles
Learning Centers, Interest Centers	Centers are flexible enough to address variable learning needs. Interest centers are designed to motivate student exploration of a topic. Learning centers are a collection of activities designed to teach, reinforce, or extend a skill/concept.	<ul style="list-style-type: none"> ▪ Permits teacher to align materials and activities to address students' range of interests, abilities, and learning profiles ▪ Allows for activities to vary from simple to complex; concrete to abstract; structured to open-ended.

Strategy	Description of Strategy	Why Appropriate for Students with Attributes of Giftedness
Short Term Extension Projects (STEP)	Independent investigations, generally of three to six weeks. They revolve, around some facet of the curriculum. Students select their own topics, and they work with guidance and coaching from the teacher to develop more expertise on the topic and to become an independent investigator.	<ul style="list-style-type: none"> ▪ Allows students to develop expertise, depth, and complexity on a topic ▪ Builds on student interest ▪ Extends or deepens the curriculum
Independent Projects, Group Investigations	Process through which student and teacher identify problems or topics of interest to the student. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. The product should address the problem and demonstrate the student's ability to apply skills and knowledge to the problem or topic.	<ul style="list-style-type: none"> ▪ Builds on student's interests ▪ Encourages independence ▪ Establishes criteria for success through preset timelines and logs to document process
Portfolios	A collection of student work that can be a powerful way of reflecting on student growth over time.	<ul style="list-style-type: none"> ▪ Motivates student choice and addresses readiness, interest, and learning profiles
Problem-Based Learning	The student is placed in the active role of solving problems as a professional would.	<ul style="list-style-type: none"> ▪ Allows for application of creative and critical thinking strategies
Compacting	A three-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master, (2) plans for learning what is not known and excuses student from what is known, and (3) plans for freed-up time to spend in enriched or accelerated study.	<ul style="list-style-type: none"> ▪ Eliminates unnecessary drill and practice ▪ Allows for depth and complexity on a topic ▪ Encourages independence

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.

Present School Board Policy

School Board Policy *P6-26 Gifted Students* provides the division policy for instruction of gifted students as follows:

A. Purpose

Education for the gifted necessitates that educational opportunities appropriate to exceptional abilities be provided. The responsibility of providing each student with the opportunity to realize his/her potential is recognized by the school board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities.

It is the position of the school board to actively promote and develop a qualitatively differentiated educational program for the gifted students in order to facilitate the fullest development of their potential. The program shall be in compliance with the Standards of Quality and Objectives for Public Schools in Virginia as prescribed by the General Assembly.

B. Definition

Gifted students, as identified by professionally qualified persons, are those who by virtue of outstanding abilities are capable of superior performance. These are students who require differentiated educational programs and/or services, beyond those normally provided by the regular school program, in order to realize their contributions to self and society.

C. Identification

Gifted students are those students who are identified through the use of multiple criteria. The criteria include the following:

1. Standardized test scores,
2. Staff recommendations,
3. Rating scales of behavioral characteristics,
4. Achievement records,
5. Portfolios
6. Otis-Lenon Tests

D. Program Goals

1. To develop an understanding of the characteristics which distinguish gifted students from the general school population.
2. To identify those individuals who are gifted.

3. To provide continuous staff development for administrators, teachers, and parents.
4. To provide educational programs which will enable each gifted student to develop his/her abilities to their fullest potential.
5. To provide for continuous formative and summative evaluation of the program for the gifted.

E. Program Design

Program designs are those organizational patterns which provide the educational environment that best develops the potential of each gifted student. The basis for program design shall be obtained through the use of enrichment, grouping, acceleration, guidance, and all-day centers. Enrichment refers to experiences which replace, supplement, or extend learning as the basis for each program design. Grouping as a program design allows for provisions which facilitate the students' access to learning activities. Activities which promote learning beyond the regularly prescribed curriculum are referred to as accelerated programs including special classes and advanced courses. Guidance and counseling provide experiences which promote understanding of the self and others and opportunities for exploration of careers. City-wide programs and all-day centers provide services. The program for the gifted shall allow for flexibility through the combination of these basic elements of design and the identified needs of gifted students.

Instruction within the program design shall be based upon sound learning theory and upon specific needs of the gifted.

