

Lynchburg City Schools

Local Plan for the Education of the Gifted

2018-2023

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Local Plan for the Education of the Gifted

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

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

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

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

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

General Information regarding the Gifted Program in Lynchburg City Schools

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

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Mathematics	K-12
Specific Academic Aptitude (SAA) - English	K-12
Career and Technical Aptitude (CTA)	X
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	X

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)

A. Division Statement of Philosophy for the Education of Gifted Students

Lynchburg City Schools believes all students have the potential for learning at high levels. It is the division’s philosophy that gifted students exist within all ethnic, geographic, and socioeconomic groups. It is the responsibility of Lynchburg City Schools to ensure that potential is nurtured and developed in all students, but specifically in those identified as gifted.

The current mission statement of Lynchburg City Schools encompasses gifted students when it states the school division’s goal of every child, by name and by need, to graduation. As an extension of that mission statement, the division’s philosophy for the education of gifted students states that students identified as gifted should be provided special academic experiences to nurture their growth and development. The school division is committed to providing a qualitatively differentiated instructional program to develop the intellectual, creative, and social-emotional growth of our gifted students.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for ‘giftedness’ used by the division in the identification process. Such a

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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.

Lynchburg City Schools has adopted the definition of giftedness set forth in the *Regulations Governing Educational Service 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. The aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.”

General Intellectual Aptitude: Lynchburg City Schools seeks to identify those students with superior aptitude or potential for such aptitude across a broad range of intellectual disciplines. These students demonstrate marked abilities beyond their age-level peers. Beginning in the spring of the student’s second grade year, he/she may be referred to determine eligibility for full-time gifted services beginning in the third grade year. 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 gifted students and anecdotal notes based on observations
- evidence of superior academic performance based on a norm-referenced assessment of aptitude and ability
- report cards and student work samples
- other achievement data

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
- parent questionnaire
- a portfolio of at least three writing samples in the area of English across a variety of genres (grades K-5)
- an observation and/or work sample of the student actively engaged in problem solving during a mathematics lesson

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

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

A. Identification:

Goal: Provide continuous and systematic identification and placement of gifted students, including a process to evaluate and improve the identification of students that ensures equitable representation of students from historically underrepresented groups.

Objectives:

1. Use identification data to review and revise procedures for identifying students in grades K-12 in both GIA and SAA.
2. Review assessment measures used for screening and identification to ensure equity in the identification of students from underrepresented populations.
3. Use the Slocumb-Payne Teacher Perception Inventory as a means of recognizing gifted characteristics manifested both positively and negatively in the identification process.

B. Delivery of Services:

Goal: Provide a continuum of services which addresses the needs of all identified gifted students.

Objectives:

1. Provide and promote rigorous research-based program options that effectively and consistently challenge all gifted students.
2. GIA (K-12) provide gifted students with instructional experiences within their general education classroom that are designed to enrich and extend the curriculum.
3. SAA (K-12) English and Mathematics
Grades K-5- Continue services for identified students with the Lead Instructional Coach at least one day per week for a minimum of 45 minutes.
Grades 6-8- Provide services through cluster grouping, exploratory classes, and open enrollment in advanced level courses.
Grades 9-12- Continue services through advanced classes, Advanced Placement courses, Dual Enrollment courses, Early College, Central Virginia Governor's School, XLR8 Regional STEM Academy, and the Summer Residential Governor's School.

C. Curriculum and Instruction:

Goal: Provide differentiated curriculum and instructional opportunities which are reflective of the unique needs of all gifted students.

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.

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.

Objectives:

1. Provide professional development to all teachers within the division, emphasizing the characteristics and special needs of students in underrepresented groups.
2. Provide annual professional development for all gifted and instructional staff to become more effective advocates as they increase their understanding of gifted students and their related academic and social-emotional needs.
3. Provide training for teachers, focusing on the needs of gifted students, including specialized training for gifted education strategies in problem solving, inquiry based learning, and independent studies.

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 gifted students

Objectives:

1. All elementary schools will offer differentiated reading and mathematics instruction K-5.
2. The Promoting Excellence Through Accelerated Learning (PETAL) program will work to accelerate students from under-represented populations in English and mathematics by offering summer acceleration programs, bridge courses, and school-based support.
3. Continue to provide open enrollment for all advanced and accelerated classes, creating equal access for all.
4. Annually present pathways to advanced opportunities to families of students transitioning to middle school and high school.

F. Parent and Community Involvement:

Goal: To increase family and community awareness of advanced opportunities in Lynchburg City Schools.

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. Increase public awareness and understanding of the need for and the value of Lynchburg City Schools' gifted education programs for gifted students in order to advocate for resources to support gifted education.
3. Principals will ensure that there is at least one parent information session regarding gifted services within the first 9 weeks of school.

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

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

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

Screening Procedures for Specific Academic Aptitude - English

Screening Procedures for Specific Academic Aptitude - Mathematics

Screening for gifted students begins in kindergarten and continues through grade twelve. Standardized test data, achievement data, gifted referral forms, gifted checklists, division-wide assessments, and other relevant information are reviewed twice per year – once in the fall (October/November) and again in the spring (April/May). Students who demonstrate the need for additional services can be referred for gifted identification.