Legal Reference:

Code of Va., § 22.1-253.13:1. Standard 1. Basic skills, selected programs, and instructional personnel.--". . .D. Local school boards shall also implement the following:

7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs. . . ." (1997)

Virginia Board of Education Regulations, "Governing Educational Programs for Gifted Students." (January, 1991) 8VAC20-40-20. Definitions. The words and terms, when used in this chapter, shall have the following meanings, unless the content clearly indicates otherwise:

"Appropriately differentiated curricula" for gifted students refer to curricula designed in response to their cognitive and effective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities 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.

"Gifted students" means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated

abilities and who have evidence of high performance capabilities, which may include leadership, in one or more of the following areas:

1. Intellectual aptitude or aptitudes. Students with advanced aptitude or conceptualization whose development is accelerated beyond their age peers as demonstrated by advanced skills, concepts, and creative expression in multiple general intellectual ability or in specific intellectual abilities.
2. Specific academic aptitude. Students with specific aptitudes in selected academic areas: mathematics; the sciences; or the humanities as demonstrated by advanced skills, concepts, and creative expression in those areas.
3. Technical and practical arts aptitude. Students with specific aptitudes in selected technical or practical arts as demonstrated by advanced skills and creative expression in those areas to the extent they need and can benefit from specifically planned educational services differentiated from those provided by the general program experience.
4. Visual or performing arts aptitude. Students with specific aptitudes in selected visual or performing arts as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in any of the visual and performing arts to the extent that they need and can benefit from specifically planned educational services differentiated from those generally provided by the general program experience.

"Identification" is the process of reviewing student data collected at the screening level and conducting further evaluation of student potential to determine the most qualified students for the specific gifted program available.

"Identification/Placement Committee" means a standing committee which is composed of a professional who knows the child, classroom teacher or teachers, others representing assessment specialists, gifted program staff and school administration, and others deemed appropriate. This committee may operate at the school or division level. In either case, consistent criteria must be established for the division.

"Placement" means the determination of the appropriate educational option for each eligible student.

"Screening" is the process of creating the pool of potential candidates using multiple criteria through the referral process, review of test data, or from other sources.

Screening is the active search for students who should be evaluated for identification.

"Service options" include the instructional approach or approaches, setting or settings, and staffing selected for the delivery of appropriate service or services that are based on student needs.

"Student outcomes" are specified expectations based on the assessment of student cognitive and affective needs. Such outcomes should articulate expectations for advanced levels of performance for gifted learners. (1997)

8VAC20-40-40. Identification.

A. Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students. If the school division elects to identify students with specific academic aptitudes, they shall include procedures for identification and service in mathematics, science, and humanities. These procedures will permit referrals from school personnel, parents or legal guardians, other persons of related expertise, peer referral and self-referral of those students believed to be gifted. Pertinent information, records, and other performance evidence of referred students will be examined by a building level or division level identification committee. Further, the committee or committees will determine the eligibility of the referred students for differentiated programs. Students who are found to be eligible by the Identification/Placement Committee shall be offered a differentiated program by the school division.

B. Each school division shall maintain a division review procedure for students whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee.

Adopted by School Board: January 6, 1981

PROPOSED VSBA–BASED LCS POLICY

File: IGBB

PROGRAMS FOR GIFTED STUDENTS

The Lynchburg City School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division’s website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student’s eligibility for the division’s gifted education program, and provide services for an identified gifted student in the division’s gifted education program.

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division’s plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D.6.
8 VAC 20-40-40.
8 VAC 20-40-55.
8 VAC 20-40-60.

Cross Refs.: BCF Advisory Committees to the School Board
IKEB Acceleration

VSBA 5/2012

Regulations Governing Educational Services for Gifted Students

The Regulations Governing Educational Services for Gifted Students (8VAC20-40-10 et. seq.), approved by the Virginia Board of Education, establish guidelines for the differentiated education

that school divisions are required to provide to gifted students. The Regulations are comprehensive, yet flexible enough to encourage the design of unique and successful programs for gifted students throughout the Commonwealth. Revised in August 2012, they outline the Commonwealth's expectations for the school divisions' services.