The most extensive screening for the early identification of young gifted students occurs from December through May of each school year and includes the completion of the Gifted Screening Data Collection Form, standardized tests, a problem-solving interview, and the Slocumb-Payne Teacher Perception Inventory. If a student exhibits gifted characteristics, school personnel fill out the Gifted Services Referral Form, the Slocumb-Payne Teacher Perception Inventory, and the Gifted Screening Data Collection Form. This information is reviewed and placed in a red folder in each student's scholastic record. For each year a student is in the data collection process, his or her teacher(s) completes new forms. The school-level gifted eligibility committee uses these forms as a component in its eligibility decisions.

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During the winter, first grade students enrolled in Lynchburg City Schools take the most recent edition of the Naglieri Nonverbal Ability Test. Students who score a Naglieri Ability Index of 120 or higher are included in the talent pool upon parent/guardian approval. The Naglieri Nonverbal Ability Test was selected for administration to students at this level due to its culturally fair design and its recognized value as a screening instrument for underrepresented groups.

Toward the middle of the school year, second grade students take the Stanford-10 Achievement Test. Students who score an 86 Local Percentile Rank or higher on any subtest are included in the talent pool upon parent/guardian approval.

During the second semester, second grade students complete a writing sample and illustration. These samples are reviewed by the teacher team and may result in a gifted identification referral. Any scoring of the writing sample and illustration for program placement is done by a team of school psychologists and certified gifted teachers using a division-created rubric.

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

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

Referral procedures for Specific Academic Aptitude - English

Referral procedures for Specific Academic Aptitude - Mathematics

Referrals for gifted students are accepted for students in kindergarten through grade twelve. Teachers determine whether any of their students have exhibited a specific academic aptitude that merits a referral for gifted identification. Additionally, administrators, parents/guardians, or other concerned adults may refer a student for consideration. Referral forms are available from the Lead Instructional Coach at each elementary school and from the central office, and they are returned to the Lead Instructional Coach.

Students can be referred into the gifted identification process at any time. Gifted referral forms are available at each school and individuals can request these from the Lead Instructional Coach. The forms should be completed and returned to the instructional coach. The Lead Instructional Coach will then obtain parent permission to evaluate for gifted services if it has not already been collected or if the parent is not the referring source.

Once parent permission to evaluate is obtained, the gifted identification process begins.

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

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

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

Occasionally, however, a student can be identified as profoundly gifted in a given academic area even in kindergarten and first grade. For this rare child, inclusion in the talent pool and associated enrichment activities is appropriate, but may not be sufficient. The referral form on such a child should recommend, and justify, the immediate consideration for gifted identification by the building-level gifted committee. If the committee determines the student is eligible, a meeting is held with the student's parents/guardians, and an academic plan is created. Such a plan may include acceleration in the area of giftedness. The occurrence of this type of giftedness is by definition an extremely small percentage of the overall population. Classroom teachers are instructed to make any necessary referrals to the building-level gifted committee by the end of the first semester. Even students who have been previously found ineligible for gifted services may be referred. Referral forms are continually accepted from school staff, parents/guardians, peers, and community members. The acceptance of referral forms and the occurrence of building-level gifted eligibility meetings continue through middle school and high school.

Referral procedures for General Intellectual Aptitude

All students in grades 1-2 are screened in order to create a pool of potential candidates for Lynchburg City Schools' full time gifted program (Gifted Opportunities Center). A norm-referenced nonverbal group ability test is given to all first graders the 3rd 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 this assessment become part of the pool of potentially gifted students. 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 initiate a referral for students who did not score 120 ability index or 86% or above but wish to be considered for identification for gifted services. All referrals for full-time gifted services (GIA) must be submitted by the annually posted deadline available online at the Lynchburg City Schools website and posted in the front office of each elementary school.

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

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

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

Specify: Division-wide assessments

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

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

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

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

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics
General Intellectual Aptitude

- 1 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- 1 School Psychologist(s)
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- 1 Other(s) Specify: Special Education Personnel

- b. Type of Identification/Placement Committee

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

- School-level Division-level

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

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

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Measure	Administered/ Completed by	Scored by	Provided to the committee by
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Achievement Record	Classroom teacher(s)	Lead Instructional Coach	Lead Instructional Coach
Teacher Perception Inventory	Classroom teacher(s)	Lead Instructional Coach	Lead Instructional Coach
Naglieri Nonverbal Ability Test	Classroom teacher(s)	Pearson Assessment	School Counselor
Stanford Achievement Test	Classroom teacher(s)	Pearson Assessment	School Counselor
Writing Sample	Classroom teacher(s)	Team of School Psychologists	Supervisor of Elementary Gifted
Interview	Lead Instructional Coach	Team of School Psychologists	Supervisor of Elementary Gifted
Parent/Guardian Questionnaire	Parents/Guardian	N/A	Lead Instructional Coach

Referrals for gifted services are accepted twice per year at the building level. The Lead Instructional Coach will notify their school community beginning in September/January that referrals are being accepted for building-level gifted service with a late October/March deadline.

Following the receipt of a referral, the Lead Instructional Coach will send home a Permission to Collect Data form and the Parent/Guardian Questionnaire. When the signed Permission to Collect Data form is returned, the Lead Instructional Coach works with the counselor, teacher team, and administrator to collect the necessary testing data and work samples.

Data should be collected by the building level committee meeting date established by the Lead Instructional Coach. During the building level committee meeting, all data is presented and discussed. The building-level committee, based on their professional judgment, experience, and training, makes the eligibility decisions for students in their building. There is a minimum or cut-off score available to assist with this process.