Please see: Regulations Governing Educational Services for Gifted Students

http://www.doe.virginia.gov/instruction/gifted_ed/gifted_regulations.pdf

Standards of Quality Related To Gifted Education

The Virginia General Assembly has established the Standards of Quality for Public Schools in Virginia (§ 22.1-253.13:1 – 13:8) to serve as the framework for public education services in the Commonwealth. As they relate to gifted education, the standards state:

- A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia. (§22.1-253.13:1.A)
- B. To support this fundamental goal, the Standards of Quality require school divisions to provide
 - a. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success (§22.1-253.13:1.D.1),
 - b. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs (§22.1- 253.13:1.D.6),
 - c. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs, and

- d. Assessment of the educational progress of students as individuals and as groups. (§22.1-253.13:3.F)

C. Additionally, the Standards of Quality require each local school board to:

- a. Require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance (§22.1-253.13:3.F), and
- b. Provide a program of high-quality professional development for teachers and administrators:
 - i. In the use and documentation of performance standards and evaluation criteria based on student academic progress and skills;
 - ii. To facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
 - iii. To assist teachers and principals in acquiring the skills needed to work with gifted students; and, To increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education. (§22.1-253.13:5.E)

Virginia Standards of Learning

The Virginia Standards of Learning, approved by the Virginia Board of Education, provide the basis for increased academic standards for all students in the four core content areas (i.e., English, history/social science, mathematics, and science). With the Standards of Learning as a framework, differentiated instructional services for gifted students is then designed to match their individual learning needs.

References:

Understanding the Virginia Regulations Governing Educational Services for Gifted Students
November 2012

http://www.doe.virginia.gov/instruction/gifted_ed/ed_services_plans/understanding_the_regs.pdf

Virginia Standards of Learning

http://www.doe.virginia.gov/testing/sol/standards_docs/

VDOE Gifted Education

http://www.doe.virginia.gov/instruction/gifted_ed/

Regulations Governing Educational Services for Gifted Students: Revised June 2012

http://www.doe.virginia.gov/instruction/gifted_ed/gifted_regulations.pdf

Other policies that impact students with attributes of giftedness include:

- P6-17 – Curriculum: Scope and Sequence
- P6-18 – Curriculum and Guides
- P6-20 – Evaluation of Curriculum and Instructional Program

<http://www.lcsedu.net/schoolboard/policymanual/instruction>

Programs and/or opportunities which challenge students with attributes of giftedness shall be provided according to the local Plan for the Education of the Gifted in compliance with state regulations. This plan is available in the Department of Student Learning and Success and on the Lynchburg City Schools' website, www.lcsedu.net/

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.

- A. Understanding of Principles
- B. Understanding of the Characteristics
- C. Understanding of Specific Techniques
- D. Understanding and Application of a Variety of Educational Models
- E. Understanding and Application of Theories and Principles
- F. Understanding of Contemporary Issues and Research

Gifted education services in Lynchburg City Schools are dependent on collaborative work among Lead Instructional Coaches, cluster teachers, parents/guardians, administrators, and community members. As the program leaders, the Assistant Superintendent, Directors, and Supervisors in the Department for Student Learning and Success play an essential role in the success of gifted programs in Lynchburg City Schools. As such, professional development is highly valued. No one model provides the theoretical framework for the Lynchburg City Schools gifted curriculum. It is an eclectic mix that incorporates the best practices of several gifted education models, such as facets of Renzulli's Enrichment Triad model; the differentiated instruction model of Carol Ann Tomlinson; the Depth and Complexity Model developed by Sandra Kaplan; and other research-based gifted pedagogical practices.

Understanding of Principles of the Integration of Gifted Education and General Education

Lynchburg City Schools provides opportunities for professional development and training for all teachers who work with students who exhibit gifted attributes. A sample of professional development opportunities which target appropriate researched-based and evidence-based educational practices for students with attributes of giftedness includes:

- Differentiating Instruction for Students with Attributes of Giftedness
- Characteristics of Students with Attributes of Giftedness
- Engaging Strategies and Practices for Diverse Learners in Advanced Placement
- Finding and Nurturing Advanced Academic Potential in Underrepresented Populations
- Introduction to Gifted Learners
- Socio-Emotional Needs of Gifted Learners
- Models and Strategies for Challenging and Engaging Gifted Learners
- Teaching Critical and Creative Thinking Skills
- Twice Exceptional—Smart Students with Learning Challenges

In addition, there are workshops that support the screening, referral, identification, and placement process for each elementary school. This training is critical as the work that is collected by each teacher provides important evidence to support recommendations for gifted series.