If a student is found ineligible, an Ineligibility Notification form is sent home to the parents/guardians within two weeks of the meeting. If the student is found eligible, the committee will also recommend service options for the student. This information is sent home in a letter requesting permission to provide gifted services to the student. Once this form is signed and returned, the student will receive the recommended services in a timely manner; in-class differentiation and enrichment can begin at once, whereas acceleration to a new grade level in a specific content or placement in school-based gifted classes may need to wait until the end of a grading period.

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Gifted services are available to identified students in all schools. The school-based gifted program, DEPTH (Developing Expanded Perspectives Through Higher-level thinking), is available to students in grades 3-5 who have been identified as gifted. These students meet with a gifted resource teacher at least one class period per week. During this time, students work on projects and activities designed to challenge thinking and provide rigor in specific core content areas.

The Gifted Opportunities Center is a division-wide program for highly gifted students from each elementary school. The Gifted Opportunities Center is one service option for gifted students who reside in the city of Lynchburg. The Gifted Opportunities Center application process is distinct. Due to limited space, there are students identified as gifted and yet are not selected for the Gifted Opportunities Center.

When a student is referred for gifted eligibility to the Gifted Opportunities Center, each base school Lead Instructional Coach is responsible for gathering the applicants' data, including referral forms, standardized test scores, Permission to Collect Data forms, completed Gifted Screening Data Collection forms, and completed work samples and interview. The Achievement Record and Teacher Perception Inventory are both rated on a scale from 2 to 10 points as is the student's result on the Naglieri Nonverbal Ability Test-II (NNAT-2) and the Stanford 10 Achievement Test. The school division's school psychologists along with 3-4 certified gifted teachers, who meet over a period of two days, score the applicants' writing sample and interview using a rubric. That rubric score is translated into a scale from 2 to 10 points. All values are then totaled to create an overall score between 10 and 50. Since split scores (i.e., 6/7) are often generated in this process, students may have split total scores as well.

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

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

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In both the building-level gifted identification process and the Gifted Opportunities Center application and selection process, all individuals involved are aware that no single criterion can deny or guarantee access to gifted program services. The committee uses the 34 point minimum score on the Gifted Eligibility Summary Form as the guide for eligibility into any gifted service.

Beginning in grade six, gifted students are served through a wide variety of advanced and accelerated course offerings. In addition, school based activities and clubs are offered as gifted students can be challenged in their areas of interest and explore other subjects.

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

Students in grade 10 may also apply for acceptance into the Early College Program. This program is designed for students to meet their secondary education requirements while completing a college curriculum as well. Students who complete this program will receive their high school diploma and their Associate of Arts and Science degree in General Studies from Central Virginia Community College. Each year's cohort consists of 24 students. Selection is based on current high school GPA, scores on the Virginia Placement Test in mathematics and English, teacher recommendations, attendance history, and quality of the entire application packet.

Another opportunity for students in grade 10 to apply for is the Lynchburg Regional Governor's STEM Academy. This program is also located at the Central Virginia Community College and focuses on Science, Technology, Engineering, and Math. There are two pathways for students to explore- Health Care Technologies and Mechatronics.

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

Gifted services include any of the previously mentioned special programs as well as differentiated instruction within the regular classroom, vertical acceleration, inclusion in school based programs for gifted students, and participation in activities such as ACE, Stock Market Challenge, 24 Math, Chess Club, Lego League, Science Fair, History Day, and other activities that allow gifted students to excel at an individual pace. Access to the school division's numerous Advanced Placement (AP) and college dual enrollment courses are available to students beginning in grade 9

All standard referral and data collection forms are located in the Appendix of this document and are consistent with this information

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

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

General Intellectual Aptitude

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

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

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

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

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

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 - English
Specific Academic Aptitude - Mathematics

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

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

All standard notification and permission forms are located in the Appendix of this document and are consistent with this information.

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 - English
Specific Academic Aptitude - Mathematics

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 GO 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 takes place; however, if this is a consideration, the Supervisor for Elementary Gifted 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.

Appeals

This section includes the process used when an identification, change in placement, or exit decision is appealed for school based gifted services and GO Center placement

1. School-Based Appeal

Parents/guardians, teachers, or others who disagree for any reason with the decision of the school based 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. The principal may determine a need to override the committee decision and change the committee results, determining that a student is eligible for services. Decisions are filed in the student's confidential cumulative file. Final decisions of the school based appeal are submitted in writing to the Supervisor of Elementary Gifted.

2. Full-Time Services (GO Center) Appeal

For full-time gifted services at the G.O. Center, requests for appeals are addressed by the Supervisor for Elementary Gifted. Appeals cover non-eligibility decisions for referrals and changes in service. The formal appeal must be submitted in writing to the Supervisor for Elementary Gifted within 10 days of notification of the selection committee's

decision. Appeals are reviewed by the Central Office Appeal Committee which may be composed of the Supervisor of Elementary Gifted; the Supervisor for Elementary Language Arts; the Director for Equity, Engagement, and Opportunity; and the Director for Special Education; and the Director of Curriculum and Instruction. 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 Curriculum and Instruction department or 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.

Committee decisions are filed in the student's confidential cumulative file. The Supervisor for Elementary Gifted 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

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

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General Intellectual Aptitude
 Specific Academic Aptitude - English
 Specific Academic Aptitude - Mathematics

The unique characteristics of individual students should determine the type and level of support services the student receives. Some gifted students 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.

Lynchburg City Schools Continuum of Sequential Curricula and Instruction for GIA, SAA- English, & SAA- Mathematics					
Elementary	Critical and Problem Solving Skills Grades K-2	Differentiation in Language Arts, Mathematics Grades K-5 (SAA)	Advanced Curriculum Mathematics Grade 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- English)			Advanced Curriculum Acceleration for high school credit- Algebra I, Algebra II Grades 6-8 (SAA-Mathematics)	
High	Advanced Classes AP Classes Independent Study Dual Enrollment Summer Residential Governor's School Early College STEM Academy Central Virginia Governor's School Grades 9-12 (GIA)	Advanced Classes AP Classes Independent Study Dual Enrollment Summer Residential Governor's School Early College STEM Academy Central Virginia Governor's School Grades 9-12 (SAA-English)	Advanced Classes AP Classes Dual Enrollment Summer Residential Governor's School STEM Academy Early College Central Virginia Governor's School Independent Study Grades 9-12 (SAA Mathematics)		

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

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Differentiation- Lynchburg City Schools focuses on aligned instructional practices in each classroom. Planning of lessons and then execution of the lesson 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. This allows students to work with age-level peers, but on their specific ability level.

Cluster Grouping Model- The resource-cluster model is an arrangement in which a group (cluster) of identified gifted students 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

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

General Intellectual Aptitude

Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

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.

Full-time and part-time services provide acceleration and enrichment opportunities for identified gifted student. 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 gifted students 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 gifted students 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 gifted students affords them the opportunity to go beyond grade level standards.

D. Service Options Provide Instructional Time to Work Independently

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

A variety of instructional programs allows identified gifted students 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, Lead Instructional Coaches, IT-DARTs, librarians, and/or community members.

E. Service Options Foster Intellectual and Academic Growth

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Lynchburg City Schools provides opportunities for gifted students 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, school counselors, and administrators. Identified students are recommended for program service options based on an area of academic strength. Teachers select, adapt, and employ a repertoire of instructional strategies which address the distinctive needs of gifted students.

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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 in Gifted Students

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

General Intellectual Aptitude

Specific Academic Aptitude - English

Specific Academic Aptitude - Mathematics

Lynchburg City Schools uses a variety of procedures to assess academic growth for K-12 gifted students. 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.

- 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 gifted students 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 an online mathematics toolbox each mathematics Virginia Standard of Learning.
- A balanced-assessment system is in place throughout the division which is focused on multiple and varied methods of assessment.
- 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 gifted students 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 gifted students 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.
- Graduation data demonstrates that gifted students 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 - English

Specific Academic Aptitude - Mathematics

The Lynchburg City Schools believes that no single model can effectively meet the needs of all identified gifted students, and that a variety of programs provided in grades K-12 will offer the necessary program options and educational opportunities to meet their needs. Three models that are used with gifted students in the Lynchburg City Schools include Joseph Renzulli's enrichment model that focuses on exploration, skill development, and investigation; Carol A. Tomlinson's differentiated instruction model; and the cluster grouping model.

Students identified as gifted 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 gifted students. 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 gifted students are also required to incorporate problem solving, critical inquiry, creativity, and self-directed learning into their classes.

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Students included as part of a school's talent pool and those that have been identified as gifted, participate in enrichment through a variety of methods. It is the responsibility of the general education teacher to provide opportunities for exploration, skill development, and investigation within the general education setting. The teachers also work collaboratively with the Lead Instructional Coach to focus enrichment opportunities for students who show specific strengths in either English or mathematics. That enrichment can occur within the classroom or in a pull-out environment. The goal of each school is to provide some enrichment to the entire school body as a means of providing opportunities for each student to explore, develop, and investigate.

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 academic readiness level of the student.

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

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

General Intellectual Aptitude
Specific Academic Aptitude - English
Specific Academic Aptitude - Mathematics

Policy P6-26

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. Interview

D. Program Goals

To develop an understanding of the characteristics which distinguish gifted students from the general school population.

To identify those individuals who are gifted.

To provide continuous staff development for administrators, teachers, and parents.

To provide educational programs which will enable each gifted student to develop his/her abilities to their fullest potential.

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

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

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

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

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

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 Department of Curriculum and Instruction personnel 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 gifted students includes:

- Differentiating Instruction for Gifted students
- Characteristics of Gifted students
- 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

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- 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, 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.

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

POSITION	PROGRAM	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 gifted students; endorsement in gifted education
K-12 Teachers	GIA, SAA,	Local training in gifted pedagogy, underrepresented populations, gifted program services, differentiation of curriculum and instruction, and social and emotional needs of gifted students

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 and gender.
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 and gender.
3. The number of AP course offerings.
4. The number of AP courses taken by individual students by graduation.
5. Progress made toward reaching the Program Goals and Objectives.

Additionally, the Local Plan for the Education of Gifted Students shall be reviewed and revised, as needed, by the designated director of gifted education for Lynchburg City Schools. Any changes made to the plan are reported to the superintendent and school board by the designated director of gifted education for approval.

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.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent's Signature

Printed Name

Date

Appendix

Appendix: These documents are the forms and letters used in the referral, screening, and identification of gifted students enrolled in Lynchburg City Schools.