Understanding and Application of a Variety of Educational Models, Teaching Methods, and Strategies for Selecting Materials and Resources

To ensure academic rigor and the development of learning environments that guide students to foster independent and self-directed learning, the division is developing a collaborative relationship with the Center for Gifted Education at the College of William and Mary, which offers workshops and on-site/online graduate courses in gifted education. Furthermore, curriculum planning and development is ongoing and focuses on topics including inquiry-based problem solving strategies, performance-based assessments, and promoting higher-level thinking and discussion. Lynchburg City Schools continues to collaborate with Dr. Joy Davis, well-known educational consultant, professor, and author of *Bright, Talented and Black*. She completed a training for the division on equity in gifted education and additional professional development opportunities are planned for Lynchburg City Schools’ personnel.

The following provides an overview of the LCS professional development plan of action focused on students with attributes of giftedness:

POSITION	PROGRAM General Intellectual Ability—GIA Specific Academic Ability—SAA Visual and Performing Arts—VPA	REQUIRED TRAINING
Lead Instructional Coaches	GIA, SAA	Local training in differentiation of curriculum and instruction, gifted pedagogy, and social and emotional needs of gifted students; endorsement in gifted education
Gifted Opportunity Center Teachers	GIA, SAA	Local training in the characteristics of gifted students as well as curriculum differentiation, gifted pedagogy, and social and emotional needs of gifted students; add-on endorsement in gifted education
Classroom Teachers who teach full-time advanced students	GIA, SAA	Local training in the characteristics of gifted students as well as curriculum differentiation, gifted pedagogy, and social and emotional needs of students with attributes of

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POSITION	PROGRAM General Intellectual Ability—GIA Specific Academic Ability—SAA Visual and Performing Arts—VPA	REQUIRED TRAINING
		giftedness; endorsement in gifted education
K-12 Teachers	GIA, SAA, VPA	Local training in gifted pedagogy, underrepresented populations, gifted program services, differentiation of curriculum and instruction, and social and emotional needs of students with attributes of giftedness
K-5 Teachers	Scholars with Promise	Local training in characteristics of gifted students, the gifted referral/identification process, and underrepresented populations
Gifted Visual Arts Teachers	VPA	Local training to extend skills as well as the use of gifted pedagogy when developing curriculum for students gifted in visual arts
Theater and Music Teachers	VPA	Local training to extend their skills as well as the use of gifted pedagogy when developing curriculum for students gifted in theater and music

Understanding of Contemporary Issues and Research in Gifted Education

Lead Instructional Coaches have been trained in the gathering, analysis, and response to underachieving students with attributes of giftedness. Training has been provided to address subject areas where underachievement is predominant. Lead Instructional Coaches work with classroom teachers, building administrators, school counselors, and parents to support and increase students’ success. In order to build the capacity of Lead Instructional Coaches to address the issue of underrepresentation of minority subgroups and gifted underachievement, both formal and informal learning sessions are provided by the Department for Exceptional Learners.

A concentrated effort is being made to identify students in underrepresented populations. Lynchburg City Schools is planning the implementation of the Scholars with Promise program in all elementary schools. A Lead Instructional Coach will collaborate on a weekly basis in kindergarten, first, and second grade classrooms to assist teachers in the development and delivery of lessons and to gather anecdotal information. The anecdotal records are analyzed for patterns of

behavior that mirror characteristics of students with attributes of giftedness. Students with potential attributes of giftedness will be identified as Scholars with Promise.

Scholars with Promise is a multi-faceted program that is designed to improve identification and gifted program services in low-socioeconomic schools. Curriculum and instruction, teacher education, parent/guardian education, and community partnerships are core components of the program.

Currently, Lynchburg City Schools employs the following full-time education complement personnel to support gifted education programs in the school division:

- One Coordinator for Gifted Services
- A Lead Instructional Coach for each of the eleven elementary schools
- Six G.O. Center teachers for full-time services

Lynchburg City Schools' educators strive for continuous improvement through participation in professional development and ongoing reflection on instructional practices. Teachers who provide differentiated curriculum and instruction for students with attributes of giftedness at the elementary level are required to participate in a minimum of 5 contact hours annually in local/area workshops, presentations, seminars, or a professional learning community (PLC) related to appropriate researched-based and evidence-based educational practices for the gifted.