- i. Gifted Eligibility Referral Form
- ii. High Score Letter NNAT
- iii. High Score Letter Stanford
- iv. Gifted Screening Data Collection Form K-5
- v. Gifted Screening Data Collection Form 6-8
- vi. Gifted Screening Data Collection Form High School
- vii. Permission to Collect Data and Participate in Talent Pool
- viii. Teacher Perception Inventory
- ix. Parent Questionnaire
- x. Gifted Eligibility Summary Sheet
- xi. Permission to Participate in Gifted Services-School based
- xii. Ineligibility for Gifted Services Letter
- xiii. GO Center Invitation Letter
- xiv. GO Center Permission Form
- xv. GO Center Waiting List Letter
- xvi. GO Center Ineligibility Letter, No Services Offered
- xvii. GO Center Waiting List Selection Letter



Gifted Services Referral Form

Please type or print clearly. Referral form may not be retyped. Responses must fit on this form; attachments may not be submitted.

Student's Last Name	First Name	Parent(s)/Guardian(s)
Grade/Teacher(s)	Parent Phone Number	
LCS School Attending	Referring Source	
Lead Instructional Coach	Referral for: <input type="checkbox"/> School Based Pull-Out Gifted Services <input type="checkbox"/> GO Center	

In the space provided below, please explain why the student should be considered for gifted services.

Signature of Referral Source
Relationship to Student
Date of Referral



NNAT High Score Letter

DATE

Dear Parent/Guardian:

This year all first grade students in Lynchburg City Schools were administered the Naglieri Nonverbal Ability Test. The results of this test are used to determine students who will be screened for potentially receiving gifted services in the future.

Your child scored high enough on this test to be included in the first grade pool of candidates who will be considered for gifted eligibility. Please note that being in the pool of students to be screened does not mean the student is eligible for gifted services. A file will be prepared and kept at the school for review next spring for gifted services. If you do not wish to have your child included in the gifted identification process, please note that on the permission form below.

In addition to collecting data, students who are a part of this pool of candidates may also receive enrichment opportunities in their schools. These opportunities may include differentiated instruction in the classroom, placement in advanced groups, and enrichment activities.

Please check the appropriate box below, sign, and return to school within 10 school days. Feel free to contact me if you have questions regarding the gifted process.

Sincerely,

Lead Instructional Coach

 Do Not Detach

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

 Parent or Guardian Signature

 Date

 Student Name



Stanford High Score Letter

DATE

Dear Parent/Guardian:

This year all second grade students in Lynchburg City Schools were administered the Stanford Achievement Test. The results of this test are used to determine students who will be screened for potentially receiving gifted services in the future.

Your child scored high enough on this test to be included in the second grade pool of candidates who will be considered for gifted eligibility. Please note that being in the pool of students to be screened does not mean the student is eligible for services. A file will be prepared and kept at the school for review later this spring for gifted services. If you do not wish to have your child included in the gifted identification process, please note that on the permission form below.

In addition to collecting data, students who are a part of this pool of candidates may also receive enrichment opportunities in their schools. These opportunities may include differentiated instruction in the classroom, placement in advanced groups, and enrichment activities.

Please check the appropriate box below, sign, and return to school within 10 school days. Feel free to contact me if you have questions regarding the gifted process.

Sincerely,

Lead Instructional Coach

 Do Not Detach

- I give permission for my child to be included in the gifted identification process and for data to be collected on my child.
- I do not wish for my child to be included in the gifted identification process at this time.

 Parent or Guardian Signature

 Date

 Student Name



Gifted Screening Data Collection

(K-5 Students)

This form is to be used as information and is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in grades K-5.

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

Once a child has been screened into the pool of gifted identification candidates, his/her teacher(s) should be notified near the beginning of each year. A Data Collection Form should be completed by the current teacher(s) each time a child is screened/referred for gifted services.

Name: _____

School: _____ **Grade Level:** _____

Referred by: _____ **Relationship:** _____ **Date:** _____

Parent(s): _____

Street Address: _____

Zip Code: _____ **Phone Number:** _____

Standardized Test Data

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

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

Standards of Learning Scores: Reading _____ Math _____ Grade _____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 5, with a 1 indicating below grade-level achievement, a 2.5 denoting average work, and a 5 indicating consistent excellence and above grade-level achievement and performance in that subject area.)

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

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

Average of all 5 scores: _____

Teacher Perception Inventory Score (from bottom of inventory): _____

Committee Decision: _____ Chair: _____ Date: _____
Local Plan for the Education of the Gifted

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Gifted Screening Data Collection
(Sixth, Seventh, or Eighth Grade Students)

LYNCHBURG CITY SCHOOLS

This form is to be used as information and is collected on any student referred or otherwise screened into the Lynchburg City Schools' Gifted Identification Program in sixth, seventh, or eighth grade. (Please attach the gifted referral form to this sheet.)

Name: _____ **Student #** _____

School: _____ **Grade Level:** _____

Referred by: _____ **Relationship:** _____ **Date:** _____

Parent(s): _____

Street Address: _____

Zip Code: _____ **Phone Number:** _____

<u>SOL Scaled Scores</u>	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
English-Reading	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
History & Social Science		_____	_____	_____	_____
Science		_____			_____
Writing					_____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 5, with a 1 indicating below grade-level achievement, a 2.5 denoting average work, and a 5 indicating consistent excellence and above grade-level achievement and performance in that subject area.)

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

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

Teacher Perception Inventory Score (from bottom of form): _____

Committee Decision: _____ Chair: _____ Date: _____

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Gifted Screening Data Collection
(High School Students)

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

Name: _____ Student # _____

School: _____ Grade Level: _____

Referred by: _____ Relationship: _____ Date: _____

Parent(s): _____

Street Address: _____

Zip Code: _____ Phone Number: _____

<u>SOL Scaled Scores</u>	8 th Grade	<u>End of Course SOL Scores</u>	
English	_____	Test _____	Score _____
Math	_____	Test _____	Score _____
History & Social Science	_____	Test _____	Score _____
Science	_____	Test _____	Score _____
Writing	_____	Test _____	Score _____

Achievement Record and Classroom Performance Scale:

Teacher's Name(s) _____

(Please rate achievement from 1 to 5, with a 1 indicating below grade-level achievement, a 2.5 denoting average work, and a 5 indicating consistent excellence and above grade-level achievement and performance in that subject area.)

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

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

Teacher Perception Inventory Score (from bottom of form): _____

Committee Decision: _____ Chair: _____ Date: _____

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LYNCHBURG CITY SCHOOLS

Parent/Guardian Permission to Collect Data for Gifted Services and Participate in Enrichment

DATE

To the parents/guardians of _____:

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

In order to begin the gifted identification process, we would like your permission to collect information on your child's academic abilities as they relate to your child's potential giftedness. The collected information may include standardized testing data, scholastic achievement record, a teacher perception inventory, work samples from class, classroom observations, a problem solving interview, and other data that would showcase the student's characteristics of giftedness.

In addition, we would like your permission to provide additional enrichment opportunities to your child if it is determined appropriate. These activities may include differentiated instruction in the classroom, placement in advanced groups, and enrichment activities.

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

Sincerely,

Lead Instructional Coach

Do Not Detach

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

Parent/Guardian Name (please print)

Student Name (please print)

Parent/Guardian Signature

Date

Gifted Eligibility Summary Sheet

Current Grade

School: _____ Student #: _____

Student's Last Name (Print): _____

Student's Given First Name (Print): _____

Please Note: For all scoring areas it is appropriate to record a split value rather than one number. The minimum score for eligibility is 34/50.

I. Achievement Record and Work Sample: Value: _____

Achievement Record average from Data Collection Form _____ (max 5)
 + Work Sample Rubric Score _____ (max 5)

II. Teacher Perception Inventory: Value: _____

72-76 = 10,	58-62 = 7,	43-47 = 4,
68-72 = 9,	53-57 = 6,	38-42 = 3,
63-67 = 8,	48-52 = 5,	33-37 = 2

III. NNAT Ability Index Score: Score: _____ Value: _____

130+ = 10,	119—121 = 7,	110—112 = 4,
125—129 = 9,	116—118 = 6,	107—109 = 3,
122—124 = 8,	113—115 = 5,	< 107 = 2

Other non-verbal scores can be used here if NNAT is not available

IV. Interview: Value: _____

Total score from Interview Rubric

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

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

Other achievement scores can be used here if Stanford-10 is not available

Total Score:

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



Slocumb-Payne Teacher Perception Inventory

Revised from the work of Paul D. Slocumb, Ed.D., and Ruby K. Payne, Ph.D.

Student Name _____ Date _____

School _____ Grade _____ Age _____

Teacher/person completing this form _____

How long have you known this student? _____ Years _____ Months

Directions: This scale is designed to obtain a teacher's perception of a student's characteristics as a potentially gifted student. This is not a recommendation form; it is a perception of a student within the context of a classroom or school.

The items are derived from the research literature dealing with characteristics of gifted and creative persons. A considerable number of individual differences can be found within any student population; therefore, the profiles are likely to vary a great deal. There is no right answer to any question.

Each descriptor item in each row should be read from the left and from the right, and then circle the applicable number that best describes your perception of the student as he/she relates to that descriptor. **You are to circle only one number in each row.** Each descriptor is designed to be "two sides of the same coin." Persons completing this instrument may find it helpful to first read the descriptor on the left, then on the right, and then place a check mark beside the descriptor that best aligns with your perception of the student under consideration. Then, using that descriptor, circle the number that most closely describes your perception of the student in relation to the descriptor.

One descriptor item per row (either the one on the left or the right) is to be rated as follows:

- 1 = Seldom or never
- 2 = Occasionally
- 3 = Frequently
- 4 = Almost always

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Perception of attributes	Seldom or never	Occasionally	Frequently	Almost always	Almost always	Frequently	Occasionally	Seldom or never	Perception of attributes
1. Curious about information; inquisitive; doesn't accept information at first glance; questions and pushes for more information.	1	2	3	4	4	3	2	1	1. Incessant with questions; likes to "stump" people with hard questions; enjoys questions with "shock value"; questions authority; unwilling to follow rules.
2. Sticks to a task; gets job done; doesn't give up easily even when things are difficult.	1	2	3	4	4	3	2	1	2. Willful; avoids tending to other things that need to be done just because he/she is not through with his/her priority.
3. Learns at a faster rate than his/her peer group; absorbs more with less practice; able to accelerate his/her learning; displays eagerness to do work.	1	2	3	4	4	3	2	1	3. Finds it hard to wait for others; unwilling to do detail work; shows reluctance to do some assignments because he/she already "knows" content or skill.
4. Understands subtleties of language in his/her primary language; uses language in powerful ways; displays unique sense of humor; able to use language to build personal relationships.	1	2	3	4	4	3	2	1	4. Sarcastic; master at put-downs of others; uses humor in destructive manner; unable to relate to peers because his/her sense of humor isn't as sophisticated; class clown.