At the secondary level, teachers who provide differentiated curriculum and instruction in advanced and accelerated courses are required to participate in a minimum of 5 contact hours annually in local/area workshops, presentations, seminars, or a professional learning community (PLC) related to appropriate researched-based and evidence-based educational practices for the gifted.

Lead Instructional Coaches are required to participate in a minimum of 15 contact hours annually in local/area workshops, presentations, seminars, or a professional learning community (PLC) related to appropriate researched-based and evidence-based educational practices for the gifted. Additionally, Lead Instructional Coaches are required to seek the four graduate-level courses necessary for the Virginia Department of Education add-on endorsement in gifted education.

Professional Development Opportunities

Lynchburg City Schools supports educators' participation in professional development opportunities which target appropriate researched-based and evidence-based educational practices sponsored by national and state organizations as well as area colleges. A sampling is provided below:

- National Association for Gifted Children
- Virginia Association for the Gifted

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- The College of William and Mary, Center for Gifted Education
- National Curriculum Network Conference
- Professional Summer Institute on Curriculum and Instruction
- Advanced Placement Summer Institute
- Association for Supervision and Curriculum Development
- Virginia Association for Supervision and Curriculum Development
- Children's Engineering Conference
- Virginia Society for Technology in Education (VSTE)
- VMI STEM Education Conference

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 annual review of the effectiveness of the gifted education program is based on the following criteria:

1. A report on each elementary school for part-time services that includes the number of students referred, screened, and found eligible by ethnic group, gender, and Scholars with Promise.
2. A report on the central screening and selection process for full-time services that includes the number of students referred, screened, and found eligible by ethnic group, gender, and Scholars with Promise.
3. The number and ethnicity of students who take middle school advanced classes by subject area.
4. The number of AP course offerings.
5. The number of AP courses taken by individual students by graduation.
6. The number and ethnicity of AP students that receive the AP scholar recognition.
7. Progress made toward reaching the Program Goals and Objectives as outlined in Part II.

The LCS Gifted Advisory Committee conducts a review of the local plan for the education of the gifted and determines the extent to which the plan for the previous year was implemented. Each year, one or more components of the Plan for the Education of the Gifted are selected for study, thus resulting in all components being reviewed within a five-year period. The Gifted Advisory Committee reports annually to the Superintendent and School Board on the progress made toward achieving program goals and objectives.

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

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

A. Composition of Gifted Advisory Committee

Categories	Number Represented
Parents	8
Teachers	3
Administrators – Principals	1
Administrators – Central Office	2
Support Staff	0
Community <ul style="list-style-type: none"> ▪ representatives of business, industry, arts 	1
Community <ul style="list-style-type: none"> ▪ persons who are not parents of identified students 	1
Students (optional)	1
School Board Member	1

B. Selection of Members for the Gifted Advisory Committee

The Gifted Advisory Committee for Lynchburg City Schools consists of eighteen members appointed by the School Board. The Committee is composed of parents, teachers, administrators, and community members. Careful consideration is given to selecting members who reflect the geographical and ethnic composition of the school division. Members are appointed for a two-year term with half of the membership changing annually.

Nominations for membership are submitted annually to the Coordinator for Gifted Services. Nominations may be submitted by persons who represent one of the following groups: parents,

teachers, administrators, and community members. A list of potential members is submitted to the Superintendent for review and recommendation to the School Board for appointment.

Attendance at four meetings during the school year is expected of all appointed committee members. In addition, the Gifted Services Advisory Committee will present its report to the School Board annually.

C. Role of the Gifted Advisory Committee

The Gifted Advisory Committee advises the Lynchburg City School Board of the educational needs of all students with attributes of giftedness in the school division. The duties and responsibilities of this advisory committee are to:

- review annually the local plan for the education of students with attributes of giftedness, including revisions,
- determine the extent to which the local plan for the previous year was implemented,
- develop annual goals and priorities,
- represent the community,
- encourage a collaborative relationship between school division staff and the community,
- become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education,
- focus attention on issues relative to improving the educational services for students with attributes of giftedness, and
- submit recommendations of the advisory committee in writing to the Superintendent and the School Board.