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<p>5. Thirsts for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas.</p>	1	2	3	4	4	3	2	1	<p>5. Shows little interest in what is to be learned; wants to pursue only those things that spark his/her curiosity; is more curious about people than events.</p>
<p>6. Commits to long-range projects and tasks; focused; goal-oriented; strives to meet high standards.</p>	1	2	3	4	4	3	2	1	<p>6. Has difficulty completing tasks; unaware of deadlines; oblivious to those around him/her; very focused on and committed to his/her priorities.</p>
<p>7. Able and willing to ascertain and solve problems; does not need specific directions; may set own goals that surpass teacher's expectations.</p>	1	2	3	4	4	3	2	1	<p>7. Loves ambiguity and dislikes being given specific directions and/or parameters; unable to be specific with other people who need specific directions; comes across as highly creative/inventive.</p>
<p>8. Deeply interested in many things; is good at many things; loves to learn new things.</p>	1	2	3	4	4	3	2	1	<p>Unable to make decisions—or makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random.</p>
<p>9. Develops high standards and expectations of self; self-starter who needs little supervision; has self-control.</p>	1	2	3	4	4	3	2	1	<p>9. Perfectionist; nothing is ever good enough; can't finish something because it still isn't correct; may display low self-image about academic performance.</p>

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10. Excellent facility with language; can elaborate on thoughts and ideas; uses formal register when communicating with others.	1	2	3	4	4	3	2	1	10. Has trouble listening while others talk; interrupts other to point of rudeness; talks at inappropriate times; may be reluctant to write; very expressive in casual register.
11. Highly developed social conscience; concern for social issues and problems; awareness of global issues; has internal locus of control.	1	2	3	4	4	3	2	1	11. Over-concern for social problems and issues to extent that depression results; doomsday view of life; overwhelmed with despair in world/community; sees self as victim.
12. Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content.	1	2	3	4	4	3	2	1	12. Out of touch with reality/day-to-day routines; bored by simpler things in life; unwilling or unable to abide by basic requirements and/or rules.
13. Sees patterns in things; can transfer learning in new situations; sees big picture; discovers new information; supports generalizations with facts/details.	1	2	3	4	4	3	2	1	13. Unwilling to learn facts to support generalizations; can be a great "talker" but is unable to produce because work lacks substance.
14. Makes connections; see relationships between/among diverse ideas and events.	1	2	3	4	4	3	2	1	14. Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird" by peers.

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15. Generates large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses.	1	2	3	4	4	3	2	1	15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" response to questions.
16. Sensitive to beauty; tunes in to aesthetic characteristics of things.	1	2	3	4	4	3	2	1	16. Appreciates color; likes to doodle and draw; has affinity for scribbles, scrawls, and/or lettering.
17. Uninhibited in expressions of opinion; sometimes radical and spirited in disagreement; tenacious.	1	2	3	4	4	3	2	1	17. Uninhibited in expressions of opinion; sometimes appears radical and disagreeable; may show anger when disagreeing with others.
18. High risk-taker in academic endeavors; is adventurous and speculative in his/her thinking.	1	2	3	4	4	3	2	1	18. Risk-taker; dares to break rules and then challenges authority when caught; unafraid to challenge others.
19. Criticizes constructively in socially acceptable manner; unwilling to accept authoritarian pronouncements without critical examination.	1	2	3	4	4	3	2	1	19. Criticizes openly; unwilling to accept authoritarian rules and procedures; orally and openly condemns them; may irritate others.
FOR OFFICE USE ONLY Add each column; enter totals here →									
									Sum total of all eight columns here ↑

Lynchburg City Schools
Parent/Guardian Questionnaire

Student _____ School Currently Attending _____
School Year _____ Current Grade Level _____

Please print clearly or type. Check the appropriate box: **occasionally**, **frequently**, or **consistently**. Give an **example for each**.

	Occasionally	Frequently	Consistently
My child makes connections and asks unusual questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child comes up with imaginative and/or unusual ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can figure out solutions to problems on his/her own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can find humor in everyday situations or events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can focus on a particular topic for an unusually long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your child have a special need that you want to communicate to the committee? Yes No
If YES, please explain (such as learning disability).

Parent/Guardian Signature

Date

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School-Based Gifted Services Eligibility Letter

DATE

Dear Parent/Guardian:

Your child has been identified as eligible for school-based gifted services. This decision was based on a review of multiple criteria including test scores, work samples, parent input, and classroom observations. School-based gifted services are designed to provide opportunities for students to develop specific academic strengths through more rigorous and challenging curriculum and instruction.

The school-based gifted services program is designed to be an opportunity for students to work with like-minded peers on activities and projects that extend beyond the general education curriculum using critical and creative thinking, problem solving, and reasoning strategies. Your child will meet with a small group at least once per week for 45 minutes to participate in these enriching activities and projects. Your school's Lead Instructional Coach will lead the group enrichment lessons. Information regarding the pull out schedule for your child is attached.

Please complete the permission form, and return it to your child's classroom teacher by DATE.

Sincerely,

Lead Instructional Coach

**** Do Not Detach****

- I give permission for my child to receive School-Based Gifted Services.
- I do **not** give permission for my child to participate in School-Based Gifted Services.

Parent/Guardian Signature

Student Name

Date



School-Based Gifted Services Ineligibility Letter

DATE

Dear Parent/Guardian:

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

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

If you would like to appeal this decision, you may do so by writing a letter requesting an appeal to the principal of your school. By writing this letter, you will put the appeal process in motion. Once this letter is received, the data collected for your child's gifted eligibility meeting will be forwarded to the supervisor of gifted education in the administration building. An appeal committee will be convened within four weeks of the receipt of this information, and you will be notified of the appeal committee's decision within two weeks of the meeting.

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

Sincerely,

Lead Instructional Coach

Please Sign & Return - Do Not Detach

Parent/Guardian's Name (please print)

Student's Name (please print)

Parent/Guardian's Signature

Date



GO Center Eligibility Letter

DATE

Dear Parent/Guardian:

After an extensive review of your child's academic records, the division-wide central selection committee has determined that your child is eligible for the Lynchburg City Schools full-time gifted services program at the Gifted Opportunities (GO) Center, which is housed at R.S. Payne Elementary School. This placement is effective beginning with the fall semester, which starts on DATE . Once accepted, the placement is effective through the end of fifth grade.

Should you choose to **not** accept placement in the full-time gifted services program at the GO Center at this time, your child is eligible for gifted services through the part-time school-based gifted program at your child's zoned school. If you would like your child to be considered for full-time gifted services eligibility in the future, you must submit a new Gifted Services Referral Form by the published deadline. The form is available at your zoned school.

An orientation will be held at the GO Center on ORIENTATION DATE for parents and students from 9-11 a.m.

The enclosed form must be completed and returned to the Supervisor of Elementary Math, Science, and Gifted by DATE to accept your invitation to the GO Center.

Congratulations, and I look forward to working with your family!

Sincerely,

NAME

Supervisor of Math, Science, and Gifted

Enclosure: GO Center Permission Form

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GO Center Permission Form

Deadline: DATE

- My child will attend the full-time gifted services program at the GO Center for the YEAR school year.
- I **do not** want my child placed in the full-time gifted services program at the GO Center, but I **do** want part-time school-based gifted services at the zoned school for the new school year.
- I **do not** want my child placed in **any** gifted program at this time.

Student's Last Name First MI

Parent/Guardian Name

Student's Mailing Address (Street, Apt. #, City, Zip)

Phone Numbers: Home Work Cell

School Your Child Currently Attends

Signature of Parent/Guardian Date

If, due to child-care arrangements, school pick-up and delivery will be at an address other than the student's home, please provide that information below. Pick-up and drop-off must be within the Lynchburg City School zone.

Name of day-care provider or babysitter Telephone Number

Address City Zip Code

Stop is for:

- morning** only
- afternoon** only
- both** morning & afternoon

Mail, email, or fax this form to:

Supervisor of Elementary Math, Science, and Gifted
LCS Curriculum and Instruction Department
P.O. Box 2497
Lynchburg, VA 24505-2497
Email: boyleshr@lcsedu.net
Fax: 434-522-3774

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GO Center Waiting List Letter

[Date]

Dear Parent or Guardian:

Recently, your child was referred to the Lynchburg City Schools' Gifted Education Eligibility Committee for consideration for attendance at the Gifted Opportunity (GO) Center at Robert S. Payne Elementary School. Following a review of assessment data (record of school achievement, standardized testing, work samples, teacher and parent input), we are unable to offer your child a position at the GO Center at this time. However, we are pleased to inform you that he/she has been placed on the waiting list of eligible students.

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

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

If you have any questions, comments, or concerns, please feel free to contact me at (434) 515-5067.

Sincerely,

[Name]

Supervisor of Elementary Math, Science, and Gifted

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GO Center Ineligibility Letter

[Date]

Dear Parent or Guardian:

Recently, your child was referred to the Lynchburg City Schools' Gifted Education Eligibility Committee for consideration for attendance at the Gifted Opportunity (GO) Center at Robert S. Payne Elementary School. Following a review of assessment data (a record of school achievement, standardized testing, work samples, teacher and parent input), we are unable to offer him/her a position at the GO Center.

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

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

- Many students referred to the committee are not found eligible. There are simply more exceptional students than there are positions available. This is why there are excellent gifted activities provided at each elementary school
- Emphasize that he/she will still be able to pursue the most advanced and challenging programs offered in the middle and high schools.
- Compliment your child on being referred, indicating that the referral itself is a recognition of the high quality of his/her abilities and talents.

Should you have any questions or require additional information please contact the Lead Instructional Coach at your child's school or you may call me at (434) 515-5067.

Sincerely,

[Name]

Supervisor of Elementary Math, Science, and Gifted

Local Plan for the Education of the Gifted

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LYNCHBURG CITY SCHOOLS

[Date]

GO Waiting List Selection Letter

Dear Parent or Guardian:

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

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

The deadline for this form to be received in our office is [date]. Please fill in the necessary information, sign this form, and return it in the enclosed envelope. If you have any questions or concerns, please call me at (434) 515-5067.

Sincerely,

[Name]

Supervisor of Elementary Math, Science, and Gifted

Enclosure: GO Center Permission Form